

Jurnal SERAMBI ILMU



Journal of Scientific Information and Educational Creativity

VOLUME 24

NOMOR 2

EDISI SEPTEMBER 2023

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Diterbitkan Oleh
FKIP Universitas Serambi Mekkah Banda Aceh

Jurnal
Serambi Ilmu

Volume 24

Nomor 2

Hal.
77 - 260

Banda Aceh
September 2023



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Forewords

Praise and gratitude to Allah SWT, because of Allah's love for us so that we are still given a long life and can carry out our various daily activities. May all our activities become our acts of worship, Aamiinnn

We are also be proud that the number of submitted manuscripts is quite large, but only a few are acceptable and worthy of publication. This means that Jurnal Serambi Ilmu has become one of the scientific publications that are considered by experts and education enthusiasts.

For this reason, Jurnal Serambi Ilmu is committed to continuing to maintain the quality, service and discipline that applies in scientific publications.

September 27, 2023
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The Use Of Spelling Bee Game To Improve Students' Vocabulary

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Received July 18, 2022; Revised September 19, 2023 ; Accepted September 25, 2023

Abstract

The research entitled “The Use of Spelling Bee to Improve Students’ Vocabulary” discovers the effectiveness of the use of Spelling Bee in teaching vocabulary using Spelling Bee game. This research was using pre-experimental design. Pre-experimental design is the simplest research model that uses one to several groups by giving certain treatments and being observed so that changes occur. The research utilized one-group pre-test and post-test. The research location was held at SMPN 5 Palopo, the respondents in the study were eighth grade students namely eighth A and eighth B by used cluster random sampling. The method used in collecting data is pre-test with post-test. The data from the post-test are analyzed statistically using SPSS 25 for Windows. The result of paired sample test showed the result of the analytical comparisons using t-test. The output shows the average before and after the test (-30,000), standard deviation (10,310), mean standard error (2,305). The bottom difference (-41.825), while the top difference (-32,174). The result of the t test = (-16,048) with a df of 19 and a significance of 0,000. Mean score where higher after teaching using Spelling bee games. In conclusion, the use of Spelling be games is an effective strategy that will use to teach class VIII students of SMPN 5 Palopo.

Keywords ; vocabulary, teaching vocabulary, spelling bee

INTRODUCTION

We live in a world of languages. We talk to our friends, partners, wives and husbands, love, teachers, parents, rivals, and even our enemies using language. Language is a rule or system of symbols used to communicate and adapt to the environment to exchange ideas, thoughts and feelings. This means that language is the human ability to communicate with others. Language is also a communication tool that only humans can use, because only humans can use and understand language, but cannot teach language to other creatures (Yohana, 2023a, p. 20).

English is a global language; People use it to travel around the world. Children must learning new languages, mainly English as our first language is Bahasa Indonesia. There are many ways to learn English, including reading books, listen to music and even live with locals. However, know vocabulary is very important. Vocabulary is essential in every language on the planet. There are two types of vocabulary: active and passive. Active vocabulary is one words that they have to read, speak and write, while passive vocabulary is a word they understand (Bagustian, 2023, p. 1).

In Indonesia, English is learned as a foreign language. In this case, learning English as a foreign language is a challenge for many students because English and Bahasa Indonesia have different language rules. Regardless of the challenges students face, they must be able to master vocabulary to support their language skills (Junaid et al., 2022, p. 120). Vocabulary is a major component in language acquisition, with mastery of the city of words able to provide various benefits in life including the ability to read, write one of them in the mastery of English. Efforts made by teachers in helping students to master vocabulary by utilizing fun learning methods in understanding and memorizing vocabulary (Hiebert, 2004). Vocabulary is the understanding of words and their meanings. However, vocabulary has a complex meaning, namely words with two forms, oral or printed. Oral vocabulary consists of words that are commonly used in hearing or speaking. Meanwhile, printed vocabulary consists of vocabulary that has been understood in reading or writing. The second is understanding vocabulary through its receptive and productive forms. Receptive vocabulary consists of words that have been recognized through hearing or sight while productive vocabulary is words that are commonly used in speech and writing. Vocabulary is a component of language proficiency, preparing the ground as much as possible when assessing how far students understand when speaking, listening or reading and writing (John, 2000).

Moreover, (Dwyer, 2009) states that vocabulary is the knowledge of understanding the meaning of a word, so the purpose of vocabulary is an understanding of whether students are able to adjust each word to the word equation, or the word that matches the student's sentence using their own language. Vocabulary learning requires students to understand the meaning of words so that they can be used in a sentence. The definition of vocabulary is an understanding that although quasi in communication so as to produce words that are expressive in speech and expressive in hearing.

Lack of vocabulary, difficulty in spelling, pronunciation and remembering the meaning of words are problems. Students often have different understandings of the teacher's explanations. Logically, without vocabulary nothing can be conveyed. Vocabulary plays a very important role when adopting a new language, especially if learners want to be able to speak that language (Qomariyah & Nafisah, 2020, p. 89). Teaching vocabulary is not easy. Not only the students have to know the words, but they also have to know the meaning of the words. Petty, Walter, and others (1967) stated that the problem in teaching vocabulary is that occasionally the words taught to students are not understood through the students even though the words are useful in their daily lives or sometimes the words are understood by the students but unnecessary for their daily life, as a consequence, the teacher must recall to teach the words which can be beneficial for students. (Richards, 2002) states "vocabulary is a core component in mastery in the language preparing the basis well as speaking, listening, reading and

writing." Therefore, researchers feel it is important to solve the problem by utilizing ways to help improve vocabulary mastery for students in a flexible and fun way, that is game.

Game is an activity that aims to create a particular condition by using only those methods permitted by a particular rule, and the range of methods that make play more limited (Saiya et al., 2022, p. 663). (Kamali et al., 2022, p. 319) Game can be the alternative activity for learning vocabulary. Many experts of language teaching methodology agree that playing a game is a good way to learn vocabulary. As an effective and interesting way of teaching, there are good things to do in teaching vocabulary, such as reviewing vocabulary from previous lessons, checking vocabulary that students have already known, practicing new vocabulary, as an ice breaking activity before starting the lesson. The definitions above are means that game is an activity with rules which people do it in a team or individually to reach a goal. And it is a fun activity.

(Yusuf, 2017) suggests that spelling is effective in helping to improve learners' English vocabulary in the classroom. Basic knowledge of English vocabulary needs to be quasi in advance by learners. Spelling Bee game is ones of alternative that could be used in vocabulary teaching activity. Besides, it is a good alternative game to practice students' spelling skill. Sebba (2011) explained Spelling Bee as a game which helped the students to mention and then spell words (see Maybin and Swann, 2011). Students will get some benefit to develop any vocabularies from this game. One of the benefits of Spelling Bee game is helping students to remember the correct spelling words (McPherson, 1984). Spelling Bee is a type of competition in which participants have to spell the word, and it can be organized at any level, from the respective school level to the national level. This can describe a student's ability as they master vocabulary. So, it is said to help improve students' vocabulary and of course increase their confidence in speaking English (Ningrum & Pusparini, 2020, p. 67).

Nurpitasari (2012) revealed that spelling bee games can increase children's confidence by being fun. Proficiency in the spoken word based on the written form is a very useful speech skill. 70% of English words can be spelt easily and 3% of words are predictable. Spelling Bee is an interesting way to solve spelling problems with problem words. From the description above, spelling bee is a method that can be utilized by involving students in active learning with the aim of instilling a proactive learning mindset and developing creativity. The use of the method is expected to be able to make students active in learning and the benefits of using Spelling Bee are able to provide an increase in student vocabulary by learning feels fun and helps generate student interest in learning vocabulary. In the other research of (Yohana, 2023b, p. 27) show that Learning method like Games, where one of the games used is Spelling Game, with the use of games in the learning process, it is successful in making students happy and very happy During the learning process, students can also do vocabulary exercises such as dictation, filling in missing words, correctly arranging random letters and other letters while remembering how to write vocabulary.

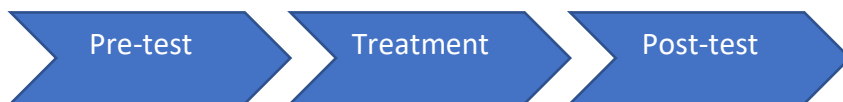
Calculated the data by t-test and shows that the mean scores of pre-test and post-test are different. $T_o = 12.16$ is greater than $T_t = 1.833$. It can be concluded that the influence of the spelling bee game to increase the vocabulary of students in the eighth grade of Jambi City Laboratory Junior High School is accepted. 2. After the treatment, the researcher concluded that there was an effect of the spelling bee game on increasing students' vocabulary in the eighth grade (Proresinta, 2022, p. 42).

Based on the explanation above, the researcher is interested in conducting a study on "the use of Spelling Bee Game" which is guessing nouns with the time determined by the researcher to improve the vocabulary of eighth grade students of SMPN 5 Palopo. Spelling Bee is a competition with the aim of improving spelling, expanding vocabulary, and using English correctly.

METHOD

This is known as pre-experimental design. There is a group pre-test and the post-test to measure the gains of the students. The purpose of doing the pre-test as an initial understanding of English vocabulary owned by students. While the post-test was carried out with the aim of knowing students' understanding after the spelling bee treatment.

The Experimental design is following:



Before giving some information and explanation about the Spelling Bee game, the researcher gave students a pre-test to learn the vocabulary of previously learned knowledge. After administering the treatment, the researcher conducted a post-test. The purpose of the posttest was to determine the value of the treatment to see if students improved vocabulary and if the post-test results were better than the baseline test results. The standard duration of the pre- and post-test is 60 minutes.

The study was conducted at SMPN 5 Palopo, the sample in the study were the eighth grade students namely eighth A used cluster random sampling. The instrument of this research is the test. According to (Rahmawati & Harahap, 2023, p. 65) Testing is a tool or process used to know or measure something in a certain environment, performed in a certain way and following defined rules. this research Using a multiple-choices test consisting of 25 questions with 4 answer choices.

For calculating the data, data were taken from the result of the test given to the students from pre-test and post-test. The researcher used t-test from SPSS vol. 25 for Windows software. This test is useful to determine whether there is an improve. Partial (own) is given the independent variable (X) to the dependent variable (Y). This test means to prove which one the hypothesis will be accepted or rejected. The first hypothesis H_0 there is no significant the use of spelling bee to improve students' vocabulary. The second hypothesis H_a there is a significant the use of spelling bee to improve students' vocabulary. If the significance values is less than 0.05 or $t_{count} > t_{table}$ there is a significant of variabel X on variable Y. if the sig value > 0.05 , or $t_{count} < t_{table}$,

there is no significant of variable X on variable Y. After obtaining the results of the t_{table} count, then see distributed table t_{count} .

RESULT AND DISCUSSION

1. Paired Sample correlation

Paired Sample Correlation is the relationship between post-test and pre-test. The researchers conducted SPSS V.25 for windows software. The result of this analysis is shown in:

Table 1.1 Paired Sample Statistics

Score Pretest and Post test	n	Mean	
		Before Treatment	After Treatment
	20	18.5000	55.5000

Source: research results 2022

Based on the results of the data paired samples statistics on the SPSS V.25 for windows software, Students pre-test score is 18,5000 and post-test score is 55,5000 showed that after experiencing treatment had a significant increase.

Table 1.2 Paired Sample correlations

Before Treatment and After Treatment	n	Correlation	Sig.
	20	-.036	.880

Source: research results 2022

Based on the results of the data paired samples correlations on the SPSS V.25 for windows software, the correlations between the two variables in -.036 with a sig. of 0,880 This shows the correlations between the two mean pretest is strong and significant because $<$ (less than) 0,05.

2. Paired Sample T-Test

The paired sample T-test is a test of the difference between two paired samples are the same subject but experience different treatments. Researchers tested the paired sample T-test on SPSS V.25 for windows software. The paired sample T-test was used to determine whether there was a difference in the mean of the two paired samples. The results of analysis are shown in the table below:

		Paired Differences			95% Confidence Interval of the Difference
		Mean	Std. Deviation	Std. Error Mean	Lower
Pair 1	Before treatment - After treatment	-37.00000	10.31095	2.30560	-41.82568

		Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Upper						
Pair 1	Before treatment - After treatment	-32.17432	-16.048				19	.000

Based on the table above, the result of the paired sample test shown the result of the analytical comparisons using the t-test. The output shows the average before and after the test (-30,000), standard deviation (10,310), mean standard error (2,305). The bottom difference (-41.825), while the top difference (-32,174). The result of the t test = (-16,048) with a df of 19 and a significance of 0,000. In conclusion, the use of Spelling be games is an effective strategy that will use to teach class VIII students of SMPN 5 Palopo.

In the table above it can be seen an improving, where the significance of the data shows the value of sig. (2- tailed)s'' column is 0.00, if the significance value (2-tailed) < 0.05, the Ho is rejected and Ha is accepted and if the significance value (2-tailed) > 0.05 then Ho is accepted and Ha is rejected. More over in this table show Ho is rejected and Ha is accepted it means there were an impact the use of Spelling Bee Games to improving students' vocabulary.

The results of this study were relatively comparable to those of studies by (Padidi, 2022) who discovered that spelling bee games had a considerable impact on students' vocabulary development. When teaching vocabulary with spelling bee games, students' vocabulary development, spelling skills, and enjoyment of the learning process are all improved. Due to the fact that Spelling bee games required students to simultaneously recall, repeat, spell, and comprehend words, it increased students' vocabulary. (Rahmawati & Harahap, 2023) also concluded the result that after being utilized to teach vocabulary, the spelling bee game received favorable feedback because it could be a different strategy for vocabulary development. Playing spelling bee games can help you learn new words while improving your vocabulary.

Considering any previous findings are combined with the results of the current study, it can be said that the spelling bee game can help students become more proficient in word pronunciation and spelling. Additionally, students are more enthusiastic and eager to learn English terms. Since the goal of employing games in education is to provide engaging, exciting, and challenging content in order to introduce new English vocabulary, the spelling bee game is thought to be both successful and enjoyable for vocabulary development. Along with memorization, students are also expected to pronounce and spell the words correctly. Additionally, students` also learn how to use word classes and their meaning in phrases. The results of the study about how students perceive about the Spelling Bee game indicate that the majority of them

concur with the favorable claims. It demonstrates that the Spelling Bee may be used effectively in the classroom. Essentially, The researchers used the Spelling Bee as an efficient method of teaching vocabulary at SMPN 5 Palopo.

The game requires participation and competition to achieve certain goals. Therefore, it can be said that the game used in this study is in competition, and this competition can bring a lot of excitement to the whole class. Additionally, learners can learn best through exploration and experimentation. Be motivated to learn in a fun and comfortable context in which your goals are the games are simple and accessible. The game used in this study can be included learners in a waiting position to encourage them. Actually, in whispers spelling game, all participants wait their turn to create words and whisper sentences. All games involve student participation collaborate and learn in groups, and they have an element of competition they have improved learning efficiency by keeping learners excited about winning. The to some extent, researchers feel that using games purely as a means of teaching language this method can lead to anti-education and demoralization. Put differently; The conclusion can be emphasized that the game should be considered alongside other teaching methods besides alternative methods.

CONCLUSION

From the results of this study, it can be concluded that Spelling Bee Game is capable of mastering students' vocabulary. students in eighth grade in the class had better development and post-test scores than their scores in the pre-test. in this study it means that the use of Spelling Bee can improve students' vocabulary mastery in eighth grade students at SMPN 5 Palopo. since the Paired Sample Test result on SPSS program was used to know whether there is a significant difference between pre-test and post-test. In paired samples test table showed that sig. (2-tailed) is 0.00 means the result of students' writing summary had a significant different and there is an improvement.

Spelling bee game has an influence in the learning process of vocabulary skills, it is a game that is easy to understand, especially able to help students in memorizing and writing vocabulary-cities. Spelling Bee game can be used as a method in the process of learning vocabulary because there is evidence that it is effective and provides an improve in students' proficiency in vocabulary mastery. However, the English teacher should provide detailed rules and manage the class with the aim of achieving maximum results. English teachers should increase students' attention while spelling, speaking with the aim of anticipating misspelled words. If teachers do not pay attention to misspelled some words then students may think they are writing or pronouncing words correctly. The Spelling Bee game needs to be developed so that it is more fun and easier to adjust students' ability levels.

The result of paired sample test showed the result of the analytical comparisons using t-test. The output shows the average before and after the test (-30,000), standard deviation (10,310), mean standard error (2,305). The bottom difference (-41.825), while the top difference (-32,174). The result of the t-test = (-16,048) with the df of 19 and a significance of 0,000. Mean score where higher after teaching using Spelling bee

games. In conclusion, the use of Spelling be games is an effective strategy that will use to teach class eighth students of SMPN 5 Palopo.

As suggestions, for teachers are encouraged to use spelling games in class because spelling games have been shown to be effective and help improve students' receptive vocabulary skills. However, English teachers must establish detailed rules and classroom requirements to achieve maximum efficiency. English teachers should also pay more attention to students' spelling when writing and speaking to avoid making spelling mistakes. If the teacher does not find the wrong word, the student will probably spell or pronounce the word correctly. However, spelling games need to be further developed to be more fun and more easily adapted to students' levels. Additional researchers are encouraged to further study the implementation of spelling games. They are also encouraged to explore other skills such as speaking, as writing and speaking are effective skills as are receptive skills such as listening and reading.

For students, students should try to come up with ideas and active participants learning process, become more interested in learning English and pay attention explanation from the teacher, and also very motivated to learn English, especially vocabulary.

For The next researchers can use this study to improve students' vocabulary master it and use it as an additional reference for research. It will also be one improvements for future research.

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