

## ENRICHING STUDENTS' VOCABULARY THROUGH SPELLING BEE GAME

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**Abstract** : The purpose of this research is to investigate the effectiveness of the Spelling Bee game in enriching students' vocabulary. This study was carried out at SMK Negeri 2 Tondano, in which the subject was the 10<sup>th</sup> grade tourism department students which consist of 12 students. This research used quantitative research through the pre-experimental design with one group pre-test and post-test design. The data of this research were collected by using tests in the form of pre-test and post-test. The result of this research showed that the scores of the students in the post-test are higher than the pre-test. The mean of the post-test was 89.21 while the mean of the pre-test was 58.49. It means that using the Spelling Bee game in teaching vocabulary is effective in enriching students' vocabulary.

**Keywords** : *Vocabulary Mastery, Spelling Bee game, Game-based Learning*

### INTRODUCTION

Vocational school is a secondary school, where students are taught about the world of work and they are expected to have sufficient provisions for their work after graduation. In vocational schools, there are several majors including, accounting, administration and tourism, and so forth. The students in the tourism business are students who are prepared to be ready to work in the tourism sector. Tourism is closely related to travelers both foreign tourists, domestic and foreign domestic tourists. Therefore, tourism vocational students need to be able to communicate in English, so that they will be more mature both when they are in internships and when working.

English is closely related to phonology, grammar, and vocabulary. The most crucial skill is vocabulary since without it, students cannot produce the proper sounds (phonology), and while little can be said without grammar, nothing can be said without vocabulary (Susanto, 2017). It is show that it is important for students to enrich their English vocabulary so that they can speak English well. The

concept of vocabulary describes how well students comprehend both spoken and written language (Al-dersi, 2013). Thus, learning English vocabulary becomes one of the important things for students to be learned.

In teaching and learning activities, there is a book to be used that is prepared by the school. The student is required to understand the material in the book. First, they need to know what words they are learning. It shows what vocabulary needs to be taught, that is the words in the book. In the book, there are many vocabularies both nouns, verbs, and adjectives, whether the words that are understood and can be pronounced by students or the words that they know and understand the meaning when reading text or listening to the text but not used to speak and write. The student should have more vocabulary, especially verbs.

In enriching students' vocabulary, the class needs two important roles. First is a teacher as a facilitator, where the teacher makes learning easier for students by helping students to be able to enjoy learning and easily master the vocabulary

being taught (Hamer & Lely, 2019). The second is strategy. The best technique to teach vocabulary might vary depending on the needs, traits, motivation, and medium of the student (Maru, Pikirang & Liando, 2020). Making the information easy for the students to understand is one of the goals of using various vocabulary teaching strategies. (Npoa-sharks, 2009). When the class is in a laid-back and comfortable environment, such as while playing games, students acquire new vocabulary more rapidly and retain it better. (Huyen and Nga, 2003). The teachers need to keep improving each evaluation and develop learning strategies by looking at the students' interests. In school, there are many fun activities, one of the most fun is playing games.

Games are enjoyable activities that can liven up dull educational settings and make the environment more appealing (Hartt, Hosseini & Mostafapour, 2020). A range of subject areas and domains could benefit from meaningful learning supported by well-designed games Clark, *et al.*, 2023). Therefore, the teacher can make a combination between an interesting game and a learning process so that it is expected that students can enrich their vocabulary effectively. One of the interesting games is the Spelling Bee game.

This research uses a spelling bee game for enriching the vocabulary of students. The spelling bee is a competition that challenges players to spell a word correctly with a clue, the definition of the word to be guessed. Spelling bees can be fun games in teaching and learning activities and can train students to be confident (Aprillia, 2018). Spelling bee requires players to be able to memorize the word to be played. From this, it is hoped that students will find it easier to memorize because it is in a play atmosphere. Therefore, this study uses Spelling Bee Games for learning English vocabulary in a vocational school. The

researcher is conducting to see the utilization of the Spelling Bee game for enriching students' vocabulary.

Vocabulary is one of the important components of language. The purpose of having a lot of vocabulary mastered by students is to make it easier for them to communicate well (Liando, *et al.*, 2022). And also express their thoughts easily with four language skills, namely speaking, writing, listening, and reading. Additionally, vocabulary is the ability to use words correctly, naturally, and in the right context (Dickinson *et al*, 2019). It is also directly tied to the interaction between newly learned words and previously learned words (Ferreira, 2007).

Teacher are required to have strategy to help student learn easily. Shen (2003) explore a model of teaching vocabulary strategy one of them is Memorization. Studies on how people learn and recall words, or psycholinguistic research, have revealed the advantages of adopting mnemonics. The creative use of student mnemonics was thought to be an effective way to teach vocabulary to learners of various target languages (Hill, 2022).

A game is an activity intended to create a specific condition by only employing the methods allowed by a specific rule, and the range of the methods it makes the game more constrained (Suits, 2015). In addition by Salen and Zimmerman (2005) a game is a framework where players interact in manufactured conflicts that are governed by rules and provide quantifiable outcomes. Based on the definition above game is an activity in which there are players and this activity is regulated by rules that need to be followed by the players so that the goals of the game can be achieved.

The Spelling bee game is one of the game varieties. It is a game to spell English vocabulary. Bee is the term used in the game that spelling bee. The contestant or team that successfully forms the most of the words they are asked to

form becomes the winner in the game (Npoa-sharks, 2009). Spelling is a system of representing words with pronunciation and meaning using a series of letters (Berninger and Fayol, 2008). Based on the definition above spelling bee is an activity which in the game will involve a few groups and this game is a way to teach vocabulary. The participant is required to memorize the words before playing the game. This game can be a strategy for memorizing the vocabulary. The benefit using spelling bee game in classroom. Padang, (2019) found benefits using spelling bee game in classroom, like Spelling bee aid students in developing their vocabulary, it can delivers exciting learning to students and help students become more motivated to learn vocabulary.

## RESEARCH METHOD

This research attempt to collect and process the data using quantitative research. This research used a pre-experimental design to obtain data concerning the effect of Spelling Bee games on enriching the vocabulary of the students. In pre-experimental design, there is a group pre-test and the post-test to measure the gains of the students.

The form of pre-test and post-test design. Pre-test (T<sub>1</sub>) is the test that will be given to the students before treatment (X) and post-test (T<sub>2</sub>) is the test for students after treatment to find out the achievement of students (Hatch and Farhady, 1981). The experimental design is following :



**Figure 1.** The Experimental Design

The subject of this study is a class of SMK Negeri 2 Tondano major tourism department, 10<sup>th</sup> grade, academic year of 2021/2022 in even semester. The instrument of this research is the test. According to Douglas Brown, (2004) the

form of the test is fill in a blank because the students should be able to write correctly the vocabulary and pair of words because the students should know the right sound of the vocabulary. The test to eliciting responses, oral (pair of words) where the students listen and choose the answer and students read and fill the blank with the correct letters. This research also used contextualized multiple-choice vocabulary and modified with cloze test the purpose. The vocabulary according to the one of the essential material analysis academic year of 2021/2022 in even semester, in Malin Kundang's story.

In analyzing the data, the writer used pre-experimental method through pre-experimental design with one group pre-test and post test. The subject of this research was a class consisting of 12 students. In collecting the data given tests, namely fill in a blank, pair of words and contextualized multiple-choice vocabulary. The data were put into the data table of frequency distribution and the mean score formula was computed in order to see the result of the treatment.

## FINDINGS AND DISCUSSIONS

On pre-test and post-test, the students had to answer questions in three different kinds of test format. The first kind is fill in a blank, the second is pair of words. The third, contextualized multiple-choice vocabulary and modified with cloze test the purpose. The students who took the pre-test and post test were 12 students. The highest score on pre-test was 89.21 and the lowest was 38.23. Whereas the highest score on post-test was 95.09 and the lowest was 93.33. The students' pre-test and post-test result will be shown on the table below.

**Table 1.** The score of students in T<sub>1</sub> and T<sub>2</sub>

Students	Score of Pre-test (T <sub>1</sub> )	Score of Post-test (T <sub>2</sub> )
1	43.13	91.17

2	54.90	87.25
3	73.52	83.33
4	61.76	91.17
5	75.49	94.11
6	58.86	83.33
7	58.82	87.25
8	45.09	86.27
9	46.07	88.23
10	38.23	89.21
11	56.86	94.11
12	89.21	95.09

The data above is arranged into a form of frequency through class interval, and will be shown in the following tables.

**Table 2.** Frequency distribution matrix of  $T_1$

Score interval	Tally	Frequency
38-47	IIII	4
48-57	II	2
58-67	III	3
68-77	II	2
78-87	I	1

**Table 3.** Frequency distribution matrix of  $T_2$

Score interval	Tally	Frequency
83-85	II	2
86-88	IIII	14
89-91	III	3
92-94	II	2
95-97	I	1

From the tables above, the mean was presented as below:

**Table 4.** Computation of mean ( $\bar{x}$ ) of  $T_1$  scores

Students	X
1	43.13
2	54.90
3	73.52
4	61.76
5	75.49
6	58.86

7	58.82
8	45.09
9	46.07
10	38.23
11	56.86
12	89.21
<b>Total (<math>\Sigma x</math>)</b>	<b>701.94</b>
<b>Mean (<math>\bar{x}</math>)</b>	<b>58.49</b>

**Table 5.** Computation of mean ( $\bar{x}$ ) of  $T_2$  scores

Students	X
1	91.17
2	87.25
3	83.33
4	91.17
5	94.11
6	83.33
7	87.25
8	86.27
9	88.23
10	89.21
11	94.11
12	95.09
<b>Total (<math>\Sigma x</math>)</b>	<b>1070.52</b>
<b>Mean (<math>\bar{x}</math>)</b>	<b>89.21</b>

The result of the analysis shows the following fact. There were twelve students took part in the test. The information in Table 1 showed the result of the tests. In table 2 and table 3, the students in post-test ( $T_2$ ) got higher scores than in pre-test ( $T_1$ ). The higher score for pre-test ( $T_1$ ) is 89.21 while in the post-test ( $T_2$ ) is 95.09. The lowest score in the pre-test ( $T_1$ ) is 38.23 while in the post-test ( $T_2$ ) is 83.33. The data also shows the mean score of pre-test is 58.49 while the mean score of post-test is 89.21. The difference indicates the students' achievements in the pre-test and post-test are different. It can be concluded that the result of post-test is much better than pre-test.

The result of pre-test indicates that the vocabulary mastered by the students was

poor before using Spelling Bee Game. And the result of post-test indicates that students can master more vocabulary by using Spelling Bee Game. It can be concluded that using Spelling Bee game is effective to enrich students' English vocabulary.

## CONCLUSION

Based on the discussions, the writer concluded that the use of Spelling Bee game can enrich students' vocabulary. The result of this research shows that the scores of the post-test higher than the pre-test. The mean score of the post-test was 89.21 while the mean of the pre-test was 58.49. From the overall result obtained, it can be concluded that Spelling Bee game in teaching students' vocabulary is effective.

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