The Effect of Spelling Bee Games to Students' Vocabulary Mastery

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Abstract

The objective of the research was to know the effect of Spelling Bee game to students vocabulary mastery. This research design was in experimental research. The researcher observed 33 students' of tenth grade TKJ 2 at SMK NU Mamba'ul Huda. The researcher used pre-test and post-test and those were in the form of multiple choice tests. The data were analyzed statistically by using T-test. Afterward, T-test was analyzed and interpreted with the degree of significances 5% with $db = N - 1 = 33-1 = 32$ and the T- table is 2,036. The results of T-test analysis was 12,09. The result showed that there was a significant difference between using and without spelling bee game to students vocabulary mastery. Based on the research result, it can be concluded that teaching English vocabulary by Spelling Bee game was effective and gave remarkable progress in students vocabulary mastery, especially in X TKJ 2 at SMK NU Mambaba'ul Huda Tegalsari.

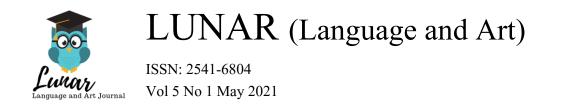**Keyword**: *spelling bee game; vocabulary mastery;*

A. Introduction

English is an international language because English has a special role in each country such as in trade between country and in education in various countries, English also acts as a media communication between countries (Cristal in Sari 2018:36). Therefore, English is very importance in interlingual communication, inorder to communicate fluently with foreign people. In English learning there are many components that to be learnerd. One important component that is learned in English is vocabulary. To be able to use English, students ought to grasp English vocabulary before they are introduced to alternative English aspects like grammar and pronunciation. Consequently, learning English vocabulary has become the most important for English students (Rohmawati 2015: 01). Vocabulary is one of the most important components of English. It's considered as the most important one for students in learning English as a foreign language. Vocabulary mastery must be acquired by students in order to get other competencies like listening, speaking, reading, and writing. In other words, vocabulary mastery takes an important role in mastering the basic four skills of English.

Vocabulary is a set of the words that are owned by someone or another entity, or are a part of a particular language.Vocabulary is a core component of

language proficiency and provide much of the basis how well learner speak, listen, read and write. If someone who has a lot of vocabularies then someone is considered to be fluent in mastering four skills in English. Vocabulary is an important aspect in the learning process. It will be needed by students when they learn Vocabulary is an important aspect in the learning process (Alqinda, et al 2017). It will be needed by students when they learn English skill like reading, writing, speaking and listening. Students who learn English must have sufficient vocabulary to make them able to learn English easily. Many kinds of teaching technique can be chosen. Before choosing one of teaching techniques, researcher has to know the level of the students' ability because there are many kinds of characteristic in each level. The researcher takes the students in level of senior high school. Vocabulary itself is total number of words in a language. As vocabulary becomes the key aspect in learning language, it should be introduced through interesting ways. Students will not achieve success in learning unless they enjoy the process. From that statement, it can be seen that students feelings toward a learning process will influence their achievement. Teaching vocabulary is not easy thing to do.

The problems found in the observation showed that they had lack vocabulary, there was no memorization of the alphabet in English and did not know to write a word correctly. By studying the case above, the researcher wants to apply game as the way of teaching vocabulary. By spelling bee games the students can be more active in participating in the classroom activities. They can also try to spell correctly and fluently. The researcher hopes students do not only develop their vocabulary but also they are able to practice either in writing, speaking or understanding the meaning of words. Vocabulary as a collection of words that learned by individual (Meanwhile et, all in Rohmawati, 2015:03). Vocabulary is words that a person knows or uses, or list of words with their meaning, especially for learning a foreign language. On the other hand, vocabulary is a collection of words or phrase usually alphabetically arranged and explained or defined. Vocabulary mastery is important for language learner in learning the whole language. To develop students' language skill in reading, listening, speaking, and writing, the learners must be able to master vocabulary. Vocabulary mastery is needed to master other skills (Reading, Writing, Speaking, and Listening). Vocabulary mastery is an individual's great skill in using words of a language, which is acquiring based on their own interests need and motivation (Alqahtani, 2015:26). The success in widening the vocabulary mastery requires their own motivation and interest on the words of an individual's great skill in using words of a language, which is acquired based on their own interest needs and motivation. Vocabulary and mastery are parts of set in learning vocabulary, mastery is clearly shown by learners' ability in expressing vocabulary that known with understanding. It is also shown by their ability of making sentences using vocabulary. Vocabulary mastery is purposed of learning vocabulary, because when learners mastery vocabulary they are able to use it in daily life. The process of learning vocabulary may be resulted vocabulary mastery. The students should be able to produce all kinds of vocabulary both active and passive or receptive and productive. The students can understand the meaning of the sentences and speak them in any situation.

The words can be used to express their ideas. Word mastery in vocabulary learning has some levels. The first level is full mastery. It is reached when learner has the capability in using vocabulary while they are writing and speaking. The second level is enough comprehension word when they find it in reading. The last level is the simple ability in mastery words because in this part learners only use their ability in understanding words to know the text that read. It can be concluded that vocabulary mastery is the ability of using words whether in listening, reading, writing, speaking and some language components.

There are two kinds of vocabulary. They are productive and receptive vocabulary (Kamil and Heibert 2005:03). The productive vocabulary is the word that are familiar or easy to recognize and these are often used by an individual, particular in writing and speaking. In contrast, the receptive vocabulary is words that are less familiar to students as well as are considered being less to be used or the students may not use these spontaneous for they may recognize the word meaning as they are readin and listening. The other kinds of vocabulary beside productive and receptive vocabulary(Kamil and Heibert 2005 : 03). In this case, the oral vocabulary refers to the words that their meanings are known in speaking or reading orally, were as the print vocabulary is considered as the words of which their meaning, known in reading or writing silently. The word is classified in two terms, they are content and function of word (Fromkin, et al 2003:73-74). The content word is the word used to express or describe thing such as actions, object, ideas, and attributes. It consists of noun (bits, pieces, record, player), verb (like, doing, looking, to look), adjective (young,old, happy, sad), and adverb (up). The function word is a word that does not have clear concepts or meaning related to the word and it is only used terms of grammatical function. It is consists of preposition (for, like), article (a, the, of), and pronoun (I, them).

The receptive vocabulary is associated with the receptive skills which consist of listening and reading. 1) Technique in Teaching Vocabulary. Teaching vocabulary is very important in language. Students can know the rule of a language. It is a great that vocabulary is the key to improve English skills especially in pronunciation. Make the division of the techniques and approaches to present a new vocabulary item (Thornbury cited in Arumningsih 2017) presented as follows: a)Learner training. Learner training pay attention to the constituents of words, to their spelling, to their pronunciation ant to the way they are stressed. b) Word card. It is apart from keyword technique, there is probably no vocabulary learning technique more rewarding that the use of word cards. In fact, it is arguably more effective than keyword technique, since they are some learner who fined imaging difficult, but all learner can be trained to prepare and use of card. c) Coping strategies for production. Learning can be exposed the strategies and apply through role plays. d) Spelling rules. English spelling is surprisingly regular. Research studies have shown that as many as 8 out of every 10 words are spell according to a regular pattern and that only 3% of words are so unpredictable; d) Using dictionary. Training learners in effective dictionary us is particular important since many learners may not be familiar with dictionary conventions, even if their own language. Such training also provides them with the means to continue vocabulary acquisition long after their
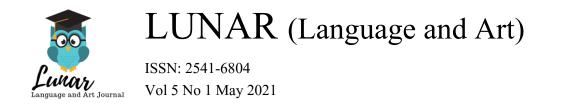
course of formal study has been completed; e) Keeping record. Few students are so organized that they automatically record the content of vocabulary lessons in a way that will provide useful reference for later studies. As an example of how not to record vocabulary, here is how one students to note on lesson on the theme of description. 2) Part of Speech, there are parts of speech that include on vocabulary, they are noun, verb, adjective, and adverb. a) noun is a words use to name of the person, animal, place, things. Noun could function in a sentence as a subject, an indirect object, a subject complement, an object complement, an appositive, an adjective or adverb; b) verb is a word could be used with a subject to form basic or close sentences and verb is word of phrase indicating action; c) adjective is a word used to describe a noun or pronoun which can consist of the people, animal, place; d) adverb is a word that serves to describe verb, adjective, or another adverb. Adverb is divided into seven, namely: adverb of time, adverb of manner, adverb of degree, adverb of frequency, adverb of place, adverb of modality, focusing adverb. Part of speech is a fundamental part of English that students must master. Noun is a word that mentions someone, objects, etc. Verb is used to indicate the action of a subject, indicating an event, or situation. Adjective is used to explain noun. Adverb is used to explain verb, adjective

Most of students have difficulties in learning vocabulary. They have difficulties in expressing their ideas, so they become passive students in the classroom. There are several factors found by the researcher in the class which become the difficulties in learning vocabulary, such as uninteresting technique used by the teacher, lack of motivation in learning English, difficult to memorize words, etc. There is a misconception that all learning should not be in fun and relaxed atmosphere. Actually, it is possible to find learning not in serious condition. Games help language learners to learn a language and enjoy it at the same time. Children learn their mother tongue. Is the same when they learn English as a foreign language through playing games where there is no stressful situation and make them can learn much more. By using a game, students will enjoy a learning process which at first makes them feel bored. Classroom atmosphere that derive from the game can make students learn better because they learn without pressure. Games bring relaxation and fun for students. They help them learn and retain new words more easily. Relaxed atmosphere is needed by students to remember things faster and better. One way to create this atmosphere is learning through games.

Some research showed that teaching vocabulary through games can help students improve their vocabulary and other language skills (Rohmawati 2015:04). Results of study about the use of games in teaching vocabulary show that they provide students with an interesting, challenging and enjoyable atmosphere in the classroom activities and they also contribute in helping the students to absorb materials more easily. Another research portrays the effectiveness of the Spelling Bee game in teaching narrative text. The result shows that Spelling Bee encourages students to learn much more about words given. Therefore, they get more understanding about the text. On the other hand, Spelling Bee can also help students to practice their spelling and vocabulary skills. According to Uranga in Rohmawati (2015:06), spelling bee game is a contest where the competition is a conducted as a way to improve students

reading and understanding skills. Spelling bee game does not only memorize words or letters, but also is a complicated process of thinking. Students get several clues to answer or spell words correctly, such as resolution, alternative pronunciation, types of words (noun, adjective, verb, etc) for example, sentences that use these word. Spelling bee games are competition that is usually performed by children, where contestant is eliminated if they miss spelling. Students will usually be asked to spell words in front of evaluator and the audience (Pepper 2013:03). To spell well is to memorize words, but spellings of words need to be considered because the spelling of words in English is not always concluded by pronunciation (Reed in Alqantani 2015:30).

The following are the steps to teach spelling bee games: a) The Application of Spelling Bee Games. There are five steps to apply the spelling bee game, 1) students must prepare themselves, so as not to be nervous; 2) students must spell the words independently, without help from others; 3) If the correct spelling was given, the speller remains in the game.; 3) if the spelling was incorrect, that speller is eliminated from the game; 4) Once students begin to spelling a word, they cannot change their answer.; 5) the teacher determines if the word was spelled correctly.

The rules of Spelling Bee Game are 1) Students come forward and take an envelope containing 2 words to spell.; 2) Then the students give the envelope to the spokesperson and the spokesperson will read the word clearly. 3) Students must listen carefully and if the word is not clear the students may ask a spokesperson to repeat the word.; 4) students are given 30 seconds to spell the word; 5) students are not allowed to spell letters and if students repeat spelling the word is considered wrong; 6) students can say "pass" to move to the next word if the students cannot spell the word. With a note that students have not spelled a single letter in the previous word when students understand the word, then students begin to spell loudly and clearly so that the judge can hear clearly. Then the judge determines the student's right or wrong in spelling the word. Advantages and Disadvantages of spelling bee games. According to Sari (2017), there are the advantages and disadvantages of spelling bee games in teaching vocabulary. The first advantage of applying spelling bee games to vocabulary learning is to make students more interested in learning English material. When students begin to be interested in the material, students will pay more attention to the lessons provided. This is a good opportunity for teachers to deliver material. The second advantage of applying spelling bee games in teaching vocabulary is that the teacher does not need to explain too much material. The teacher only explains the material needed by students.

The first disadvantage of teaching English using games in vocabulary mastery is because student games can attract students so students will be more active and the class will be more crowded. Sometimes it also makes students talk too much. With these conditions students will be difficult to control. The second disadvantage of applying this game in teaching vocabulary is that the teacher does not have much time to explain the material because the teacher is more focused on the game.

The scoring in Spelling Bee Games Assessment criteria are 1) The

accuracy of the word spellin; 2) Many words that can be solved; 3) Speed of time. Therefore, from these assessment criteria it is concluded that students are considered to have failed in the game if students do not meet one of the assessment criteria. On the other hand, if students meet all the assessment criteria above, students will be declared winners in the game.

The hypothesis of the research was formulated are 1) Ho: There is no effect of spelling bee game in students' vocabulary mastery of tenth grade students at SMK NU Mamba'ul HudaTegalsari; 2) Ha: There is effect of spelling bee game in students' vocabulary mastery of tenth grade students at SMK NU Mamba'ul Huda Tegalsari.

B. Research Method

1. Research Design

The research design used in the research is pre-experimental design. Pre- experimental design is the simplest form of research design. In pre-experimental, either one group or several group were observed group after several treatment and were considered to cause change. This research will conduct to one-group pretest-posttest design. It means that in this study the researcher use two tests namely pretest and posttest. Pretest was given before treatment and posttest after the treatment.
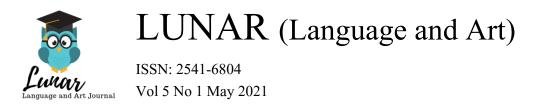
2. The Research Area

This research was conducted at SMK NU Mamba'ul Huda Tegalsari. Located at Jl. K.H. Abdul Majid, Krajan 2, Tegalsari, Banyuwangi. SMK NU Mamba'ul Huda Tegalsari has 10 classes, which are divided into 2 majors namely:TKJ and AKUTANSI. This research used purposive method to determine the area.

3. The Research Respondent

The respondent of the research was the tenth grade TKJ students at SMK NU Mamba'ul Huda Tegalsari. The sample of this research is X TKJ 2. It consisted of 33 students. The determination of the research was cluster random sampling. In collecting data, there were two types of instrument in the study, namely vocabulary test.

4. Data Collection Method

The vocabulary test was used in the pre-test and post-test. Pre-test was used to know the students prior knowledge of vocabulary. While the post test was used to measure the students vocabulary mastery after the spelling bee game treatment. The test is multiple choice tests. It was consisted of 25 multiple choice items with four optional answers (A, B, C, or D).

Table 1. INDICATOR OF VOCABULARY

NO.	INDICATORS	ITEM TEST	TOTAL
1.	Verb	3,4,6,7,9,12,18,20,23	9 questions
2.	Adjective	5,8,13,14,17,19,24	6 questions
3.	Noun	1,2,10,11,15,16,21,22,25	7 questions
	TOTAL		25 questions

5. Data Analysis Method

This research talked about the effect of spelling bee games on vocabulary mastery. The data analysis technique used in this research is t-test. T-test is one of the statistical used to determine whether or not there are significant differences from the two samples in two variables. The researcher analysed the differences in pre-test and post-test on vocabulary mastery in oral test to determine significance after students were treated using spelling bee game method with a t-test. The t-tes formula as follows:

$$t = \frac{X_1 - X_2}{\sqrt{\left(\dfrac{SD_1{}^2}{N_1 - 1}\right) + \left(\dfrac{SD_2{}^2}{N_2 - 1}\right)}}$$

Note :

t = Value of t

X_1 = The Mean Score of post-test of experimental class

X_2 = The Mean Score of pre-test of experimental class

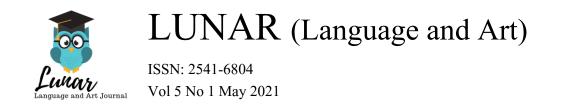$SD_1 2$ = The Variant Value of post-test of experimental class

$SD_2 2$ = The Variant Value of pre-test of experimental class

$N1$ = The Number of students post-test

$N2$ = The Number of students pre-test

C. Conclusion

Based on the results of statistic calculation, it was indicated that the score of T-test is 11,93 (see appendix 5). While the score of t-table with the significant level of 5% is 31 (2,036). It was indicated that the score of T-test was higher than T table (11,93 > 2,036). Based on the results of this different test, it can be concluded that the alternative hypothesis (Ha) was accepted because there is a
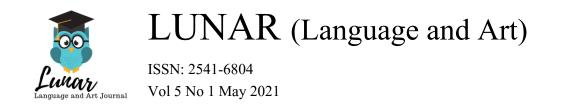
significant effect of spelling bee game to students' vocabulary mastery in the academic year 2019/2020. On the contrary, the null hypothesis (Ho) was rejected.

Regarding to the research which was done in SMK NU Mamba'ul Huda, this research examined the students effect on vocabulary mastery by using spelling bee game. The researcher successfully collected the data using pre-experimental design and multiple choice tests as instrument in order to answer the research question. Based on the data analysis result, it shows that there is a significant defference of students vocabulary mastery score before and after being taught by spelling bee game.

The research question asked about 'is there the effect of spelling bee game to students' vocabulary mastery". From of the test, it can be found that the students' achievement on vocabulary mastery was improved. It based on the result of pre- test and post-test were students mean score were improved from 45,09 in pre-test and 64,61 in post-test. The use of spelling bee game can provide some benefit in this research. The students get new vocabulary item and can spell word correctly. Spelling bee game could increase students' motivation and awareness of the use of spelling in correct writing (Sari 2017). From the data obtained by researcher in this research, the researcher gets good grades on the development of students' vocabulary and also in writing correct to students. It can be seen from the computed data pre-test and post-test using T-test. Spelling bee game is very helpful in teaching learning vocabulary mastery. Spelling be game is easy to apply in teaching vocabulary. It can be concluded that spelling bee game has effect in teaching vocabulary mastery. Spelling bee game is easy to learn. Especially, to make it easier for students' to memorize and write the words. Spelling Bee game could be used as the method to teaching and learning vocabulary since it is proven to be effective and give advantages for the improvement of the students ability in mastering vocabulary. However, the English teacher should set the rules in detail and manage the class in order to gain maximum achievement. The English teacher also should give more attention toward the students spelling in their writing and speaking to anticipate their misspelled words. If the teacher does not pay attention to the misspelled words, the students will think that they have written or spoken the correct words. However, the Spelling Bee Game need to be developed to be more enjoyable and easier to fit the students ability level. Future researchers are suggested to conducta further research concerning the implementation of Spelling Bee Game. They are also suggested to conduct other research on other skills such as speaking, since writing and speaking are both productive skills and also in the receptive skill (listening and reading).

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