

“Spelling Bee” in Developing Students’ Vocabulary Mastery AT SMA Negeri 1 Merauke Academic year 2023/2024.

Aprillya¹, Nasrawati².

Universitas Musamus, Universitas Musamus.

AprillyAprillyaeca18@gmail.com¹, nasrawati@unmus.ac.id².

E-ISSN : 2828-3627

Abstract. This research aims to describe the improvement of students’ vocabulary in using Spelling Bee. Students of SMA Negeri 1 Merauke at the class of XB were the subject of this research, which was consisted of 21 students. This research was conducted from August to September 2023. This research used a quantitative research with a pre-experimental design and pretest and post-test design of one group. Data analysis techniques used the scoring of students’ tests, classification of the students’ scores, percentage, and mean score.

Based on the value of vocabulary tests on pretest and post-test, there was development on each test. The percentage of students pretest was 52% who passed the KKM, and the rate of students post-test developed to 81% who passed the KKM. The result showed that this research use of the Spelling Bee Game could develop the students’ vocabulary mastery at SMA Negeri 1 Merauke.

Keywords: Vocabulary, *spelling bee*, *quantitative research*.

<http://ojs.unsamakassar.ac.id/>

INTRODUCTION

English is an important language to be learned moreover English is an international language that can help us to communicate with other people from various countries. Communication is the vital thing in education (Sutikno, 2009:115). English become as the first foreign language which is teach in schools, starting from primary schools until university level using English language. English is completely different from Indonesian language, such as the structure, pronunciation, and vocabulary.

It is difficult to master the other competences without mastering and understanding the vocabulary. Without some knowledge of vocabulary, neither language production nor language comprehension would be possible (Muttahidah, 2011: 2). Vocabulary is an important component in learning English, because by mastering many vocabularies then we can easily communication with smoothly in English. Richards and Renandya (2002, p. 255) suggest that “vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write”.

There are many methods that will help students in attract students' interesting and develop their vocabulary in teaching English vocabulary. One of them is by using teaching media such as puppets, cartoon films, tape recorder, color passing, songs, games, and etc. The teachers have to choose an appropriate method in teaching vocabulary, because it is not easy to teach English especially vocabulary without using suitable method.

In this research, the researcher was choosing game as a teaching method. The researcher used game as teaching method because this game is suitable and easy to be applied to research site with existing problems, besides that game can also attract students' attention and make the learning atmosphere more enjoyable. Brewster and Ellis (2002:172), games are not only motivating and fun but can also provide excellent practice for developing pronunciation, vocabulary, grammar and the four language skills. By using a game to teach vocabulary will engage the students to be more active because the game makes students have the enthusiasm to learn.

The reason researcher used Spelling Bee Game because Spelling Bee Game is easy to be implemented in English classroom, there is no special preparation for doing this game, the researcher just needs to prepare a list of words which will be given to each student to be spelled, the other equipment for doing this game is already available in the classroom such us papers and marker.

The place of research was conducted at SMA Negeri 1 Merauke, especially in class XB. In this school the researcher's observation found that there were still many students who were lazy to memorize vocabulary, many of students cannot memorize new words in English, many of students are still weak of vocabulary, and students have difficulties in mentioning or pronounce words in English. This school is one of favorite school in Merauke, and there is no the researcher before from English Education Department's students took the research here, therefore the researcher interesting to took her research here. Then the objective of this research

is to describe the development of the students' Vocabulary after using Spelling Bee Game.

RESEARCH METHOD

This section should provide sufficient details of the experiment, simulation, statistical test or analysis carried out to generate the results so that the method can be repeated by another researcher. The design of this research used quantitative research with pre-experimental methods that involving one class. Quantitative research is research with data in the form of number and analysis using statistics. A method for determining the effect of independent variables on the dependent treatment controlled by researchers is quantitative research (Sugiyono, 2018:).

According to Creswell (2012) experimental research is a certain treatment in experimental research that can affect the result, researcher would apply Spelling Bee Game in teaching vocabulary.

The researcher used pre-experimental design with one-group pretest – post-test design. One-group pretest – post-test design is a technique to determine the effect before and after the treatment (Sugiyono, 2018: 110).

Subject	Pretest	Treatment	Post-test
One Group	O ₁	X	O ₂

Table Design of the Research

Source: (Hasmi, 2013)

Notation:

O₁ = Pretest

X = Treatment

O₂ = Post-test

In this research, the researcher want to describe the development of the students' Vocabulary after using Spelling Bee Game in class XB of SMA Negeri 1 Merauke. The development of the students' vocabulary mastery was found after the students gets a score from the pretest conducted before treatment and the post-test score conducted after treatment. If there is a development in the post-test score then absolutely the developing students' vocabulary mastery using Spelling Bee Game was succeed.

RESULT AND DISCUSSION

There are students at 10th grade in SMA Negeri 1 Merauke their vocabulary in pretest is low. And the percentage to measure the development of students' score in pretest using the formula:

$$\begin{aligned} \text{Percentage} &= \frac{\text{Students who pass the test}}{\text{the number of students}} \times 100\% \\ &= \frac{11}{21} \times 100\% \\ &= 52\% \end{aligned}$$

The students' score of pretest and post-test can be seen as follow:

Students	Pretest	Post-Test
Student 1	45	65
Student 2	55	60
Student 3	55	85
Student 4	60	60
Student 5	60	60
Student 6	65	85
Student 7	70	100
Student 8	70	75
Student 9	70	90
Student 10	70	85
Student 11	75	90
Student 12	90	100
Student 13	75	90
Student 14	75	95
Student 15	80	100
Student 16	80	85
Student 17	80	90
Student 18	80	95
Student 19	85	100
Student 20	85	95
Student 21	85	90
Total	1.510	1.795

The following table displays the proportion of students' vocabulary according to Jacobs' (2002) criteria based on the score mentioned above:

Interval	Classification	Frequency	Percentage
95-100	Excellent	0	0%

85-90	Very Good	4	19%
75-80	Good	7	33%
65-70	Fairly Good	5	24%
55-60	Fair	4	19%
45-50	Poor	1	5%
0-40	Very Poor	0	0%
Total		21	100%

Based on the data above there 10 of the students' got score below the standard of KKM. The pretest results showed that students had relatively little vocabulary. Because of this requirement, students must develop their vocabulary mastery, which is mean the researcher might did using the strategy to solve this problem. The researcher might use Spelling Bee Game in learning process to solve the students' problem in vocabulary mastery.

The percentage to measure of students' achievement in post-test can be seen using the formula:

$$\begin{aligned}
 \text{Percentage} &= \frac{\text{Students who pass the test}}{\text{the number of students}} \times 100\% \\
 &= \frac{17}{21} \times 100\% \\
 &= 81\%
 \end{aligned}$$

Based on the result above, the table percentage of students' criteria in vocabulary by Jacobs (2002) can be seen in the following table:

Interval	Classification	Frequency	Percentage
95-100	Excellent	7	33%
85-90	Very Good	9	43%
75-80	Good	1	5%
65-70	Fairly Good	1	5%
55-60	Fair	3	14
45-50	Poor	0	0%
0-40	Very Poor	0	0%
Total		21	100%

Based on the percentage above, it showed that the progress of each student was better, although there were 4 students who couldn't pass the KKM. In post-test, there were 17 students or 81% who could pass the test and 4 students or 19% still got score below the KKM. Based on the data above, it can be explained that the students got better progression and their vocabulary mastery was developed. At the pretest, 11 students or 52% who passed the KKM. After pretest has done, the researcher gave treatment that has four meetings. After treatment, the researcher gave the post-test, the result was only 4 students or 19% who could not pass the KKM.

The mean score of the average of students' achievement in every test can be seen by using the formula (Cresswell, 2003:176):

$$m = \frac{\sum f\chi}{N}$$

The pretest mean score of the students was 72, and the post-test mean score was 85. Consequently, the mean score obtained from the pres and post-tests was tabulated as follows:

	Pretest	Post-Test
Mean Score	72	85

Based on table 4.5 above, it can be explained that students' mean score when pretest was low with score 72. It even has not reached the KKM. To solve the students' problem, the researcher did Spelling Bee Game as media in learning process. Game as media in learning made students' interest and more enjoy when learning process. Game as media in learning made students' interest and more enjoy when learning process. The researcher has done six meetings that were pretest, four treatment meetings and after that the researcher gave post-test in order to see the measure of students' achievement after gave treatment on the learning using English Spelling Bee Game. The result before treatment was low and not reached the KKM with 72. This condition made the researcher to help students to develop and reached the KKM score. And the score after treatment or score of the post-test was satisfied and showed that students' mean score was develop with score 85. Which means the mean score has passed the KKM (75 of mean score). It also means this research has done because the researcher found out that using Spelling Bee Game as media in learning process could develop students' vocabulary mastery and the result of post-test has passed the KKM.

The results section should detail the main findings and outcomes of your study. You should use tables only to improve conciseness or where the information cannot be given satisfactorily in other ways such as histograms or graphs. Tables should be numbered serially and referred to in the text by number (table 1, etc.). Each table should have an explanatory caption which should be as concise as possible.

CONCLUSION

After using the Spelling Bee Game as an instrument of instruction, students' vocabulary developed from the pretest to the post-test, according to the data that was examined and reported in the findings section. According to the results, the majority of students had fair to low vocabulary in the pretest. There was a development in the students' language skills as evidenced by the mean score of 85 on the post-test and 72 on the pretest.

It can be concluded from the students post-test results that their language mastery was better. There is also professional support for this opinion. According to Andrew Wright, David Betteridge, and Michael Buck, "games become entertaining and interesting, often challenging, and activities where students play and usually interact with others" (The Games for Language Learning Book, 2006: 1). It is clear from the aforementioned expert opinions that the game is an enjoyable educational tool that can support students' learning objectives and help them become more proficient with words.

REFERENCES

- Alqahtani, M. (2015). *The importance of vocabulary in language learning and how to be taught*. International Journal of Teaching and Education, 3, 21-34, from www.iises.net
- Alwi, Hasan, Soenjono Dardjowidjojo, Hans Lapoliwa, Anton M., dan Moeliono. 2003. *Tata Bahasa Baku Bahasa Indonesia (Edisi Ketiga)*. Jakarta: Pusat Bahasa dan Balai Pustaka.
- Alwi, Hasan dkk. 2010. *Tata Bahasa Baku Indonesia*. Jakarta: Pusat Bahasa dan Balai Pustaka.
- Arikunto, S. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Bintz, W.P. (2011). *Teaching vocabulary across the curriculum*. Middle School Journal, 44-53, from www.nsta.org/permissions
- Bawawa, Marni. (2020). *Teaching English Vocabulary Using Songs To*. 8(1), 1–12.
- Brewster, Ellis, and Girard. 2002. *The Primary English Teacher's Guide*. England: Pearson Education Limited.
- Cameron, L. (2001). *Teaching Language to Young Learners*. UK: Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511733109>
- Carneiro, R. M. O. (2014). *Teaching Vocabulary: Lessons from the Corpus, Lessons for*

- the Classroom. In Domínios de Linguagem. <https://doi.org/10.14393/dl15-v8n1a2014-39>.
- Chaer, Abdul. 2008. *Morfologi Bahasa Indonesia (Pendekatan Proses)*. Jakarta: Rineka Cipta.
- Council of local Authorities for International Relations (CLAIR). 2013. *Teaching Materials Collection*. Japan: Exchange and Teaching Programmed.
- Creswell, J. W. 2003. *Research Design*. Thousand Oaks, CA: Sage Publications, Inc.
- Creswell, John W. 2012. *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar.
- Darsiana, D. (2018). *Upaya meningkatkan kemampuan berbicara pada mata pelajaran bahasa inggris melalui metode demonstrasi siswa kelas III SD Negeri 157 Pekanbaru*. Jurnal Pajar (Pendidikan dan Pengajaran), 2(2), 202-207.
- Edge, J. (1993), *Essentials of English Language Teaching*. New York: Longman
- Ersoz, A. (2000). *Six games for the EFL/ESL classroom*. The Internet TESL Journal, VI(6). Retrieved from <http://itselj.org/Lessons/Ersoz-Games.html>.
- Foster, Rules and routines. 2001: *A consideration of their role in the task-based language production of native and non-native speakers*, (London:Longan).
- Frank, Marcella. 1972. *Modern English*. New Jersey: Englewood Cliffs.
- Graves, M. F. (2006). *The vocabulary book: Learning and Instruction*. New York: Teachers College Press.
- Gucker, Philip. (1966). *Essential English Grammar*. New York
- Hadfield, Jill. 1990. *Intermediate Communication Games*. England: Longman.
- Haeri, Kuserdiyanti. 2019. *The Implementation of Spelling Bee Game to Improve The Students' Vocabulary Mastery at The Seventh Grade Students of SMP Aisyah Paccinongan*. Unismuh Makassar.
- Harman, Susan Emolyn. 1972. *Descriptive English Grammar*. New Jersey: Prentice Hall.
- Hidayat, T. 2013. *Analisis Frase Tiga Unsur atau Lebih pada Novel Let Me Call You Sweetheart Karya Mary Higgins Clark*. Skripsi. Universitas Widyatama Bandung.
- Hiebert, E. H. and Kamil, M. L. (2005). *Teaching and Learning Vocabulary: Bringing Research to Practice*. London: Lawrence Erlbaum Associates

- Hornby. 2006. *Oxford Advanced Learners Dictionary of Current English*. New York: Oxford University Press.
- Huyen, N. T. T., & Nga, K. T. T. (2003). *Learning Vocabulary Through Games*. *Asian EFL Journal*, 5(4), 90-105. Retrieved from <http://www.gsedu.cn/tupianshangchuanmulu/zhongmeiwangluoyuyan/learning%20vocab>
- Jacobs, G, Power, M, & Loh, W. (2002). *The Teacher's Sourcebook for Cooperative Learning*. Thousand Oaks, CA: Corwin Press.
- Kichura, V. (2008). *About spelling bees*. Retrieved From http://ehow.com/about_4913528_spelling-bees.html.
- Kridalaksana, Harimurti. 2015. *Introduction to Word Formation and Word Classes in Indonesian*. Jakarta: Yayasan Pustaka Obor.
- Mardianawati, L. 2012. *Vocabulary Teaching Strategies Used By Teachers of Junior High School*. Unpublished Bachelor Thesis. Purwokerto: Universitas Muhammadiyah Purwokerto.
- McCarten, J. (2007). *Teaching vocabulary*. United Stated of America: Cambridge University Press.
- Mcmillan. (2012). *ABC Brainwave Spelling Bee Handbook*. New Jersey: @Macmillan Publisher. Ltd.
- Megawany, M. (2020). *Enhancing Students' Vocabulary Mastery through Spelling Bee Game at the Second Grade of MA YMPI Rappang*.
- Mustika, H., & Buana, L. (2017). *Penerapan Model Pembelajaran Probing Prompting Terhadap Kemampuan Pemecahan Masalah Matematika Siswa*. *Journal of Mathematics Education and Science*, ISSN(2), 2528–4363.
- Muttahidah, N. (2011). *Improving Students' Vocabulary Through Vocabulary Card* (undergraduate's thesis, Universitas Islam Negeri, Jakarta, Indonesia).
- Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. New York: Newbury House.
- Nation, P. (2005). *Teaching Vocabulary*. *Asian EFL Journal*.
- Nunan, David. 2005. *Practical English Language Teaching: Young Learners*. New York: Mcgraw-Hill Comparies, Inc.

- Nur, D., Ws, H., Hidayatullah, M. H., & Wahid, M. Z. (2023). *Increasing Students' Vocabulary Through Spelling Bee Games*. 2(February), 50–57.
- Nurhalima, Siti. (2021). *The Use Of Spelling Bee Game On Students' Vocabulary Mastery (A Pre Experimental Research At the Tenth Grade of SMA Muhammadiyah 4 Makassar)*.
- O'Sullivan, O., & Thomas, A. (2007). *Understanding spelling*. London: Routledge.
- Padidi, N. (2022). *The Use of Spelling Bee Game in Teaching*. 242–251.
- Payra, S., & Cardona, S. (2016). *Spelling bee: A study on the motivation and learning strategies among elementary and junior high student competitors*. *Journal of Emerging Investigator*, 9, 1-9.
- Pusparini, I., & Ningrum, M. P. (2020). *Improving Students' Vocabulary Mastery Using Spelling Bee Game At Fifth Grade in Sdit Ya Bunayya Pujon*. *Journey (Journal of English Language and Pedagogy)*, 3(2), 66–73. <https://doi.org/10.33503/journey.v3i2.956>
- Rahayu, J. S. (2009). *Spelling bee game in teaching narrative text*. Unpublished Bachelor's thesis. Universitas Pendidikan Indonesia, Bandung. *Recount Text Faced by the Second Year Student at SMA Muhammadiyah*
- Richard, Jack C and Willy A Renandya. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University.
- Rohmawati Anisa. (2015). *Spelling Bee in Teaching Vocabulary*. *Journal of English and Education*, 3(2), 1–15.
- Sebba, M. (2009). *Spelling as a social practice*. In J. Maybin, & J. Swann (Eds.), *Routledge companion to English language studies* (pp. 243-257). London: Routledge.
- Spelling Bee Handbook*. (2012). Basingstoke: Macmillan Publishers Ltd. Retrieved from http://english.bosnasema.ba/wp-content/uploads/2015/03/bw_spelling_bee_handbook.pdf
<http://jurnalonline.um.ac.id/article/do/detailarticle/1/7/1270>.
- Sudjiono, A. 2003. *Pengantar Evaluasi Pendidikan*. Jakarta: PT Raja Grafindo Persada.
- Sugiyono. 2011. *Metode Penelitian Pendidikan*. Bandung: Alfabeta
- Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. Alfabeta.

- Susanthi, I. G. (2021, Februari). *Kendala Dalam Belajar Bahasa Inggris dan Cara Mengatasinya*. *Linguistic Community Service Journal*, Vo. 1, 64-70. doi:<http://doi.org/10.22225/licosjournal.v1i2.2658>. 64-70.
- Sutikno, M. S. (2009). *Pengelolaan Pendidikan: Tinjauan Umum dan Konsep Islami*.
- Tarigan, H.G. (1994). *Menulis Sebagai Suatu Keterampilan Berbahasa*, Bandung:
- Thornbury, Scott. 2002. *How to Teach Vocabulary*. London: Pearson Education Limited.
- Ur, P., Haim, O., Kluska, M., Plavin, S., Shlayer, J., Steiner, J., & Timna, L. (2014). *A practical guide for teaching vocabulary*. Jerusalem: Pedagogical Secretariat Language Department English Inspectorate.
- Ur, Penny. 1996. *A Course in Language Teaching*. Cambridge University Press.
- Wafaa, N. (2017). *Teaching Students Vocabulary By Using Spelling Bee Game of the Second Year Students At SMPN 3 Sungguminasa Gowa*.
- Webster, M. 1988. *Webster Third New International Dictionary*. Massachusetts: Merriam Webster Springfield Publisher Inc.
- Widiyanto, J. (2010). *SPSS For Windows Untuk Analisis Data Statistik Dan Penelitian*. BP-FKIP UMS.
- Williams, E. (2008). *The challenge of spelling in English*. *English Teaching Forum*, 3, 2-21.
- Wright, A. et al. (2006). *Games for Language Learning*. Cambridge: Cambridge University Press.
- Wright, A., Betteridge, D., and Michael B. 2006. *Game Language Learning Third Edition*. The United States of America: Cambridge University Press.
- Yusuf, Y. Q. (2017). *The use of spelling bee game in teaching vocabulary to junior high school students*. Proceedings of the 1st National Conference on Teacher Professional Development.