The Use of Spelling Bee to Improve Students' English Vocabulary Mastery at SMP Negeri 11 Makassar

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Abstract

This research discussed about "The Use of Spelling Bee to Improve Students' English Vocabulary Mastery at SMPN 11 Makassar". The objectives of this research are to find out the improvement and interest of the students' English vocabulary after using spelling bee. The researcher used quasi-experimental design with non-equivalent control group design. The population of this research of the seventh-year students at SMPN 11 Makassar. It consisted of 40 students which divided into two group of class where 20 students from VII A as experiment class and 20 students from VII B as a control class. The independent variable of this research is spelling bee and the dependent variable of this research was students' vocabulary mastery. The instrument of this research was vocabulary test used pre-test and post-test. This research used purposive sampling technique. The results of the research showed that score test spelling bee on pre-test in experiment class is 64.80 and score test pre-test in control class is 53.55. The score post-test in experiment class is 78.85 and score post-test in control class is 50.75. Based on the result of the questionnaire, the researcher concluded that H1 was accepted and H0 is rejected it means that using spelling bee was affective to improve the student's English vocabulary of the seventh-grade students at SMPN 11 Makassar. Therefore, the rating mean score questionnaire is 62.75, put in the category fairly.

Keywords*: English, Vocabulary, Spelling Bee.*

INTRODUCTION

The importance of using English in school is very important and very useful for someone in the future, English lessons are also very useful in every company. There are many company that require or order their work to understand English because all will follow the rounds of the world era (modern era). Do not forget also in learning English, there are learning procedures, one of which is that we must understand learning vocabulary. Based in Qs. At-Taha 20: 44, state as follows:

فَقُولَا لَهُۥ قَوْلًا لَّيِّنًا لَّعَلَّهُۥ يَتَذَكَّرُ أَوْ يَخْشَىٰ

"And speak unto him a gentle word, that peradventure he may heed or fear."

Learning vocabulary is a simple word that can be put together into a meaningful sentence. According to some experts or researchers about vocabulary, including: Oxford Advanced Learner's Dictionary: As vocabulary becomes the key aspect in learning language, it should be introduced through interesting ways. In line with that Lewis and Hill state that students will not achieve success in learning unless they enjoy the process. From that statement, it can be seen that students' feelings toward a learning process will influence their achievement (Lewis and Hill, 1998).

Spelling bee is meaning that students who do not understand or do not know about learning English can be taught through the

spelling bee, because in junior high school there are still many students who have the attitude when they were in elementary school, such as learning by playing while learning the eyes the proposal. Why do we have to apply spelling bee at the school? So that students in these schools can know and understand about English, especially those who don't know exactly what English is, by using a game and learning.

Some studies show that teaching vocabulary through games can help students improve their vocabulary and other language skills. According to Uranga Rahayu 2009, Spelling Bee is a kind of competition where the competitors have to compete to spell words given correctly. Spelling Bee is more than a memorizing activity because beside students have to memorize the words they are also introduced to a complicated thinking process when they receive several clues to spell the word correctly, such as definition, alternative pronunciation, kinds of words (noun, adjective, verb) and the use of words in a sentence.

LITERATURE REVIEW

Rahayu Sekarini (2012) says that the application of Spelling Bee was proven to help students improve their spelling intelligence. In addition, the game can also be used as an alternative tool to strengthen students' memory for memorizing the vocabulary learned and spelling out these vocabulary items. Teaching vocabulary was clearly more than just presenting new words, vocabulary could be defined, toughly as the word taught in the language. Vocabulary is the words use by particular person or all the words which exist in a particular language or subject. When we learn a language in including English, it always mean that we learn the words of the language (Paul, 1995).

According to Amiruddin (2004) vocabulary is all the words that someone knows or uses; all the words in a language, or a list of words and their meanings, especially in books for learning a foreign language. On the other hand, Webster's Third New International Dictionary, vocabulary is a list or collection of gritty words and phrases that are usually arranged alphabetically and explained or defined.

Muhbubah and Sitti (2005) says that vocabulary as a concept and function of language words that are so intact is part of children's understanding of speaking, reading and writing. Vocabulary is a word that has meaning when heard or seen even though it is not processed by the individual himself to communicate with others. Gains and Redman (1986) concluded that by studying vocabulary, students can recognize and understand the context of reading, listening, and material and then productively learners can remind and use it appropriately in speech and writing. In this case the statement put forward by Legget Gleen said that with vocabulary students can recognize all words in written and oral contexts and finally they can use them every day in speaking and writing. Based on this research, the researcher can conclude that the function of vocabulary is that students can recognize all words in writing, understand the context of the reading and can remind and use them in speaking and writing.

Spelling Bee is defined Spelling Bee as a competition which requires the contestants to spell words (Foster, 2001). Spelling bee is a competition in which contestants are asked to spell a broad selection of words, usually with a varying degree of difficulty. To compete, contestants must memorize the spellings of words as written in dictionaries, and recite them accordingly. The concept is thought to have originated in the United States, and spelling bee events, along with variants, are now also held in some other countries around the world. Because most languages have a more predictable spelling system than English, spelling bees are common only in countries where English is spoken (Barry Popik, 2013). Spelling bee is competition, usually among children, where contestants are eliminated for misspelling a word (Ratna Juwita Ningsih, 2013). Spelling Bee is more than memorizing words a letters which from a word, but it is a complicated thinking process. Students receive several clues to answer or to spell the word correctly, such as definition, pronunciation, kinds of word (noun, adjective, verb, etc.), until the example of sentences which using those words. According to an American named Henry Ward Beecher (1984) said learning to spell that all words are pegs to hang ideas on mind. He said

"when you write a letter, story, essay test, or anything else, someone need words to express your ideas". The other person needs to know it not only the meanings but also the spellings of the words they used. Knowing a wide variety of words makes it easier to express their thoughts.

According to M. Buchori (1999), the definition of interest is a person's awareness that an object, person, problem or situation has something to do with him. So interest must be seen as a conscious welcome, otherwise it means nothing at all. Meanwhile, Sardiman AM (1988) states that a person's interest in an object will be more visible if the target object is related to the wants and needs of the person concerned. This opinion gives the understanding that interest is a condition that occurs when it is associated with one's own wants or needs, in other words there is a tendency that what someone sees and observes is something that is related to that person's wants and needs. Cony Semiawan says that the notion of interest is a mental state that produces a directed response to a particular situation or object that is pleasant and satisfies him. Thus, interest can lead to an attitude which is a readiness to act if there are special stimuli in accordance with these circumstances.

The definition of interest above can be understood, that someone is interested in an object because of the attraction, stimulus, or impulse. The stimulation or impulse can come from the power of interest itself, so it can be concluded that a person cannot be said to have an interest in an object without a response or encouragement to all these objects.

METHOD

This study used a Quasi Experimental Design which involved two class groups. One group will be treated as an experimental class and the other group will be treated as a control class. In the experimental class, the researcher applies the Spelling Bee Game in learning vocabulary while in the control class using conventional learning methods. Researchers used a pre-test and post-test design in the experimental class and the control class. The aim was to determine the use of the spelling bee game in students' vocabulary learning. To get a

significant effectiveness by comparing the pre-test and post-test experimental class and control class. This is a Quasi-Experimental Design model, to be precise an Unequal Control Group Design (Sugiyono, 2018:75).

Sugiyono (2018:75)	E	O_1	X	O_2
Explanation:	C	O_3		O_4

E: Experiment class

C: Controlled class

O1: Pre-test results (in the experimental class)

O3: Pre-test result (in controlled class)

X: The treatment that would be given to the experimental class using the Spelling Bee Game

O2: Post-test results (in the experimental class)

O4: Post-test results (in controlled class)

Sample / Participants

The population in this study were students of SMPN 11 Makassar. There are 21 classes and each class totals 30 students. The total population is 630 students. The sampling technique used in this study was purposive sampling. The researcher will take two classes as the sample to get representative data, the researcher will take two classes as the sample and will be divided into two groups, namely the experimental class and the control class. Researchers will take VIII.A consisting of 20 students as the experimental class and VIII.B consisting of 20 students as the control class.

Instrument

The research instrument is a test that aims to determine the number of students' vocabulary mastery. The test will be given through a pre-test and post-test. The test is a vocabulary consisting of 25 numbers, 15 numbers for the puzzle and 10 easy for the pre-test and post-test.

The pre-test is intended to determine the students 'English vocabulary attainment, while the post-test is intended to determine the increase in students' vocabulary after being

given treatment. Questionnaire is conduct to find the students' interest after applying method and treatment.

Data Analysis

Data analysis using statistics method using IMB SPSS 24 software. Therefore, the data collected through tests were analysed using the following steps:

1. Calculating the student's correct answer of test.

$$Score = \frac{Students'\ score\ answer}{Total\ Number\ of\ item} \times 100$$

(Depdikbud, 2006)

2. Tabulate and classify student scores into the following clarifications the test scores are classified into seven levels as follows:

No	Range of Score	Classification
1	96-100	Excellent
2	86-95	Very good
3	76-85	Good
4	66-75	Fairly good
5	56-65	Fairly
6	46-55	Poor
7	0-45	Very poor

3. Data questionnaire

The researcher used questionnaire consisting of several statements and will be tested used a Likert scale.

Respondents who answered strongly agree	5	= Number of students x 5	=.........
Respondents who answered agree	4	= Number of students x 4	=.........
Respondents who answered unsure	3	= Number of students x 3	=.........
Respondents who answered disagree	2	= Number of students x 2	=.........
Respondents who answered strongly disagree	1	= Number of students x 1	=.........
Total score			=

RESULT

The findings of this study relate to student scores on pre-test and post-test, classification of student scores, mean scores, significant differences between pre-test and post-test scores, and faired hypothesis testing.

	Experiment Class				Control Class				
Name	Pre-Test	Category	Post-Test	Category	Name	Pre-Test	Category	Post-Test	Category
A	76	Good	84	Good	A	65	Fairly	60	Fairy
B	56	Fairly	80	Good	B	60	Fairly	48	Poor
C	60	Fairly	80	Good	C	48	Poor	80	Good
D	56	Fairly	60	Fairly	D	80	Good	60	Fairy
E	60	Fairly	60	Fairly	E	60	Fairly	48	Poor
F	60	Fairly	64	Fairly	F	48	Poor	40	Poor
G	60	Fairly	80	Good	G	48	Poor	20	Very poor
H	60	Fairly	60	Fairly	H	40	Very poor	44	Very poor
I	80	Good	80	Good	I	20	Very poor	40	Very poor
J	60	Fairly	96	Excellent	J	44	Very poor	44	Very poor
K	48	Poor	85	Good	K	40	Very poor	65	Fairy

Table Students Score

The classification of Students' Pre-test Score and Post-test Scores in Experimental Class.

The following table shows the classification of the frequency and percentage of grade VII students' vocabulary mastery scores in the pre-test and post-test of the experimental class at SMPN 11 Makassar.

No.	Classification	Range of score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very good	86-95	0	0%
3	Good	76-85	7	35%
4	Fairly good	66-75	0	0%
5	Fairly	56-65	11	55%
6	Poor	46-55	2	10%
7	Very poor	0-45	0	0%
Total			20	100%

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

Based on table 4.2 above, it can be seen that of the 25 students there are 7 (35%) students at the good level, 11 (55%) students at the moderate level and 2 (10%) students at the poor level, and no student gets a very good

grade. Good. The rate is very good, good enough, and very bad.

No.	Classification	Range of score	Frequency	Percentage
1	Excellent	96-100	2	10%
2	Very good	86-95	3	15%
3	Good	76-85	10	50%
4	Fairly good	66-75	1	5%
5	Fairly	56-65	4	20%
6	Poor	46-55	0	0%
7	Very poor	0-45	0	0%
Total			20	100 %

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

The data above showed that from 25 students, there were each 2 (10%) student in excellent level, 3 (15%) students in very good level, 10 (50%) students in good level, 1 (5%) students in fairly good level, 4 (20%) students in fairly level, and none of students who gain Poor and Very bad. Based on tables 1 and 2, it can be concluded that the percentage of students' scores in the experimental class on the post-test is higher than the percentage in the pre-test.

The classification of Students' Pre-test and Post-test Scores in Control Class.

No.	Classification	Range of score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very good	86-95	7	35%
3	Good	76-85	2	10%
4	Fairly good	66-75	0	0%
5	Fairly	56-65	8	40%
6	Poor	46-55	3	15%

No.	Classification	Range of score	Frequency	Percentage
7	Very poor	0-45	0	0%
Total			20	100 %

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

Table above indicates that the classifying score of pre-test in controlled class. The data above showed that from 25 students, there were 7 (35%) students in very good level, 2 (10%) students in good, 8 (40%) students in fairly level, 3 (15%) students in poor and none of students who gain fair, Excellent, Fairly good, and Very poor.

No.	Classification	Range of score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very good	86-95	0	0%
3	Good	76-85	2	10%
4	Fairly good	66-75	0	0%
5	Fairly	56-65	6	30%
6	Poor	46-55	4	20%
7	Very poor	0-45	8	40%
Total			20	100 %

Classification of frequency and percentage score of students' vocabulary mastery in controlled class (post-test).

Table above indicates that the classifying score of post-test in controlled class. The data above showed that from 25 students, there was 2 (10%) students in good level, 6 (30%) students in fairly level, , 4 (20%) students in poor level, 8 (40%) students in very poor level and none for students who gain Excellent, Very good and Fairly good . Based on tables 3 and 4, it can be concluded that the percentage of students in the control class post-test is higher than the percentage of pre-test.

The Mean Score and Standard Deviation of Control Class and Experimental Class.

After calculating student scores, the mean and standard deviation scores for the two classes can be presented in the following table:

Class	Mean score	Standard deviation
Control	53.55	14.930
Experiment	64.80	11.209

The mean score and standard deviation of controlled class and experimental class in pre-test.

Table above, it could be seen that were a relationship between pre- test statistics mean of control class was (53.55) and experimental class was (64.80). Meanwhile, standard deviation of control class was (14.930) and experimental class was (11.209).

Class	Mean score	Standard deviation
Control	50.75	16.254
Experiment	78.85	11.047

The mean score and standard deviation of control class and experimental class in Post-Test.

Table above, it could be seen that were a relationship between post- test statistics mean of control class was (50.75) and experimental class was (78.85). Meanwhile, standard deviation of control class was (16.254) and experimental class was (11.047).

T – Test

The significant score can be known by using t-test. The result of t-test can be seen in table 4.8 as follows:

		Paired Samples Test							
		Paired Differences							Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
					Lower	Upper			
Pair 1	Post Test Pre Test	-14.050	13.481	3.014	-20.359	-7.741	-4.661	19	.000

There are other ways that can be done to test the hypothesis in this paired sample t test.

Namely by comparing the value of t-count with t-table.

Based on the output table above, it is known that the df value is 19 and the value 0.05/2 is equal to 0.025, this value as reference basis in finding the t-table value in the distribution of the t-table value. Then find the t-table value of 2.093. Therefore, the t-value is 4.661 > t table 2.093, as the basis for decision making above it can be concluded that H0 is rejected and Ha is accepted. So it can be concluded that there is an average difference between the pre-test and post- test learning outcomes. Furthermore, which means that there is an effect of using spelling bee to improve students' vocabulary mastery.

Spelling Bee is used to express children's abilities, feelings, and desires (Rahayu Sekarini, 2012). From this definition, the researcher concluded that Spelling bee can make students enjoy and have fun in the learning process, students can open their minds to mention or pronounce and spell new vocabulary. It is easier for students to remember word by letter than just giving them a list of words. The gap analysis of the mean score in the post-test between the Experiment class and the Control class ensures whether the technique used is effective. The mean scores for the Experiment class were 78.86 and 50.75 for the Control class. The explanation of the gap between the two classes shows that the Experiment class shows a high increase compared to the Control class.

In addition, it is felt that students are more enthusiastic and interested in learning English, especially for the application of the Spelling Bee game, it is proven that this method affects students' vocabulary mastery.

CONCLUSIONS

Based on the discussion, it is clear that the use of the Spelling Bee game can improve students' vocabulary mastery. Students' scores on the vocabulary test before applying the Spelling Bee were low. This is different from student mastery after implementing the Spelling Bee game in vocabulary learning. It can be found in post-test students. The score is higher than the pre-test. The use of Spelling Bee in learning activities contributes to students' vocabulary

mastery. This can improve students 'understanding of words and can improve students' vocabulary mastery. The result of the research showed that test spelling bee on pre-test in experiment class is 64.80 and control is 53.55 on the score post-test in experiment class is 78.85 and control class 50.75. Based on the result of the questionnaire, the researcher concluded that H1 is accepted and H0 is rejected, meaning that the use of spelling bee is effective to improve students' vocabulary at the seventh grade students' of SMPN 11 Makassar. Therefore, the rating mean score was 62.75, put in the category Fairly. It was shown that the students' scores were much higher after being treated in the Experiment class using Spelling Bee. The use of Spelling Bee is effective for students' vocabulary mastery. This certainly increases the students' vocabulary mastery. From the comparison of the result of post-test score between experimental and controlled group, the vocabulary mastery experimental group getting higher than controlled group. That means using treatment Spelling bee game to the experimental group was successful.

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