THE EFFECT OF SPELLING BEE GAME ON STUDENTS' VOCABULARY ACHIEVEMENT AT SMP NEGERI 17 KENDARI

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ABSTRACT

The purpose of conducting this research is to examine the effect of Spelling Bee game on students' vocabulary achievement at the second year of SMP Negeri 17 Kendari. The sample of this research was 30 students in the second grade. This research was conducted in pre-experimental research design. Data of this research were collected by giving pre-test and post-test to the students. They were analyzed by using SPSS 16.0 version (descriptive analysis and inferential statistics). The result showed that there was effect of spelling bee game on the students' vocabulary achievement. It can be seen from the mean score of post-test which was 62.67, while the mean score of pre-test was 43.67. In order to prove the hypothesis, the researcher took the conclusion by comparing the value of Sig (2 tailed) with the significance α value. It showed that the value of Sig (2 tailed) was 0.000 while the significance α value was 0.05. It means that the value of Sig (2 tailed) was lower than the significance α value ($0.000 < 0.05$) which indicated there was effect of spelling Bee Game on Students' Vocabulary Achievement.

1. Introduction

Vocabulary is one of vital elements that need to be mastered by students. According to Nation (2001), huge number of words is very useful for students and need to be mastered in order to learn English because learning vocabulary is not a short-term period. It means that students should learn vocabulary continuously. Moreover, Cameroon (2001) mentioned that having a useful vocabulary can be a good foundation in learning a foreign language. Vocabulary can be really useful, not only to make a sentence for having a conversation or to communicate between people, but also to be a continuous process from elementary school to university level.

Large vocabulary will help to express our thought specifically when having communication with others. Our knowledge about vocabulary enables us to use language, such as having conversation. Vocabulary mastery is not easy. Other aspects such as sound and structure are considered in mastering vocabulary. It will be really difficult to speak if we do not have enough vocabularies. Communication in foreign language just cannot happen in any meaningful way if we do not have enough words we master.

Vocabulary has relation with students' language skills. Students will be difficult to master the language skills without having good vocabularies. According to Hirsch (2003), students do not effectively know what they read when they do not know more than 90% vocabularies in a textbook. In learning English, students should have enough vocabularies for helping them to understand a sentence or argue their ideas. Indeed, it will be hard to master English without having the vocabulary.

In learning English, normally students have some difficulties, especially in mastering vocabulary. Students are difficult for memorizing many vocabularies and then they could forget them easily. It is because normally, the English teacher asks students for memorizing vocabulary in monotone ways so that students easily forget the words. This problem is supported by Waring (2002) who states that a normal situation if the students can memorize ten vocabularies and forget them in the next days and maybe remember just two words of them. It is because human brains are created not for memorizing, but for forgetting.

Teaching vocabulary is one of the most crucial aspects in teaching English as a foreign language. In teaching and learning process, problem mostly will happen to the teacher. They have issues about how they teach with appropriate techniques in order to get satisfying results. A good teacher should implement interesting methods in teaching in order to motivate students in learning. Teachers should master the material to make students understand and make them interested in teaching and learning process in classroom.

Teaching vocabulary is quite difficult. Besides, students should know the words; they also need to know the meaning of words. Walters (2004) stated that the problems that occur in teaching vocabulary is that oftentimes the words we teach to students are difficult to be understood by them while the words are useful in daily lives. In the other hand, sometimes the words taught to students are understood by them, but it is actually not really needed in their daily lives. Thus, teaching words that are useful for students should be considered by the teacher.

There are many ways or techniques that can be used in teaching vocabulary. The idea of teaching vocabulary in intermediate school should make students enjoy and interested in it. By making students enjoy the learning, teaching and learning process will be a lot easier. Teaching vocabulary in a fun way can be done by using games. It is based on Wright, Batteridge, and Buckby (2006) who defined game as "an activity which is entertaining and engaging often challenging and an activity in which the learners play and usually interact with others". The essence of using game in teaching vocabulary is about how teacher creates a conducive situation in a

classroom. Game can motivate students to participate more in learning activities. It can make a more enjoyable learning process.

One of the games that can be used in teaching vocabulary is Spelling Bee game. Spelling Bee game can be used in teaching vocabulary as an alternative activity. It is good for students to practice their skill in spelling words. Sebba (2011) in Rohmawati (2015) mentioned that Spelling Bee as a competition requires students to spell the words (see Maybin and Swann, 2011). In learning vocabulary, it is really important to know how the word is spelled. According to Waring (2002), there are two most important aspects in learning vocabulary. One of them is matching the word's spelling and pronunciation with the meaning of the word. That is why the researcher used Spelling Bee Game in order to know the effect of using this in teaching vocabulary.

In order to achieve the purpose of this research, the following research question was proposed: "Is there any effect of using Spelling Bee game in teaching on students' vocabulary achievement?"

2. Methodology

This research used pre-experimental research design (one group, pretest-posttest design). It was conducted with 30 students at SMP Negeri 17 Kendari. The samples were eighth graders of SMP Negeri 17 Kendari who were taken from random sampling from among 223 students at the same grades.

Pre-test and post-test were given to sample class. Sample class was received treatment before post-test. The posttest was given to measure students' vocabulary achievement after treatment were given.

The data of this research were gotten from the result of students' pre test and post test. They were analyzed by using SPSS 16.0 version (descriptive analysis and inferential statistics).

3. Result and Data Analysis

Pre-test, post-test, and gain score of students' vocabulary achievement is shown in the following table.

Resp.	Score of Pre-test	Value	Score of Post-test	Value	Gain Score
1	50	11	68	15	18
2	23	5	50	11	27
3	41	9	64	14	23
4	64	14	64	14	0
5	73	16	82	18	9
6	36	8	45	10	9
7	18	4	36	8	18
8	36	8	55	12	19
9	45	10	73	16	28
10	50	11	68	15	18
11	27	6	64	14	37

12	50	11	68	15	18
13	64	14	82	18	18
14	27	6	45	10	18
15	18	4	45	10	27
16	41	9	41	9	0
17	32	7	59	13	27
18	41	9	59	13	18
19	55	12	73	16	18
20	68	15	73	16	5
21	55	12	73	16	18
22	55	12	73	16	18
23	59	13	73	16	14
24	45	10	73	16	28
25	73	16	77	17	4
26	23	5	50	11	27
27	41	9	64	14	23
28	59	13	82	18	23
29	23	5	50	11	27
30	18	4	55	12	37
Mean	43.67		62.67		19

Based on the result above, it can be concluded that there was a significant improvement between the mean score of pre-test and post-test. It can be seen by improvement of the mean score in pre-test to post test (43.67 improved to 62.67).

The Result Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	.106	30	.200*	.953	30	.209
PostTest	.148	30	.093	.945	30	.124

a. Lilliefors Significance Correction

Based on the output tests of normality Kolmogorov Smirnov above, it can be seen that the value of pre test was .200 and post test was .93. Both value from pre test and post test were greater than α value (.05). The significant value on pre test was .200 and it was greater than .05 (.200 > .05). Then, the significant value on post test was .093 and it was greater than .05 (.093 > .05). It means that the data were normally distributed.

The Result of Paired Samples Test

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	-1.90000E1	9.43215	1.72207	-22.52202	-15.47798	-11.033	29	.000

Based on the result of paired sample t test above, it showed that a significant difference existed in the students' pre-test and post-test scores, $t(29) = -11.033$, $p(.000) < .05$, in that, post-test scores ($M = 62.67$, $SD = 13.31$) was significantly higher than pre-test scores ($M = 43.67$, $SD = 16.83$) with a significant gain of 19 points. In conclusion, it can be said that there was a significant effect of using Spelling Bee game on students' vocabulary achievement at the second year students of SMP Negeri 17 Kendari. In other words, H_0 was rejected while H_1 was accepted.

Summary of Hypothesis Testing

Statistics				Result
Df	α Value	T_{count}	T_{table}	
29	0.05	11.033	2.045	H_0 : Rejected H_1 : Accepted

Conclusion of the hypothesis was based on the comparison between the values of Sig (2 tailed) and α value. In addition, the researcher also took the conclusion of hypothesis by comparing between values of t_{count} with t_{table} . As can be seen in table above, it can be concluded that the value of t_{count} (11.033) was greater than the value of t_{table} (2.045). It means that H_0 was rejected and H_1 was accepted.

4. Discussion and Conclusion

The result of this research showed that there was a significant effect of using spelling bee game on students' vocabulary achievement. It was proven by data showing that students' post test has significant improvement from pre test.

Wright, Betteridge, and Buckby (2006) stated that the use of game in teaching vocabulary can be an alternative way in teaching. It can provide a conducive environment for students in order to make learning process more enjoyable. Game can create an enjoyable and entertaining activity in the class. It can be done if the

activity is fun and not pressing the students. It means that one of the ways that can be used to improve the students' vocabulary achievement is by using game, for example spelling bee.

Spelling bee game can create a conducive environment for the students. With this kind of situation, students will more likely to enjoy the learning process in the classroom. It will be more effective and probably has a better result to teach students in entertaining ways.

Using competitive game such as spelling bee game in teaching vocabulary can motivate students. Based on Oxford Advanced Learner's Dictionary, a game is an activity which involves people or teams to compete against each other. This was supported by McPherson (1987) in Rohmawati (2015) who said that one of the advantages of spelling bee is that it can create a chance for students in memorizing words with correct spelling when it is used as an activity or contest to motivate them. Spelling Bee game challenges students to compete each other. It also will create a supportive competition. Students will be encouraged to win the game. They do not want to be eliminated from the game. In that way, students will participate more in learning process.

Rahayu (2012) mentioned that spelling bee can improve students spelling ability. The main purpose of using spelling bee game in teaching is students be able to spell the words. When students know how to spell words and memorize words by spelling them, indirectly it also can lead them to memorize the words correctly and can be stored in their memory. This was supported by Ur (1991) who said that one of aspects of vocabulary that need to be taught is its spelling. So, Spelling Bee game could improve students' vocabulary achievement.

Reed (2012) in Al Qahtani (2015) said that the main concept of spelling is actually memorizing the words. This theory supports the main idea of applying spelling bee game in teaching. The main activity of Spelling Bee game is actually spelling the words. Students are asked to memorize the words by spelling it. Indirectly, it is stated that by spelling the words, students memorize the words. So, indeed Spelling Bee game can increase students' vocabulary achievement.

In learning the spelling of words, learners will automatically know the meaning of the words when they know how to spell them. In the other hand, it might be impossible for learners to know the spell of the words when they only know the meaning of the words without learning how to spell the words. It also might be possible for learners to know the spell of the words even without knowing the meaning of the words, but it kind of useless as foreign learners to only know the spell without knowing the meaning. We cannot use the words in conversation.

Spelling Bee game can create a conducive situation in the classroom. Students can learn in a fun and interesting way. Teaching vocabulary by using spelling bee game can help students in remembering vocabulary, enhancing their skills in spelling the words, and making them enjoy the learning process. Using spelling bee game in memorizing the words directs students to repeat the words. It can make them know the meaning of the words if they repeat it. In other words, spelling bee game increases students' vocabulary achievement because the game can create an enjoyable class activity where students can remember, repeat, spell, and understand

the meaning of the words all at the same time. It helps students in enhancing their spelling skill and indirectly helps them in establishing vocabulary.

In applying Spelling Bee game, the researcher found some problems. They were limited time allocation and lack of vocabulary mastery. Limited time allocation could affect students' performance. The second was lack of vocabulary. It could be seen when students were pretty difficult in understanding the text. So, it spent much time. Besides, the students were still unfamiliar with this game so that they sometimes were still confused when this game was applied.

Based on the result of the data analysis, there was an improvement of students' mean scores from pre test to post test. The students' mean score in post test was higher than pre test. In this case, the students' mean score in pre test was 43,67 while in the post test was 62,67.

In hypothesis testing, H_1 was accepted while H_0 was rejected. In other words, Spelling Bee game can improve students' vocabulary achievement at the second year students of SMP Negeri 17 Kendari. It can be seen from the value of Sig (2 tailed) which was lower than the significance α value.

In conclusion, Spelling Bee game can be applied as an alternative way in improving students' vocabulary achievement. It can be seen from the result of this study that students' scores in post test was higher than students' scores in pre test after being taught by using Spelling Bee game.

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