IMPROVING STUDENTS' VOCABULARY THROUGH SPELLING BEE GAME

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Abstract : The aim of the study is to see whether or not using a spelling bee game may help pupils enhance their vocabulary mastery. The goal of this study is to see if students' vocabulary improved after playing the Spelling Bee Game. The quantitative method is used to conduct this study. This study uses a pre-experimental design with a single group pre test and post test. The subject of this research is first grade of SMP Anugrah Tondano consists of 10 students. The tests are in the forms of arrange random words, multiple choice and connecting pairs. The results of this study reveal that the mean post-test scores are higher (75) than the pre-test scores (46). Based on the findings, it can be stated that using the Spelling Bee Game to boost students' vocabulary is helpful since it stimulates students' learning and spelling of nouns.

Keywords : *Teaching, Vocabulary, Spelling Bee Game.*

INTRODUCTION

Language is a tool to convey information, ideas, concepts or feeling that comes to the heart, in the sense of the word as a means of conveying something. According Wibowo (2001:3), "language is a system of symbols that are meaningful and articulate sound (generated by said tool) that are arbitrary and conventional, which is used as a means of communication by a group of men to give birth to feelings and thoughts". Sudarsono ,Samola N, Maru, M. G. (2018) say that "Language is fundamental to all social processes, and human do need langauge to communicate to each other". There are four skills of language; listening, speaking, reading, and writing.

English is completely different from Indonesian language, such as the structure, pronunciation, and vocabulary. Mogea, (2019) shows that "English take up a very important position in almost every walk of life: business, commerce, academic field, tourism, etc". "Children and teenagers do not speak in their mother tongue; instead, they prefer speaking in English to speaking in Bahasa Indonesia or even in their mother tongue" (Olii, S. Rombepajung, P. Hampp, P, 2018). Furthermore, when it comes to vocabularies, pupils have a tendency to forget the meaning of words that have been taught or exercised previously. Unfortunately, because they are not used to speaking, most students in various fields are unable to effectively express their ideas and opinions. It was commonly caused by a limited vocabulary.

Vocabulary is the basic language aspect that must be mastered. People can't successfully communicate and express their feelings in both verbal and written form if they don't have a large vocabulary. "Vocabulary is one of important things to be taught in learning foreign language because it will be impossible to speak up without variety of words" Ur (1996: 60). "Vocabulary is a

core component of language proficiency and provides much of the basis for how learners listen, speak, read and write" (Richards and Renandya, 2002: 255). "Vocabulary is the only system involved of alphabetical order" (Hatch and Brown, 1995:1).

There are numerous approaches for teaching English vocabulary that might assist pupils in expanding and improving their vocabulary. "The teaching and learning process is at the core of the overall education process with the teacher as the main role holder" (Andries, F, 2019). Because it is difficult to teach English, especially vocabulary, without utilizing adequate Technique, the instructor had to find an acceptable Technique for teaching vocabulary. Playing games is one technique for increasing students' vocabularies. Playing games is thought to be quite helpful, and it allows teachers to infuse a sense of pleasure and relaxation into vocabulary teaching.

The goal of incorporating games into the teaching process is to make the material more engaging, pleasant, and difficult, particularly when introducing new language. Spelling Bee is an example of a game. According to Uranga (in Rahayu, 2009) "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 their concentration and their ability in memorizing". This game requires kids to not only learn a word letter by letter, but also to be bold enough to speak in front of a group.

"Spelling Bee is contest in which competitors are eliminated as they fail to spell a given word correctly" (Uranga (in Rahayu, 2003;)). It's also known as spelldown. It all started a decade ago as a way to improve children's vocabulary.

The Spelling Bee is a sophisticated thinking process that involves more than just memorizing words and letters that make up a word. Students are given various hints to help them respond or spell the word correctly, such as the definition, pronunciation, and types of words (noun, verb, adjective, etc.) before being given an example of a phrase that uses those terms.

The first benefit of using the Spelling Bee game to teach vocabulary is that it may pique students' interest in studying the content (Liando, Mozes, 2020). Students will pay more attention to the lesson if they are interested in learning the content. In that case, both the teacher and the students had a good opportunity.When utilizing the game to teach vocabulary, the teacher did not have to explain too many items, which was the second benefit. The teacher simply explains the information required by the pupils because they are able to grasp the material by playing games that day. Students may have a better chance of understanding the materials if they play games since they may learn something without realizing it.

The first downside of using a game to teach vocabulary is that it draws students' attention to the game, making them all active and noisy. At times, they move and speak too much. As a result, the teacher find it is difficult to keep them under control. The second drawback of using this game to teach vocabulary is the lack of time. Learning new words in the classroom via a spelling bee takes a lot more time than studying directly from a textbook

RESEARCH METHOD

The researchers utilize a quantitative technique using a one group pretest - posttest pre experimental design to investigate the effectiveness of utilizing the Spelling Bee Game to increase

students' vocabulary proficiency. The pupils' learning achievement before and after the therapies is compared using pre- and post-test data.

T1 x T2

The design above means that the researchers give the pretest before using game as treatment then gave them a post-test after teaching using game. The first grade of SMP Anugrah Tondano is the subject of this research, which consists 10 students. The information is gathered by administering a test as a research instrument. Because the goal of this study is not to make any comparisons, but to observe if there is an increase in students' scores after receiving SBG treatment, two types of tests were used: pretest and posttest.

The test is conducted by putting together the rules for the Spelling Bee Game. There will be two components to the test: a pretest and a posttest. In this research, there are 20 numbers, each test is given to the students. These words are based on things around the school. Furthermore, the results of the pre-test will be utilized as a guide for comparing the results of the post-test. As a result, the greatest score is 100, while the lowest score is 0.

FINDINGS AND DISCUSSION

The researcher employs a pre-experimental design with one group pre test and post test, as specified in Chapter III. A sample of ten students from a single lecture was used in this investigation. The pre test and post test are used to compare the outcomes of the pre-test (before treatment) and the post-test (after treatment) when the researchers are collecting data (after giving the treatment using the Spelling Bee Game). The information is gathered and statistically examined. The data are entered into a table of frequency distribution and the

mean score formula is used to calculate the results.

Table 1. The Scores of Students' T1 and T2 and Gain

Students Number	T1	T2	Gain
1	45	75	30
2	55	85	30
3	60	90	30
4	45	70	25
5	40	65	25
6	55	75	20
7	40	70	30
8	30	65	35
9	50	80	30
10	40	75	35

$$X \text{ (pre-test)} = \frac{\sum x}{n} = \frac{460}{10} = 46$$

$$X \text{ (post-test)} = \frac{\sum x}{n} = \frac{750}{10} = 75$$

From table 1, The statistics shows that ten (10) students take part in the test, with one student increasing their score by twenty points, two students increasing their score by twenty-five points, five students increase their score by thirty points, and two students increasing their score by thirty-five points. Pre-test vocabulary mastery is higher than post-test as a result of this strategy between pre test and post test. It claims that teaching students how to play the Spelling Bee game will help them increase their vocabulary.

Table 2. Frequency Distribution Matrix of Pre-Test (T1)

S	T	F	F%	CF	C	C%
60	I	1	10	10	0.10%	100
55	II	2	20	9	0.20%	90
50	I	1	10	7	0.10%	70
45	II	2	20	6	0.20%	60
40	III	3	30	4	0.30%	30
30	I	1	10	1	0.10%	20

Code:

S : Score

T : Tally

F : Frequency

F% : Frequency Precentage

CF : Cumulative Frequency

C : Cumulative Proportion

C% : Cumulative Precentage

Table 2 shows that from ten (10) students that are took part in the pre test, the highest value is (60) achieved only by one student, two students get fifty-five or (20%), one student get fifty or (10%), two students get forty-five or (20%), three students get forty or (30%), and one student get thirty or (10%).

Table 3. Frequency Distribution Matrix of Post-test (T2)

S	T	F	F%	CF	C	C%
90	I	1	10	10	0.10%	100
85	I	1	10	9	0.10%	90
80	I	1	20	8	0.10%	80
75	III	3	30	7	0.30%	70
70	II	2	20	4	0,20%	40
65	II	2	20	2	0,20%	20

Code:

S : Score

T : Tally

F : Frequency

F% : Frequency Precentage

CF : Cumulative Frequency

C : Cumulative Proportion

C% : Cumulative Precentage

Table 3 showed that between the ten students who took part in the post test, one student gets ninety or (10%), one student get eighty-five (10%), one student gets eighty or (10%), three students get seventy-five or (30%), two students get seventy or (20%), and two student get sixty-five (20%).

Table 4. Computation of Mean (X) and Standard Deviation(S) of pre-test.

SN	S (X)	$\overline{X}$	$(X-\overline{X})$	$(X-\overline{X})^2$
1	45	46	-1	1
2	55	46	9	81
3	60	46	14	196
4	45	46	-1	1
5	40	46	-6	36
6	55	46	9	81
7	40	46	-6	36
8	30	46	-16	256
9	50	46	4	16
10	40	46	-6	36
	460			740

Code:

SN : Student Number

S : Score

Table 5. Computation of Mean (X) and Standard Deviation (S) of Post-test.

SN	S (X)	$\overline{X}$	$(X-\overline{X})$	$(X-\overline{X})^2$
1	75	75	0	0
2	85	75	10	100

3	90	75	15	225
4	70	75	-5	25
5	65	75	-10	100
6	75	75	0	0
7	70	75	-5	25
8	65	75	-10	100
9	80	75	5	25
10	75	75	0	0
	750			600

Code:

SN　: Student Number

S　: Score

Table 6. Result of mean score

Pre-test		Post-test	
$\sum x$ (**T1**)	460	$\sum x$ (**T2**)	750
N	10	**N**	10
Mean score	46	**Mean score**	75

The study reveals that ten students participate in the test. One (1) student receives the highest score of 60 on the pre-test, and one (1) student receives the lowest score of 30. On the post-test, one (1) student receives a score of 90, while two (2) students receive a score of 65. The pre-test (T1) mean score (x) is 46, and the post-test (T2) mean score (x) is 75.

The spelling bee game has helped students improve their English vocabulary mastery by allowing them to learn in a fun and engaging way. In addition, "the implementation of spelling bee game is able to help the students to improve their spelling ability" (Rahayu, 2009). Furthermore, the game might be utilized as an alternate activity to help students improve their memory by helping them recall the vocabulary words they learnt as well as the spelling of those words.

As a result of the pre test and post test results, the highest score on the pre test is 60, while the lowest is 30. The highest score on the post test is 90, while the lowest is 65. The mean pre test score is 46, while the mean post test score was 75. In conclusion, the mean post-test score is higher than the pre-test score. It indicates that using a spelling bee could help kids enhance their vocabulary.

To summarize, the results of this study demonstrated that employing a spelling bee game can help students grasp vocabulary, as evidenced by the fact that students' scores were much higher after treatment. Using a spelling bee game to teach vocabulary can help kids grasp their terminology, improve their spelling abilities, and enjoy the learning process.

CONCLUSION

The outcome of this study indicates that the mean score of the post-test is higher (75) than the pre-test (based on the data analysis in the previous chapter) (46). A spelling bee activity is found to be effective in helping pupils expand their vocabulary. The improvement is proven by pre- and post-test results, which show that their scores improved dramatically after the spelling bee game was employed in the classroom. Playing the spelling bee game is thought to be quite successful, and the researchers claim that it adds an enjoyable and relaxing element to vocabulary development.

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