

THE USE OF SPELLING BEE GAME TO IMPROVE STUDENTS' VOCABULARY AT THE SEVENTH GRADE STUDENTS OF SMP SWASTA BAHALBATU IN ACADEMIC YEAR 2021/2022

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Abstract

Pasaribu, Dessy, 180502004. "The Use of Spelling Bee Game to Improve Students' Vocabulary at the Seventh Grade Students of SMP Swasta Bahalbatu in Academic Year 2021/2022".

This thesis is about the use of spelling bee game to improve students' vocabulary about kinds of animal at the seventh grade students of SMP Swasta Bahalbatu. This study, was conducted Classroom Action Research (CAR). The target score of the minimal mastery level criteria or KKM of English lesson was 70. The objective of the study is to improve students' vocabulary using the spelling bee game. It is expected that this research would be useful for the teachers and students in the process of the teaching and learning. The population of this study was the seventh grade of SMP Swasta Bahalbatu, the total number of population was 56 students. The sample of the study is 28 students by using purposive sampling based on Sukardi. The data were collected by using vocabulary test as the instrument to find out the students' score. The percentage of the students' vocabulary mastery was mostly improved in every test. The observation sheet and interview sheet showed that the students are interested in the teaching method. These findings showed that there was an improvement on the students' vocabulary though spelling bee game that was supported by the result, the mean score of the pre-test (54.64) and test cycle I (66.42) and test cycle II (74.00). The result of this research was that students progress during teaching and learning activity in vocabulary though spelling bee game is good. The used spelling bee game, it can improved students' vocabulary.

Keywords: Improve, Spelling, Bee Game, Vocabulary

Introduction

English is an international language that is widely used in various fields, from education to work. In the learning process, one of the important points in create and understand language is vocabulary mastery. Often people cannot express their ideas or opinions in English because of lack of vocabulary mastery. The more words we know the more we can understand what we hear

and read and the better we was be able to say what we want when speaking or writing.

The term vocabulary is a collection of some words combine so it has meaning or significance. This Vocabulary is inseparable of the four skills in reading, writing, listening, and speaking (Hornby in Zalmansyah, 2013 :264). Next said by Charles (in Zalmansyah, 2013:264) that vocabulary is an essential part of learn a foreign language, where students are

required to master the word by word so that it is possible increase in the student's vocabulary. Thus it can be said that student mastery was intensive vocabulary of course it make it easier for students is fluent in language, especially English.

The fact that media and teacher creativity is importance in teaching vocabulary for students. English as the foreign language is not a daily language. It make learning this language is not easy. To solve this problem, researcher should be able to find out what strategy and approach that they can provide to make learning English more interesting. Khan (1991) states, the game is an activity that is done based on certain rules. Children play because they are happy. Children learn through the game. When they play together, children interact with one another with others. In these interactions, language skills can be developed, especially listening and speaking.

One type of game is the Spelling Bee Game. According to Uranga (in Rahayu, 2009) there are several advantages in using Spelling Bee, which can increase students' spelling skills, vocabulary skills, comprehension in the give text and that can also be use by students to train their concentration and ability to memorize.

The Problem of The Research

Most of the students difficult to answer the teacher question. Actually, it because the students have low vocabulary. Based on the statements above, the researcher formulated the research questions as followa: "Does the use of spelling bee game improve the students' vocabulary mastery at the seventh grade of SMP Swasta Bahalbatu in Academic year 2021/2022?"

The Objective of The Research

The objective of this study could be stated as follows: The objective of the study is to improve students' vocabulary

use the Spelling Bee game at the seventh grade of SMP Swasta Bahalbatu in Academic year 2021/2022.

The Scope of The Research

The scope of this study is limited on the improve of students' mastery in vocabulary (kinds of animal) by use spelling bee game.

The Significant of The Research

The findings of this study are expect to be useful for:

1. English teachers, in order to motivate their students in learning vocabulary. The researcher also hope that this research can help teachers to improve student achievement, especially in vocabulary mastery and become a better teacher alternative method for english teacher in teaching vocabulary.
2. Students, in order to improve their mastery in vocabulary. All students became more interested in learning English.
3. Those who want to make a research relate to this study.

THEORITICAL FRAMEWORK

Vocabulary

Vocabulary is a fundamental component of language mastery and offers much of the basis for how well learners speaking, listening, reading, and writing (Richards and Renandya, 2002:255). Vocabulary is one of the components of language. More words we know ideas we can explore.

Concept of vocabulary

Vocabulary is one of the components of language. More words we know ideas we can explore. The are so many concepts about vocabulary, some of them:

1. Vocabulary is the stock of the words used by a people, or by a particular class or person.

2. Vocabulary is a list or collection of a language, book, author, branch of science, or the like usually in alphabetical order and defined.
3. Vocabulary is the words of language.
4. Vocabulary is word-book, glossary, dictionary or lexicon.
5. Vocabulary is the sum or scope of one's expressive technique, as in the arts.

Spelling Bee Game

Reed 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.

The Procedure of Spelling Bee Game

By Mcmillan (2012:3) claims that spelling bee is a competition in which students are asked to spell the words as well as the sounds of a buzz. It asks the students to spell orally, and the contests of accuracy rather than speed. Based on Mcmilan (2012) the rules Spelling Bee Game will be described as follows:

1. The pronouncer announces the word to be spelled, the pronouncer speaks slowly and clearly, without distorting the formal pronunciation of the word and the pronouncer uses the word in sentence and says the word again.
2. The speller listens carefully to the pronouncer and asks for the word to be repeated if necessary.
3. When the speller sure understand the word, the speller pronounces it, spell it and then say the word again. The speller must say it loudly enough for the judge to hear it.
4. The judge determines whether or not the word was splled 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 that word. Then the pronouncer reads a new word to the next speller.
7. When there are only two speller left, if one player misspells a word, the other player must spell that word correctly, and one more word to be declared the winner of the Spelling Bee.

RESEACRH METHODOLOGY

Research Design

This study design as Classroom Action Research (CAR). According to Kemmis and Taggart in Ibrahim et al.(2018:117) state that action research is a form of self-reflective research that is collectively carried out by researchers in social situations to improve the reasoning and fairness of their social education practice, as well as their understand of the practice and of the situation in which the practice is carried out.

The CAR procedure that used in this research is Kemis and Mc Taggart's Design. It consists four phase; planning, action, observation, and reflection. Each cycle consists of two meethings.

The Population and Sample of Research

The population of this research is the Seventh grade studdents of SMP Swasta Bahalbatu in academic year 2021/2022. The population consists of two classes which VII-A consist 28 students and VII-B consists 28 students. The total of the population of this research is 56 students.

The researcher used purposive sampling from population. The researcher take one class is VII-B which consists of 28 students. The researcher first asked for information from the principal of SMP

Swasta Bahalbatu which class was being studied by the researcher. Then the principal proposed class VII- B because class VII-B still had low understanding of vocabulary.

DATA ANALYSIS

In this research, the data were analyzed from qualitative data and quantitative data. The qualitative data were taken from interview and observation and the quantitative data were taken from mean of students score in taking pre-test and post-test. It was accomplished in two cycle.

Analysis Quantitative Data

The quantitative data was taken from the test score which carried out in every meeting within two cycle. The test were given three times, a pre-test and two post-test after each cycle. This research was conducted in seventh grade students with 28 students taken as the sample.

Table 4.1
The Result Students' Test

NO	Name	Pre-Test	Post-Test I	Post-Test II
1	Adin Jh Siregar	40	70	80
2	Anri Sihombing	40	50	60
3	Angelina	50	80	80
4	Bintang	60	60	70
5	Christine Sihombing	70	90	90
6	Ervina Datubara	50	60	70
7	Intan Harianja	60	80	90
8	Ketrin Sihombing	40	40	50
9	Lady Sihombing	40	50	60
10	Licia Pasaribu	70	70	80
11	Lestari Sihombing	80	90	90
12	Melisa Sihombing	60	60	70
13	Melsi Sihombing	60	40	60
14	Monica Sihombing	70	80	90
15	Natanael Pasaribu	70	70	80
16	Natasya	50	60	60

	Datubara			
17	Nicho Dat	50	70	80
18	Nisa Panjaitan	50	60	70
19	Pasti Sihombing	60	80	80
20	Sabar Sihombing	50	70	80
21	Seven Sihombing	70	70	80
22	Sopia Sihombing	60	60	70
23	Titian Situmeang	40	70	80
24	Triulyna Situmeang	40	50	60
25	Variadi Sihombing	50	80	80
26	Winesa	50	60	70
27	Yeni Sihombing	60	60	70
28	Zipana Situmeang	40	80	90
TOTAL		1530	1860	2090
MEAN		54,64	66.42	74

1. In pre-test the total of score were 1530 and students who took the test was 28, and the mean of score was :

$$X = \frac{\sum x}{N}$$

$$X = \frac{1530}{28}$$

$$X = 54,64$$

The percentage of students who passed the minimal mastery level criterion (KKM):

$$P = \frac{F}{N} \times 100 \%$$

$$P = \frac{6}{28} \times 100 \%$$

$$P = 21 \%$$

2. In cycle I, the total of the score from post-test I were 1860 and the number of the students who took test was 28. The mean of the students' score was :

$$X = \frac{\sum X}{N}$$

$$X = \frac{1860}{28}$$

$$X = 66.42$$

The percentage of students who passed the minimal mastery level criterion (KKM) :

$$P = \frac{F}{N} \times 100 \%$$

$$P = \frac{15}{28} \times 100 \%$$

$$P = 53.57 \%$$

3. In cycle II, the total of the score from post-test II were 2090 and the number of the students who took test was 28. The mean of the students score was :

$$X = \frac{\sum X}{N}$$

$$X = \frac{2090}{28}$$

$$X = 74$$

The Percentage of students who passed the minimal mastery level criterion (KKM):

$$P = \frac{F}{N} \times 100 \%$$

$$P = \frac{22}{28} \times 100 \%$$

$$P = 78\%$$

From the data shows that there is an improvement of the students score in vocabulary mastery from pre-test until post-test I and II by spelling bee game. It proved by the mean of the score from 54.64 to 66.42 to 74.

From the calculation of percentage of students who pass the above in pre-test, there were 21 % (6 students) who passed the KKM, in cycle one post-test I there were 53.57 % (15 students) who passed the KKM, and in cycle two post-test II there were 78% (22 students) who passed the KKM. After analyzing the data, it was concluded that students score had improvement from pre-test until pos-test.

Analysis Quantitative Data

The qualitative data were taken from interview and observation.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of data anlysis, the researcher inferred that teaching vocabulary by using spelling bee game can improve students' vocabulary mastery. It can be proved the data such as; pre-test and post-test. The result of pre-test shows that the students' mean score is 54.64, and in post-test 1 the students' mean score 66.42, and in post-test 2 the students' mean score is 74.00 with 78% students who passed the KKM, so it was showed the significant

improvement in teaching vocabulary by using spelling bee game.

Suggestion

Having seen the result of study, the following suggestion are offered to be considered for : The teacher should apply spelling bee game in teaching vocabulary so that the students can be more active, enthusiastic and enjoy during teaching learning process. Students should be more active to memorize their vocabulary in context to increase vocabulary, where vocabulary is very important for our communication.

The other researcher, this research can be used as the source in gaining more information and to conduct research related to the topic of the study.

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