



THE EFFECT OF USING SPELLING BEE GAMES TOWARDS STUDENTS' VOCABULARY MASTERY

Tiara Agustina¹, Kurnia Budiyaniti²

^{1,2}Department of English Education, Faculty of Education and Teacher Training,
Universitas Sultan Syarif Kasim Riau, Indonesia

Correspondence E-mail: ¹agustinatiara119@gmail.com,

²kurnia.budiyanitiuin@gmail.com

ABSTRACT

Vocabulary is very important for English language skills, and improving it is a challenge. Spelling bee games, an engineering-based learning tool, can help students become more proficient with vocabulary. This study aims to determine significant differences in vocabulary mastery among grade 8 students at SMPN 23 Pekanbaru. The research was conducted using the pre-experimental one group pre-test post-test method, with a sample size of 36 students, while for sample selection the researcher used a purposive sampling technique. In collecting data, researchers

used multiple choice questions. The results showed that there was a significant difference in vocabulary mastery and the researcher used a paired sample T test using the SPSS version 23 with a significance value of 0.000, lower than the threshold of 0.05. In conclusion, spelling bee games can be an appropriate technique to improve vocabulary skills among students.

Keywords:

Effect, Spelling Bee Games, An Engineering-Based Learning Tool, Vocabulary Mastery

INTRODUCTION

As a second language has a restricted vocabulary, vocabulary proficiency is frequently seen as an important part of learning a foreign language. Schmitt (2000) highlights that lexical knowledge is essential to communicative competence and the learning of a second language when taking into account the significance of vocabulary acquisition. The relationship between vocabulary knowledge and linguistic practice is then described by Nation (2001) as complimentary. Language use is made possible by vocabulary ability and the other way around.

Along with grammar, pronunciation, and spelling, vocabulary is regarded as one of the key components of language learning. Vocabulary is made up of the words that make up a language (Citravelu and Saratha, 1996, p. 214 as cited by Syarifuddin, Marbun & Novita, 2014) put it. Regarding Schmitt, Hedge and Nation as cited by Faraj (2015) that

language learners and native speakers need to understand and use vocabulary in order to use the four language abilities of listening, speaking, writing and reading.

Vocabulary is the meaning-carrier of a language. It is a fundamental skill that all students should be able to learn. Language mastery includes vocabulary mastery since a person who has mastered a language also has mastered that language's vocabulary. The ability to express your ideas clearly through the use of appropriate language makes vocabulary development crucial.

According to Wilkins as cited by Farrell, T. S. C. (2009) "...while vocabulary is more important than grammar in communicating, neither is possible without other" (1972, pp. 111-112). Thus, it is clear that vocabulary is far more crucial than grammar for language learners to understand what they read and hear in a classroom setting as well as outside of it and while interacting with others.

According to Uranga (2017), a spelling bee is a type of competition in which participants must accurately spell words that are provided. The spelling bee is more than just a memorization exercise since in addition to learning the words, kids are also exposed to complex thought processes while they are given multiple hints to spell a word properly. Examples include word definitions, alternate pronunciations, word types (noun, adjective, verb) and sentence usage. In addition, games are a useful tool for enhancing students' vocabulary mastery skills.

According to Rahayu (2002), there are some advantages in using spelling bee. It can improve students' spelling skill, vocabulary skill, comprehension in the text given and it also can be used by students to practice concentration and the ability in memorizing. In the teaching and learning process, the spelling bee game can be used specially to improve students' vocabulary mastery. Spelling bee is a type of competition where participants are required to spell the word and it can be held at any level from their respective schools to the national level. This can describe the students' abilities during what vocabulary they mastered. So, it is believed to help improve students' vocabulary and of course increase students' confidence in speaking English.

METHOD

This research was quantitative research. According to Kerlinger (1973, p.18) quantitative research is —systematic, controlled, empirical, and critical investigation of hypothetical claims about supposed connections between natural phenomena|| (cited in

Tappen, 2010). Creswell (2018) states that in quantitative research methods, a small number of variables are completely measured (or experimentally manipulated) to address theoretically motivated research questions and hypotheses.

In this research, the researcher used a pre-experimental design method to identify the effect of using Spelling Bee Games towards students' vocabulary mastery. According to Creswell (2008, p.309) states that pre-experimental include assigning individuals to groups, but not at random. Pre-experimental design is a technique used in research to get preliminary data on the formulation of the topic.

Only one experimental group is studied by researchers using the pre-experimental technique of research, and treatments are made during the experiment. With this method, the researchers no need a control group to compare to the experimental group. One-shot case studies, one-group pretest-posttest designs, posttest-only designs with nonequivalent groups, and posttest-only designs with nonequivalent groups are the four categories of pre-experimental designs (Creswell, 2017). With comparison to the designs' case example, it was determined that the pre-experimental approach would fulfill the goal of this research.

RESULTS

The Data Presentation of Students' Vocabulary Mastery Before Being Taught by Using Spelling Bee Games

Data describing the vocabulary mastery of students before they received learning using spelling bee games was collected from the eighth-grade pre-test at SMPN 23 Pekanbaru.

Table 1. The Frequency Distribution of Students' Pre-Test Score

	Frequency	Percent	Valid Percent		Cumulative Percent
	30	1	2.8	2.8	2.8
	35	1	2.8	2.8	5.6
	40	1	2.8	2.8	8.3
	45	2	5.6	5.6	13.9
Valid	50	8	22.2	22.2	36.1
	55	8	22.2	22.2	58.3
	60	14	38.9	38.9	97.2
	65	1	2.8	2.8	100.0
Total		36	100.0	100.0	

Table 1 shows that the students who took the pre-test, 1 got a score of 30 (2.85), 1 got a score of 35 (2.8%), 1 got a score of 40 (2.8%), 2 got a score of 45 (5.6%), 8 got a score of 50 (22.2%), 8 got a score of 55 (22.2%), 14 got a score of 60 (38.9%), and 1 got a score of 65 (2.8%). With a score of 60, 14 students had the highest frequency. Then, there was only on student overall and the highest score was 65.

Table 2. The Score Classification of Students' Vocabulary Mastery Before Being Taught by Using Spelling Bee Games

No	The Level Score	Category	Frequency	Percentage
1	81-100	Very Good	-	-
2	61-80	Good	1	2.80%
3	41-60	Moderate	32	88.9%
4	21-40	Low	3	8.30%
5	0-20	Very Low	-	-
Total			36	100%

It is shown in the table above that 0% of the students were in the very good group. 1 student was classified as **“Good”** with a percentage of 2.80% based on their score between 61-80, 32 students as **“Moderate”** with a percentage of 88.9% based on their score between 41-60, and 3 students as **“Low”** with a percentage of 8.30% based on their score between 21-40. It is clear that before using spelling bee games to teach vocabulary, students average vocabulary mastery scores were into the **“Moderate”** category.

The Data Presentation of Students' Vocabulary Mastery After Being Taught by Using Spelling Bee Games at SMPN 23 Pekanbaru

Data describing the vocabulary mastery of students after they received learning using spelling bee games was collected from the eighth-grade post-test at SMPN 23 Pekanbaru.

Table 3. The Frequency Distribution of Students' Post-Test Score

Frequency	Percent	Valid Percent	Cumulative Percent
65	2	5.6	5.6
70	4	11.1	16.7
75	9	25.0	41.7
Valid	80	8	22.2
			63.9

85	6	16.7	16.7	80.6
90	6	16.7	16.7	97.2
95	1	2.8	2.8	100.0
Total	36	100.0	100.0	

Table 3 shows that the students who took the post-test, 2 got a score of 65 (5.6%), 4 got a score of 70 (11.1%), 9 got a score of 75 (25.0%), 8 got a score of 80 (22.2%), 6 got a score of 85 (16.7%), 6 got a score of 90 (16.7%), and 1 got a score of 95 (2.8%). With a score of 75, 9 students had the highest frequency. Then, there was only 1 student overall and the highest score was 95.

Table 4. The Score Classification of Students' Vocabulary Mastery After Being Taught by Using Spelling Bee Games

No	The Level Score	Category	Frequency	Percentage
1	81-100	Very Good	23	63.9%
2	61-80	Good	13	36.1%
3	41-60	Moderate	-	-
4	21-40	Low	-	-
5	0-20	Very Low	-	-
Total			36	100%

It is shown in the table above that 0% of the students were in the very low category. 23 student was classified as **“Very Good”** with a percentage of 63.9% based on their score between 81-100, and 13 students as **“Good”** with a percentage of 36.1% based on their score between 61-80. It is clear that after using spelling bee games to teach vocabulary, students average vocabulary mastery scores were into the **“Very Good”** category.

DISCUSSION

Based on the findings of the research, it showed that Spelling Bee Games toward Students' Vocabulary Mastery had a significant effect of the students' vocabulary mastery at the eighth-grade students of SMPN 23 Pekanbaru. It can be seen that the average score of students' vocabulary mastery after being taught by using Spelling Bee Games had higher score than before being taught by using Spelling Bee Games.

Before being taught by using Spelling Bee Games, there was no student at very good category, with the percentage 0%. 1 student were at good category, with percentage 2.80%. 32 students were at moderate category, with the percentage 88.9%. And, 3 students were at low category, with the percentage 8.30%. Based on the explanation above, the researcher concluded that the average score of the student's vocabulary mastery before being taught by using Spelling Bee Games was at moderate category. However, after being taught by using Spelling Bee Games, there were 23 students at very good category, with the percentage 63.9%. 13 students were at good category, with percentage 36.1%. Based on the explanation above, the researcher concluded that the average score of students' vocabulary mastery after being taught by using Spelling Bee Games has better score at very good category and no one student at moderate category.

Besides, there was a significant difference of students' vocabulary mastery before and after being taught by using Spelling Bee Games at SMPN 23 Pekanbaru. By applying Spelling Bee Games in vocabulary mastery, student will be more interested and challenge since they have to compete with each other. This means that Spelling Bee Games gave a good contribution to the attainment of teaching learning English vocabulary mastery. Mastering vocabulary in this research was successful, the students' vocabulary mastery increased significant after being taught by using Spelling Bee Games toward Students' Vocabulary Mastery and it helped English teacher to raise the students' interest and motivation in learning English vocabulary mastery.

CONCLUSION

1. The researcher has concluded that the eighth-grade students at SMPN 23 Pekanbaru have the highest percentage of 79.72 and are classified as having "Good" vocabulary mastery after using Spelling Bee Games for teaching them.
2. Furthermore, the eighth-grade students at SMPN 23 Pekanbaru have a "Moderate" level of vocabulary mastery before having Spelling Bee Games, with the maximum percentage of 53.69, based on the data analysis described in chapter IV.
3. The explanation above indicates that the use of Spelling Bee Games in eighth grade at SMPN 23 Pekanbaru has a significant difference on students' vocabulary mastery. The Paired Samples T-Test clearly shows that the Sig. (2-tailed) value was 0.000. It is possible to say that the hypothesis (H_a), $0.000 < 0.05$, is accepted. It shows the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis

(Ho). Additionally, the use of Spelling Bee Games has a significant difference on students' vocabulary mastery.

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