ENRICHING STUDENTS' VOCABULARY MASTERY THROUGH ENGLISH SPELLING BEE GAME

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Abstract

This study was conducted to investigate the enrichment of students' vocabulary proficiency through using the Spelling Bee game. The researcher employed a pre-experimental approach with a one-group pre-test and post-test design, collecting data through the administration of a test. The sample population for this research comprised 20 eighth-grade students, selected using the cluster random sampling technique. The finding of this research showed that the eighth grade students of SMP DDI Mattoanging have poor enough score in pre-test. After conducting the treatment of Spelling Bee Game, the students' vocabulary mastery increase significantly. The result of the research showed that the mean score obtained the students through post-test (79.80) was higher than the pre-test (50.10). Vocabulary mastery improved 59.28% by using Spelling Bee game. Therefore, the researcher concluded that the enrichment of the students' vocabulary mastery using Spelling Bee game was significantly enrich.

***Keywords—** Vocabulary, Spelling Bee Game.*

INTRODUCTION

In Indonesia, English is the most commonly taught foreign language. It is included in the curriculum of many schools and courses. English has four main skills: speaking, reading, listening, and writing. Vocabulary is a crucial component that can significantly enhance all of these skills. According to Penny (1991), vocabulary as the collection of words taught in a foreign language. Essentially, it is a group of letters that form words used in a foreign language. Therefore, learning vocabulary is crucial, particularly for junior high school students.

Teaching English effectively and efficiently is not an easy job, as the English language differs greatly from Indonesian in its system of structure, pronunciation, and vocabulary. Therefore, English teachers must be skilled at organizing effective teaching and learning activities. They need to present materials using suitable teaching techniques, while playing an important role in the class alongside the students who must also be active participants. Having a sufficient vocabulary is crucial for students to be able to express their ideas effectively, understand language tasks, and engage in foreign language conversations. On the other hand, students with limited vocabulary may face difficulties in learning and comprehending the foreign language.

LITERATURE REVIEW

1. **Definition of Vocabulary**

Words are a fundamental means of communication in all aspects of our lives. We use words to express our thoughts and feelings, and without them, it can be difficult to convey our opinions or arguments to others. The more extensive our vocabulary, the better we can communicate with others, as our vocabulary is a reflection of our knowledge.

Richards and Renandya (2002) assert that vocabulary is a central component of language proficiency, serving as the foundation for students' abilities to read, write, speak, and listen effectively. Having a robust vocabulary not only enhances students' speaking and writing skills, but also enables them to comprehend spoken and written language more easily.

Moreover, according to McCarten (2007, p. 3), researchers can obtain vocabulary from articles that provide information on various aspects such as frequency, difference in usage between speaking and writing, collocation, grammatical patterns, contexts of use, and strategic use of vocabulary. This highlights the fact that vocabulary acquisition is a complex process that involves multiple factors and can be improved through a range of strategies and techniques.

2. **Types of Vocabulary**

Hammer (1991) categorized vocabulary into two types: Active Vocabulary and Passive Vocabulary. Active Vocabulary refers to the words that people have learned and are able to use. Passive Vocabulary, on the other hand, refers to words that students can recognize when they see them but they may not be able to use them in speech or writing.

In other side, Judi K (2007) divided four types of vocabulary as follows:

a) *Listening Vocabulary*, Listening vocabulary refers to the words that a person can hear and understand. It is limited to the words that a person can comprehend when they hear them.
b) *Speaking Vocabulary*, the words that we use when we speak. Words continually used in speaking activity that comes easily to the tongue in a conversation.
c) *Reading Vocabulary*, the words that we realize when we read a text. We are able to read and understand many words that we do not use in our speaking activity.
d) *Writing Vocabulary*, the words that people can retrieve when they write to state theirselves. Our writing vocabulary is influenced by the words we can spell.

3. **Function of Vocabulary**

Gairns (2000) concluded that by learning vocabulary, students are better equipped to identify and comprehend the context of reading and listening materials. Furthermore, this enables students to use vocabulary appropriately in their speaking and writing. The statement suggests that learners can identify words in written and spoken contexts, which can eventually lead to the successful integration of new vocabulary into their daily speaking and writing

Based on the information provided, the function of vocabulary is to enable students to recognize all the words in writing, understand the context of what they are reading, and recall and use them appropriately in their speaking and writing.

4. Principle in Teaching and Learning Vocabulary

Principle refers to the set of beliefs and theories that educators hold regarding effective pedagogical practices and learning methods. These principles serve as the foundation for their decision-making processes when designing and implementing instructional strategies.

a. Aim

The teacher must clearly define their objectives by specifying the number of tasks the learner is expected to accomplish and identifying which specific tasks or words are involved.

b. Quantity

The teacher must determine the appropriate number of vocabulary items to be assimilated. While students can learn numerous words in each lesson, excessive word count may induce confusion, demoralization, and exasperation among the learners.

c. Need

The teacher may need to select the vocabulary to be imparted to the students. The students are placed in scenarios wherein they must effectively communicate and obtain the necessary words.

d. Frequent Exposure and Repetition

It is rare that we are able to remember a new word simply by hearing it for the first time. According to Michael J. Wallace, there needs to be a certain level of repetition before we can determine if the student has truly learned the target word.

e. Meaningful Presentation

In order to effectively present the vocabulary lesson, it is imperative that the students possess a thorough and precise comprehension of the meanings and references of each word. This necessitates the careful selection and presentation of words, ensuring that their denotations and references are flawless and devoid of any ambiguity.

f. Situational Presentation

The selection of these words is suitable for the students' circumstances, given the favorable conditions, ample time commitment, and convenient approach. Consequently, the students will achieve success in their vocabulary learning automatically.

g. Presenting Context

Words rarely occur in isolation, thus it is crucial for the student to be aware of the typical collocations in which words occur. Initially, words must be encountered in their natural context, alongside the words they commonly collocate with. Collocations refer to words that are frequently associated with each other.

h. Inference Procedures in Vocabulary Learning

The process of inference is considered a valuable strategy in vocabulary acquisition, as learners engage in deliberate practice and rely on their existing knowledge to develop a comprehensive understanding of words. By listening or reading words within specific contexts and situations, students are able to deduce or infer their meanings.

5. **The Aspect of Vocabulary**

   According to Harmer (1991), there are five aspects of vocabulary which are needed to be learned by the students. They are (1) Meaning; (2) Spelling; (3) Pronounciation; (4) Word Classes and (5) Word Use. Those aspects will be explained bellow:

1) Words meaning

   One word may hold multiple meanings, with the specific meaning being determined by the context in which the word is used. As a result, when teaching vocabulary, it is essential to expose students to various contexts in order to demonstrate the multitude of meanings associated with a word.

2) Word use

   The meaning of a word can be altered. According to Harmer (1991), students should be able to acknowledge concepts such as word collocation, which refers to words that typically go together.

3) Word Spelling

   When students encounter a word for the first time, it is imperative for them to have knowledge of the word's spelling. Spelling corresponds to the visual representation of a word. By acquiring the correct spelling of a word, students will be equipped to accurately write it in its written form. Thus, understanding the spelling of a word holds considerable significance for students.

4) Pronounciation

   When students are acquiring vocabulary, it is imperative for them to also grasp the pronunciation of words. This knowledge will enhance their understanding of others' messages. Ineffectively enunciating a word can result in limited comprehension. Hence, it is crucial for students to acquire accurate pronunciation skills in order to prevent misinterpretation during oral communication.

5) Word Classes

   Word classes can be defined as categories of words. It is an important feature in semantic feature analysis. The categories of words can be classified in some categories such as noun, verb, adverb, adjective and preposition. The classification of the wordsof a language in this way depends on their function in communication.

6. **The Concept of Spelling Bee Game**

a. Definition of Spelling Bee

   Spelling Bee is contest in which competitors are eliminated as they fail to spell a given word correctly. It is also called *spelldown*. Is started a decade ago as a way to improve children's vocabulary. Participating in a spelling bee entails more than mere memorization of words and their spellings. It also involves engaging in a complex thought process. Students are provided with various clues to correctly deduce and spell a word. These clues include the definition of the word, its pronunciation, the word's grammatical function (noun, adjective, verb, etc.), and even an example sentence utilizing the word in context.

   The Spelling Bee Handbook serves as a valuable tool for assisting children in overcoming their spelling challenges encountered during classroom learning. Playing the spelling bee game involves three essential elements: *the presence of participants*, *the requirement of judges to oversee the competition*, and *the involvement of teachers*

as pronouncers; all of whom play crucial roles in this activity. Furthermore, the spelling bee game is considered an effective educational strategy for teaching the English language, as it aids in the development of a solid foundation in spelling and vocabulary learning.
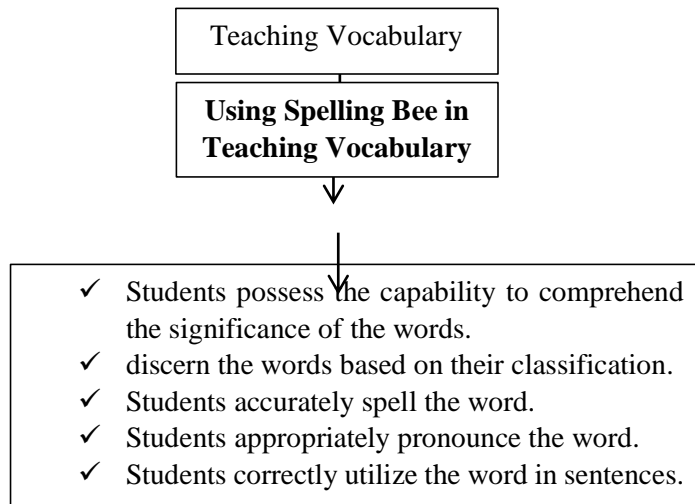
b. Application of Spelling Bee Game

Based on www.spelling-words-well.com (2011) explain the rules of Spelling Bee Game will be described as follows:

1) The pronouncer announces the word to be spelled, he speaks slowly and clearly, without destroying the formal pronunciation of the word and he uses the word in sentence and said it word again.
2) The speller listens carefully to the pronouncer and ask for the word to be repeated if necessary.
3) When the speller sure understand the word, she pronounce it, spell it and the say the word again. She must say it loudly enough for the judge to hear it.
4) The judge determines whether or not the word was spelled correctly.
5) If the correct spelling was given, the speller remains in the game.
6) If the spelling was incorrect, that speller is eliminated from the game. The judge gives the correct spelling of the word then the pronouncer reads the new word to the next speller.
7) When there are only two speller left, if one player misspell the word, the other player must spell that word correctly, and one more word to be declared the winner of Spelling Bee.
8)

7. Conceptual Framework

The research will adopt a conceptual framework as follow:

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┌─────────────────────────┐
│   Teaching Vocabulary   │
├─────────────────────────┤
│   Using Spelling Bee in │
│   Teaching Vocabulary   │
└─────────────────────────┘
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┌──┐
│ ✓ Students possess the capability to comprehend │
│   the significance of the words.   │
│ ✓ discern the words based on their classification. │
│ ✓ Students accurately spell the word.   │
│ ✓ Students appropriately pronounce the word.   │
│ ✓ Students correctly utilize the word in sentences. │
└──┘

Taking into consideration the aforementioned conceptual framework, an explanation will be provided regarding the learning process that aims to enhance students' vocabulary through the utilization of a spelling bee game. The students will be assigned to various groups and engage in a competition wherein they must accurately spell words. This game not only necessitates students to commit words

to memory by letter, but also fosters their confidence in public speaking. Additionally, the game allows students to enhance their vocabulary and practice both verbal expression and comprehension of word meanings. It is important for students to both comprehend the definition of a word and accurately spell it.

METHOD

Research Design

The study employed a pre-experimental design, whereby the researcher opted for a one-group pre-test and post-test approach. The inclusion of this pre pre-experimental design was motivated by several factors. Firstly, it was intended to mitigate the constraints of time and cost associated with using a true experimental design. Furthermore, the intention was not to make any comparisons, but rather to observe if there would be an enhancement in students' scores following the implementation of the spelling bee game treatment. The one group pre-test and post-test design typically consists of three main steps: firstly, the administration of a pre-test to measure the dependent variable; secondly, the application of the experimental treatment X to the participants; and finally, the administration of a post-test to once again measure the dependent variable. The differences observed between the pre-test and post-test scores are then evaluated to determine the impact of the experimental treatment.

$$O_1 \qquad X \qquad O_2$$
Pre-test and Post-test
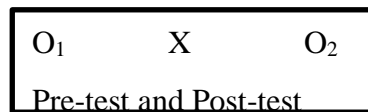
Explanation:

O_1 : Pre-Test

X : Treatment

O_2 : Post-test

Research Variable

There were two variables of this experiment. They were *Independent Variable* and *Dependent Variable*.

a. Independent Variable

In this research, the independent variable was determined to be the use of Spelling Bee, as it was observed to have an impact or influence on the dependent variable.

b. Dependent Variable

The dependent variable in this research refers to the students' vocabulary mastery, which is influenced or caused by other variables.

Population and Sample

The population is the focus of study for researchers as they aim to observe the outcomes. On the other hand, the sample is a specific subgroup selected from the population that is representative of its characteristics.

According to Arikunto (2010), the population refers to the entire group of research respondents, whereas the sample represents a portion of the population that is investigated. In this study, the population will consist of the second year students of SMPS DDI Mattoanging Bantaeng for the academic year 2022/2023, which totals 212 students across 11 classes. The researcher will employ the Cluster Random Sampling technique and select one class, specifically VIII A, which comprises of 21 students, as the pre-experimental class.

Research Setting

The research was conducted at SMPS DDI Mattoanging Bantaeng, which is situated on Jl. Pendidikan No. 13 Bantaeng Regency. It is affiliated with the Islamic Boarding School of DDI Mattoanging. SMPS DDI Mattoanging consists of 11 classes, with a total of 212 students. Nuralim, S.Pd serves as the Headmaster of SMPS DDI Mattoanging, while Ahmad Rafiq, S.Pd.I, M.Pd is the English teacher.

Data Analysis Technique

In this data analysis, the data was collected through a pre-test and post-test. The data was analyzed using SPSS, which stands for Statistical Package for Social Sciences. In order to analyze the data, calculations were performed to determine the mean, standard deviation, frequency, percentage, and T-test. The researcher will utilize a specific formula for this purpose.

$$\frac{students' correct\ answer}{total\ number\ of\ item} \times 100$$

The KKM or minimum completeness criteria for the school where the research was being conducted for the English subject was set at 75. Consequently, the data analysis of the test results involves utilizing the scores obtained by students in their vocabulary mastery. These scores classified according to the scale provided below to determine the students' performance level.

No.	Classification	Score	Frequency	Percentage
1	Very Good	93-100	0	0%
2	Good	84-92	0	0%
3	Fair	75-83	0	0%
4	Poor	< 75	0	0%
TOTAL			**0**	**0%**

FINDINGS

Students' acquisition of vocabulary through the utilization of the Spelling Bee game demonstrated disparities between the pre-test and post-test. In the pre-test phase, the students' proficiency in vocabulary, particularly in identifying word classes and writing the words accurately, was not up to par. However, after implementing the Spelling Bee activity, the students exhibited a greater grasp of these concepts.

In this chapter, the researcher aims to elucidate the process and analysis of the data. The subsequent section presents the interpretation of the data analysis.

The classification of students' Pre-test and Post-test in Pre-experimental class.

The table presented below depicts the categorization of frequency and score percentage that highlight the level of vocabulary mastery among the second grade students of SMP DDI Mattoanging Bantaeng. The data includes the pre-test and post-test results of the pre-experimental class.

Classification of frequency and percentage score of students'vocabulary mastery in pre-experimental class (**pre-test**)

No.	Classification	Score	Frequency	Percentage
1	Very Good	93-100	0	0%
2	Good	84-92	0	0%
3	Fair	75-83	0	0%
4	Poor	< 75	20	100%
TOTAL			**20**	**100%**

According to the findings in Table 4.7, the results of the pre-test indicated that all students received a poor score, below 75, in the classification of vocabulary mastery.

Classification of frequency and percentage score of students' vocabulary mastery in pre-experimental class (**post-test**)

No.	Classification	Score	Frequency	Percentage
1	Very Good	93-100	2	10%
2	Good	84-92	3	15%
3	Fair	75-83	10	50%
4	Poor	< 75	5	25%
TOTAL			**20**	**100%**

Table 4.3 showed the classification score of post-test got higher improvement. It can be seen by 5% student got excellent, 15% students got very good, 55% good score and 25% fairly good. Based on the table 4.2 and 4.3 it can be concluded that the rate percentage post-test was higher than pre-test.

Mean Score and Standard Deviation

The mean score and standard deviation was calculated by using SPSS Statistic 26 software.

Descriptive Sample Statistic			
	N	Mean	Std. Deviation
Pre Test	20	49.3000	11.63072
Post Test	20	79.8000	7.59224

The average score of the pre-test was 49.3000, which is considered as a poor score, along with a standard deviation of 11.63072. On the other hand, the mean post-test score was 79.8000, classified as a good score, with a standard deviation of 7.59224. Hence, it can be concluded that there was a significant improvement of 61.87% in student vocabulary after being treated with the Spelling Bee Game as a medium.

Normality Test

The normality test was conducted to determine whether the population data follows a normal distribution. In this specific study, the researcher employed the Shapiro-Wilk method, considering that the sample size was less than 30 students.

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.144	20	.200	.935	20	.196
Post-Test	.244	20	.003	.875	20	.014
a. Lilliefors Significance Correction						

The data provided indicates that the significance value of both the pretest and post-test is greater than 0.05. Specifically, the significance value of the pretest is 0.196, which is higher than 0.05, and the significance value of the post-test is 0.14, also higher than 0.05. Therefore, it can be inferred that both the pretest and post-test are classified as having a normal distribution.

Correlation

The purpose of conducting correlation analysis is to determine the relationships between two variables. The correlations between the pre-test and post-test are as follows:

Correlations		Niai Pretest	Nilai PostTest
Pretest	Pearson Correlation	1	.921[**]
	Sig. (2-tailed)		.000
	N	20	20
PostTest	Pearson Correlation	.921[**]	1
	Sig. (2-tailed)	.000	
	N	20	20
**. Correlation is significant at the 0.01 level (2-tailed).			

The analysis results indicate that there is a strong correlation between the two variables, with a value of 0.921 and a probability value (sig) of 0.000. This suggests a significant relationship between the pre-test and post-test, with a probability value of less than 0.05.

Hypotesis

The hypothesis was examined through the application of inferential analysis. In this instance, the researcher employed the t-test (a test of statistical significance) for an independent samples analysis. The test was administered on both the sample prior to and after the implementation of the treatment. The hypothesis for this particular study was:

H_a : The Spelling Bee Game enriches students' vocabulary.
H_0 : The Spelling Bee Game does not enrich students' vocabulary.

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – PostTest	-30.50000	5.50120	1.23010	-33.07464	-27.92536	-24.795	19	.000

Based on the results of the paired t-test, it was evident that there was a mean difference of -30.50 between the pre-test and post-test. The calculated "t" value is -24.795, with a p-value of 0.000. Therefore, it concluded that the hypothesis H_0 was rejected, indicating a significant difference between the pre-test and post-test. This implies that there is an increase in English vocabulary in class VIII A SMP DDI Mattoanging Bantaeng, as indicated by the p-value of 0.000 which is less than 0.05

DISCUSSION

After conducting the study, the researcher identified certain issues faced by the students that need to be addressed, such as a lack of proficiency in English vocabulary. Many students did not possess a dictionary as a helpful tool, resulting in a limited range of words for reading and memorization. In response to this challenge, the researcher proposed the idea of creating a small pocket book containing new vocabularies that could be easily accessed and carried around at all times.

Another issue identified by the researcher during the study was the students experiencing feelings of embarrassment. The researcher acknowledged that learning a new language can be overwhelming, making it understandable to feel embarrassed. To combat this, the researcher introduced a fun game called Spelling Bee, which not only entertained the students but also helped boost their morale and confidence. The students thoroughly enjoyed the game, engaging in laughter, making earnest attempts to spell every word, and motivating one another.

Moreover, the enrichment of word spelling also showing a good progress. It can be seen in 66.67% improvement. It is also proven because the students are able to write some vocabularies properly. Spelling Bee Game has given a huge enrichment because to play this enjoyable game, the student should have some basic understanding about some components of vocabulary.

This research examined the students' enrichment on vocabulary mastery by using Spelling Bee Game. After the researcher gave the treatment by using Spelling Bee Game, mean score of students' vocabulary mastery in post-test was 79.80 that categorized as good classification. Therefore, the researcher indicated there was a significant enrichment that post-test was higher than pre-test.

Additionally, when comparing this research to several studies carried out by previous researchers, it was evident that there were noteworthy differences present. Inayatullah in her research underscored the critical role that accurate pronunciation plays in effective communication and language proficiency. By examining the impact of pronunciation-focused instruction on language learners, she demonstrated the transformative effects this specialized approach can have. The research emphasized that honing pronunciation skills enhances not only spoken communication but also listening comprehension, as learners become attuned to the nuances of sound production and recognition.

Furthermore, the research findings suggest that separating these two components allows learners to concentrate solely on the intricate aspects of pronunciation formation and articulation, leading to significant improvements in their overall language proficiency.

When examining the outcomes of this research, it is worth noting that the level of efficacy might not have met the initial expectations, particularly when evaluating the vocabulary component. It is crucial to bear in mind that the process of studying vocabulary encompasses five fundamental aspects that play a vital role in its acquisition and understanding. These aspects include word usage, word meaning, word spelling, word classification, and pronunciation.

By scrutinizing the research findings, one can deduce that the intended goal of enhancing vocabulary skills may not have been fully realized based on these essential aspects of vocabulary acquisition. It is essential to consider the multifaceted nature of vocabulary learning and the factors that contribute to its effective mastery. Enhancing vocabulary proficiency requires a comprehensive approach that addresses all these aspects holistically.

In analyzing the research conducted by Wafa, interesting similarities emerge when compared with the work undertaken by Inayatullah. Both studies revolve around the examination of students' capabilities in spelling words, shedding light on notable aspects of their linguistic proficiency. However, a critical aspect that both studies throw light upon is the students' difficulty in accurately recognizing the appropriate spelling of words. Notably, the participants encounter challenges in correctly identifying the precise spelling of words, even if they possess a certain level of fluency in spelling them.

This finding raises intriguing questions surrounding the underlying cognitive processes involved in spelling and spelling recognition. It begs further examination into factors such as visual memory, phonological processing, and overall language proficiency in order to fully comprehend the mechanisms at play. By drawing attention to these shared similarities, these studies furnish valuable insights into the complex nature of spelling proficiency, necessitating deeper exploration and investigation for a more comprehensive understanding.

In conclusion, while the research results may not have yielded the desired level of effectiveness, it is important to recognize that vocabulary learning involves five crucial dimensions. Further exploration and analysis could help identify strategies and interventions that

can optimize the acquisition and understanding of vocabulary in a comprehensive manner that encompasses all these aspects.

CONCLUSION

Based on the discussion in the previous chapter, it is evident that the use of the Spelling Bee Game can greatly enhance students' mastery of vocabulary. Specifically, students become more proficient in using certain words, particularly adjectives and verbs. They are also able to differentiate between nominal and verbal sentences and correctly write down words. The students' vocabulary test scores improved significantly after implementing the Spelling Bee Game, compared to their scores before. The incorporation of the Spelling Bee Game into learning activities greatly contributed to the students' mastery of vocabulary, enhancing their understanding of words.

SUGGESTIONS

Based on the conclusion above, the researcher presents some suggestions as follows:

1. It is recommended that the teacher incorporate the Spelling Bee Game utilizing English materials as it has proven to be an effective method for enriching students' mastery of vocabulary.
2. Teachers and students now have a new tool in teaching and learning English. Students also responsible acquiring vocabulary not only depending in the classroom material but also they can practice more at home since it can be accessed anywhere.
3. It is recommended that the next writer utilize this thesis as an supplementary source of reference.
4. Teacher should be able to have a good method and Spelling Bee Game may be a one alternative to make the students enjoy the class and to solve the students' boredom because this method involved the participation of the students learning and teaching process.

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