The Use of Spelling Bee Game In Teaching Vocabulary At The Seventh-Grade Students of MTs Hidayatullah Mataram

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ABSTRACT

Learning English subject matter using Modal auxiliary verbs is felt difficult for students especially in creating simple sentences. Based on the results of the initial researchers' observations at SMPN 7 Mataram, English learning is still dominated by conventional learning. Therefore class VIII must be given an action in the form of more effective

Spelling bee is a competition that asks students to spell the words as well as the sounds of a buzz. The Spelling bee is conducted orally, and it looks at contests of accuracy rather than speed. In this game, the pronouncer should allow students to ask for repetitions, sample sentences, the meaning of the word. The pronouncer has to give them the possible chance of spelling their words correctly. Regarding the definition, the researcher tries to conduct the spelling bee game in teaching vocabulary at the seventh-grade students of MTs Hidayatullah Mataram. The objective of the research is to investigate whether the use of spelling bee game has a positive effect on students' vocabulary or not, and the scope of the study only focuses on noun and verb. This research uses a quasi-experimental design and purposive technique sampling. The researcher takes two classes that are divided into an experimental and a control class. The population of the seventh-grade students consists of 50 students where the control class or VIIA consists of 25 students, and the experimental class or VIIB consists of 25 students. This research uses pre-test and post-test to collect the data. To analyze the data, the researcher uses SPSS program and manual computation in order to investigate whether the use of spelling bee game has a positive effect or not. Based on the result data by using SPSS program shows that the mean score of the experimental class in pre-test is 50.84 which is classified as fairly score, and post-test is 80.96 is classified as Good score. The value of significance 2-tailed of Mann Whitney is 0.000 smaller than 0.05, it means that Ha is accepted. On the other hand, the manual computation shows that The value of t $_{test}$ = 2.800, df= 48, and t $_{table}$ for sig 0.05=1.677, and t $_{table}$ for sig 0.01= 2.406, it means that t $_{test}$ is higher than t $_{table.}$. Thus, the use of spelling bee game has a positive effect to the students' vocabulary at the seventh-grade students of MTs Hidayatullah Mataram in the academic year 2018/2019.

I. Introduction

Vocabulary is a crucial element in teaching the English language in order to get the competence of four skills such as listening, reading, writing, and speaking. As Jack C. Richard (2002:255) says that vocabulary is a fundamental component of language's mastery, and it can be the basis for learners how to write, speak, read, and listen.

Therefore, the teacher has to use various methods for teaching vocabulary in the classroom in order to get the students' competence of four skills. If students lack in vocabulary, they will feel easy to convey their ideas or opinions and hard to understand some statements.

Based on the researchers did preliminary observation in MTs Hidayatullah, the researcher found that most of the students had lack of vocabulary. The teacher only taught the students by translating the words or sentences from the reading text. They did not have a chance to spell and understand the words in a fun, enjoy, and effective way. Consequently, the students will understand the words quickly.

The teacher taught English for helping students to improve their vocabulary can use many methods. The teacher has to choose an appropriate method because it can be an effective way of teaching the English language in the classroom. The method used was a communicative language teaching that focused on the aspect of performing language game in order to make students understand the vocabulary.

In Jill Hadfield (2003: 4) says that a game is an activity with a rule, a goal, and the element of fun activity. Besides, Andrew Wright at.al (1983:1) says that performing language game has a benefit for students. The benefit of the game is to encourage the students and help the teacher creates language context well. The game that the researcher tries to offer is spelling bee game. Mcmillan (2012:3) claimed that a spelling bee game is a competition that asked students to spell the words as well as the sounds of a buzz. This game asks students to spell orally, and it looks at contests of accuracy rather than speed. On the other hand, the pronouncer should allow students to ask for repetition, sample sentence, and the meaning of the word itself in order to help students in difficult of homophones in English.

Some researchers have conducted spelling bee games. The first was Ni'Matul Wafa (2017), a student at the English Education Department Tarbiyah and Teaching Science Faculty Alauddin State Islamic University Makassar. The result showed that using a spelling bee game was sufficient to improve the student's vocabulary at the second year students of SMPN 3 Sungguminasa Gowa. The second was Nurul Wahidah (2018), a student at the Faculty of Educational Sciences State Islamic University Syarif Hidayatullah Jakarta. The result showed that the students' achievement has different significance. The last was Ulfi Desfica (2018), a student at Tarbiyah and Teacher Training Faculty State Islamic University of Raden Intan Lampung. The result showed that spelling bee game has a different significance influence at the first semester of the eight-grade students of SMPN 2 Gadingrejo in the academic year 2018/2019

Relating to the background above, the researcher interests to conduct the research title is "The Use of Spelling Bee Game in Teaching Vocabulary at the Seventh Grade Students of MTs Hidayatullah. The problem would like discuss on this research is does the use of spelling bee game have a positive effect on the students' vocabulary at the seventh-grade students of MTs Hidayatullah Mataram? So, the researchers have to investigate whether the use of spelling bee game has a positive effect on students' vocabulary or not.

II. Review of Related Theory

A. Definition of Vocabulary

Words are an essential means of communication in every aspect of our lives. We use words to convey what we feel and think. Without words, we feel difficult to express our opinion or argument to the rest of the world. The more vocabulary that we have, the more we can communicate with others because our vocabulary represented our knowledge.

Therefore, a person with an extensive vocabulary has the advantage of self-expression. Richards and Renandya (2002:255) state that vocabulary was a core element of language mastery, and it offers much of the basis for how the students can write, speak, listen, and read. It meant the benefit of knowing more vocabulary, the students are not only able to speak and write well, but also they are easy to listen and read.

By Caroline T, linse (2005:121) states that language consists of words. Vocabulary is a group of words that students' knows. Moreover, Norbert Schmitt (2000) says that we have to reflect and review what we mean by vocabulary. It means that the individuals have to understand the vocabulary in order that they can communicate well. Besides, they will give valuable information to other speakers.

In the English language, there are some parts of vocabulary. They are essential elements when the students want to make or arrange some sentences or convey their ideas in the right form. These parts are known as word classes. The word classes are Noun, Pronoun, Verb, Adverb, Adjective, Preposition, and Determiner.

By Scott Thornburry (2007:3) define the word classes above could be divided into two groups, namely.

1. Grammatical words (functions words) are to give contribution to the grammatical structure of the sentence. It is divided into four parts, namely.
   a) Preposition
      A Preposition is a group of words before noun or pronoun in order to show the relationship of the sentence. It usually is marked of direction, movement, location, and time. For example were *in, on, forward, inside, outside.*
   b) Conjunction
      A conjunction is a word used to engage similar elements in a sentence. These elements could be words, phrases, or sentences. Example of Joining Words, Smith *or* John (the term *or* in conjunction).
   c) Determiner
      A determiner is to show things that come before noun or pronoun. For example are a, an, the, any, and some.
   d) Pronoun
      A pronoun is substituted the noun form into a different form. For example is a noun for single noun substituted pronoun her, him, or it. The functions of the pronoun were:
      1. A pronoun is used to replace the words for people, places, animals, or things.
      2. A pronoun is used to place of noun form to avoid monotonous repetition.
2. Content word is to give a high light information load. Content words are Noun, Verb, Adjective, and Adverb, namely.
   a) Noun
      A noun marks a person, place, animal, and things. It classified into the following categories:
      1. A proper noun is label specific people, places, or things. The first letter should capitalize.
      2. A collective noun is general label groups, places, people, or things.
      3. A concrete noun is label things experienced through the senses of sight, hearing, taste, smell, and touch.
      4. An abstract noun is label things not knowable through the senses.
   b) Verb
      A verb is to show the statement of the subject. It is used to state words showing, expression action, and stating the subject did in the sentence. For example are read, listen, eat, write, and type.
   c) Adjective
      An adjective qualifies noun or pronoun, and it consists of two groups, they were:
      1. A descriptive adjective is to specify the shape, size, or color of the noun that they modify. For example are a *yellow skirt, a white horse, and a black car.*
      2. Determiner or limiting adjective is used to identify a specific noun rather than describe. For example, *a diligent student and a smart student.*

d) Adverb

An adverb is a modifier of the verb, adjective, another adverb, quality, time, and place, degree of manner or frequency. For example are *rarely, every day, three times, regularly*.

The other aspect of vocabulary, they are:

1. Synonyms

A Synonym is a word that had nearly or the same meaning with the compared word. For example, the word 'replace' and 'change,' they had the same meaning is used to substitute a person or thing

2. Antonyms

An antonym is a word that had the contrast meaning, or it is called as opposite meaning. For example is the word 'open' opposite to 'close.'

3. Homonyms

A Homonym is a word that consists of homographs and homophones. For example, the word 'sea' and 'see.

B. *The Principles in Teaching Vocabulary*

In Caroline T Linse (2005:123-127), there are some principles in teaching and developing students' vocabulary: they were.

1. Emphasize both direct and indirect teaching

Direct instruction is aimed to teach the words and their meaning. On the other hand, indirect instruction is to help the students to learn an appropriate method, so they point out the meaning of the words based on their prior knowledge. For example, figure out the term of un, none was meant not.

2. Teach vocabulary words before a new activity

A teacher teaches the vocabulary before doing a new activity, so the students acquire the target of language.

3. Present multiple exposures to new vocabulary items

A teacher helps the students by giving the instructions to repeat the words had learned in order that the students can more understand and remember the words.

4. Give opportunities for deep processing of vocabulary items

A teacher makes a relation between the students' prior knowledge with the new words. Therefore, the students will understand and remember information.

5. Have students keep vocabulary notebooks

Vocabulary notebook is used to help, and it provides students to develop their words and control over their learning

C. *The Difficulties in Learning Vocabulary*

Some students will know some easier words are seemed more accessible to learn than the students who are severe in studying words. As Scott Thornbury (2007:27-28) says that the students have to understand about some aspects of learning vocabulary, and they will not get confused to learn the second language. They were:

1. Pronunciation

It happens when difficult pronunciation words typically contain unfamiliar sounds to students.

2. Length and Complexity

The longer words are more difficult for some students, such as in word families like *social, socialize, socialization*.

3. Meaning

One word might have more than one meaning. Therefore, the students will confuse to identify them and fit the words with suitable meaning.

4. Grammar

The grammatical rule of the English language is a problem for students because the grammatical rule is severe to understand. There are some differences from some countries, so the students have to learn correctly.

5. Spelling

Spelling commonly is referred on the letters of the word. Some countries might have a different language, a structure, and spelling. Beside it, to spell some words of foreign language, the students have to understand it more so they will not do spelling mismatches. The aspect of communicative language teaching method that might solve the difficulty in understanding spelling is performing language game. In the spelling bee game, the students are not only to spell the word correctly, but they also will understand the word.

D. *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. The pronouncer should allow the students to ask for repetition, sample sentence, and the meaning of the word itself.

There are three important actors in a spelling bee (Mcmillan, 2012:3): they are
1. The Students
   The students has to understand and spell the words
2. The Judges
   A teacher may play as a judge to give a score for students. The judges' job is to manage and control the spelling bee running smoothly.
3. The Pronouncers
   The pronouncers' job is to pronounce the words. The pronouncer gives time to students to spell and pronounce the words.

The teacher can use some steps before applying spelling bee game. These steps named *Read It, Hide It, and Spell It!* they were:
1. Look at the word and make sure that pronunciation is correct.
2. Students Spell the word, touch each letter by using fingers, and say it out aloud.
3. Students close the word, understand, and memorize it.
4. Repeat the process, and no cheating!

The spelling bee scoring that if the students spell the words correctly, it will be accumulated points according to the number of the word is spelled correctly. The word spelled correctly = 5 points and the incorrect word = 0 points.

E. *How to Teach Vocabulary Use Spelling Bee Game*

A method was a generalized set of classroom specifications for accomplishing linguistic objectives and tends to be concerned primarily with teacher, students' role, and behaviors (H. Douglas Brown, 2000:29). It well known as a whole plan of systematical presentation of language based on the approach had selected.

By Scott Thornbury (2007:13) says if the students study about grammar that their English will not improve too much. Besides, their improvement will increase by learning more words and expressions. He adds that the students can state very little with grammar, but they can state almost anything with words. It means that to learn more about words and expressions can make people more state among anything in speaking or writing. It is done by

understanding many words to help people to connect those words in creative ways and any situations.

Penny Ur (1991: 60) claims that the students have to understand what the words sound like and its spelling. In a spelling bee game, this game is used to give the instructions that they have to spell and pronounce the words correctly. If the students feel difficult to define the word, they can ask the definition of the word, the original word, and place of origin if the word is an absorption word.

In playing that game in the classroom, the teacher can convey the procedure of spelling bee game in order the students will understand and recognize the procedure clearly. Without explaining the procedure of the game, the game does not practice effectively.

Mcmillan (2012:6) says that there can be several ways to conduct spelling bee in the classroom because the spelling bee game is easy to set up. Formerly, the teacher teaches the students by giving some words on the particular topic. Then, let them memorize and understand the words and their meaning. Furthermore, the spelling bee can begin.

In teaching vocabulary by using spelling bee game, the teacher has to choose the different material for every meeting. For example, Daily Activity (Regular and Irregular Verb), Kinds of Animal, Vegetables, Kinds of Professions, Kinds of Things or Regular Verb, Antonym or Synonym Words, etc.

There are some procedures of spelling bee game, namely:

1. The teacher divides the students into several groups. For example Group A and Group B
2. Next step, the teacher will give the collection of words to the students in the form of a paper by one topic, for example, "Kinds of Profession." Then distributing it for each student and give time for students to memorize and understand the words in order that students do not misspell the words. Next, the teacher will ask the students to follow her to spell the words correctly.
3. Next, the teacher prepares some words that had written on a piece of paper and rolled them. Then, the teacher asked students about were they ready to play or not. After ensuring, the students were ready to play that game. The teacher asks students to stand up or sit down and make a line based on their groups. Then, the game will begin from group A until the last group.
4. Every group will spell the word based on their choice. If they misspell the word, they will stay in the game, but if they spell the word incorrectly, they get out from the game. The correct words will get five scores and zero for incorrect spelling. The next group will follow this way.
5. The end of the game is the group that had most score will be a winner

F. *The Strength and the Weakness of Spelling Bee Game*

Spelling bee game has a benefit for students. By McPherson (1984), In Anisa Rohmawati (Journal of English and Education 2015:2) states the advantage of spelling bee game is to help students to understand the correct spelling words. It meant spelling bee game is a method to help and solve the problem of children in learning words in the classroom.

McMillan in Spelling Bee Handbook (2012:3) states that spelling bee game help students to improve their spelling, and they are able to pronounce a word on the basis of its written form is a useful speaking skill. On the other hand, they would understand the vocabulary, and develop correct English usage. In learning express (2006:15) states that if the students write the words the way the words' sound, they will get some peculiar spellings. On the other hand, if the students sound and pronounce every word the way it was written, they will come up with odd pronunciations. It means that spelling had a primary role in writing and speaking beside in improving the vocabulary of students.

Olivia O' Sullivan and Anne Thomas (2007:19), their case study claimed that the students who have early competent in spelling also have competent in reading. These students will enjoy reading as a source of learning about vocabulary, and they have a wide range of opportunities to write

The researcher concluded that the benefit of spelling bee game is to help students to spell the words correctly and guide the students to write the words with the right form (spelling). Beside, the spelling bee minimizes the mistake in writing the word by writing the words based on their sound, and to practice the students' speaking and pronunciation correctly.

The other hand, the weakness of spelling bee game as a method of learning vocabulary was about time allocation and the level of complexity words. To apply this game, the teacher needed more extended time to help the students to memorize and understand the words.

III. Research Method

This research used a quasi-experimental design. According to Sugiyono (2018: 81) stated that sample was a part of number and characteristic of a population. The researchers took two classes. VIIB class is named experimental class and the VIIA class is named controlled class. The experimental class consisted of 25 students and control class consisted of 25 students.

The researchers collected the data by conducting pre-test, treatment, and post-test to both classes (Sugiyono, 2018:79). This research will use a vocabulary test and video/record to collect the data. The kind of test was a matching test that consists of 20 items. Each item had the same scoring, which was the correct answer will get 5 points per item. The level of difficulties every item were the same.

The researchers analyzed the data by using identify the scores of the experimental and control group based on the pre-test and post-test and use a SPSS program to investigate the normality, homogeneity, and hypothesis test. In assessing the speaking test, this research adapted from Hughes Arthur consist of pronunciation, intonation, fluency, and accuracy (2003: 129-131).

IV. Findings

Based on the result of this research, it can be found calculation of the normality, homogeneity, and hypothesis test.

a. Normality based on the Wilcoxon test of the experimental and control class

Ranks		
		N
post-test experimental - pre-test experimental	Negative Ranks	0[a]
	Positive Ranks	25[b]
	Ties	0[c]
	Total	25
post-test control - pre-test control	Negative Ranks	3[d]
	Positive Ranks	22[e]
	Ties	0[f]
	Total	25

Interpretation of output as follows:

N = total of students

Ties value is the similarity value of pre-test and post-test. The value of both classes was 0.

The negative rank of control class = 3 students, it meant that the conventional teaching decreased the value of the control class. On the other hand, the positive rank of the control class = 22 students. The negative rank of the experimental class is 0, and the positive rank of the experimental class is 25. It showed that the spelling bee game technique could give the improvement and positive effect on students' vocabulary

b. Homogeneity

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
RESULT	Based on Mean	2.646	3	96	.060
	Based on Median	2.275	3	96	.085
	Based on Median and with adjusted df	2.275	3	74.869	.087
	Based on trimmed mean	2.598	3	96	.057

The hypotheses are:

Ho = the variance of the data is homogenous

Ha = the variance of the data is not homogenous

The criteria acceptance or rejection of the hypothesis is:

Ho is accepted if Sig. (ρvalue) > α = 0.05

Ha is accepted if Sig. (ρvalue) < α = 0.05

Based on mean, the sig = 0.060. It meant that Ho is accepted because of sig. Value = 0.060 > 0.05, and It can be concluded that the variance of the data is homogeneous.

c. Hypothesis test

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
pre-test experimental	25	50.84	11.116	33	76
pre-test control	25	43.08	8.674	18	61
post-test experimental	25	80.96	4.325	74	85
post-test control	25	53.12	10.329	21	78

Based on the table descriptive statistics showed the mean score pre-test and post-test of control class were 43.08 and 53.12, the minimum and maximum score of pre-test were 18 and 61. The minimum and maximum score of post-test were 21 and 78. The std. Deviation of pre-test was 8.674, and the std. Deviation of post-test was 10.329. The mean score of pre-test and post-test of the experimental class were 50.84 and 80.96, the minimum and maximum score of pre-test were 33 and 76, the minimum and maximum score of post-test were 74 and 85, the std. Deviation of pre-test was 11.116, and the std. Deviation of post-test was 4.325

V. Discussion

Based on the data result of the manual computation and SPSS program above, the researcher concludes that the calculation manually or using the SPSS program, the use of spelling bee game has a positive effect on students' vocabulary at the seventh-grade students of MTs Hidayatullah Mataram in the academic year 2018/2019. It is proved by the result of both calculations. The value of t_{test} = 2.800, df= 48, and t_{table} for sig 0.05=1.677, and t_{table} for sig 0.01= 2.406. Thus, t_{test} is higher than t_{table}. On the other hand, the Asymp. Sig. (2-tailed) of Mann Whitney =0.000, it means the Asymp. Sig. is smaller than 0.05, Ha is accepted.

It means that the analyzing data by using SPSS program or manual computation prove the same result. The data shows the use of spelling bee game in teaching vocabulary has a positive effect on students' vocabulary at the seventh-grade students of MTs Hidayatullah Mataram in the academic year 2018/2019.

There are some components that the researcher pays attention such as pronunciation, fluency, accuracy, and intonation. All of those components would be discussed. This section takes example from some students who have a mistake in the oral-test. The oral-test is done by giving students test in the pre-test and post-test. The researcher takes assessment directly in order to investigate their understanding in spelling and pronouncing. For further information, the researcher encloses the assessment of speaking in the appendix.

1. Pronunciation

   Pronunciation is the production of sounds that referred to the segmental features consonants, vowels, and diphthongs. The students 'ANI' chose the word 'Whisper.' She pronounced the letter 'i' becomes 'i,' and the letter of 'e' becomes 'ei'. The next test, she chose the word 'horse.' She pronounced the letter 'e' becomes 'i.' It means that she pronounced the letter 'e' in the right way. She got score in the oral-test is 56.25 which is classified as Fairly, and she got 100 in the post-test which is classified as very good. Thus, she has an improvement in spelling and pronouncing after she is taught by spelling bee.

2. Fluency

   Fluency is referred to when speaking the language reasonably without having hesitation, stop, or pause a lot. When the students tried to spell and pronounce the word, they still felt worried and hesitation if they said is false. For example, the student's name 'BZK', she chose the word 'Hammer' in the oral test. When she spelt and pronounced the word 'hammer', she felt hesitation and paused a lot. In the next oral test, she chose the word 'draw'. When she spelt and pronounced the word 'draw,' she did not feel hesitation. She pronounced and spelt it fluently. In the pre-oral test, she got 56.25 which is classified as fairly. On the other hand, in the post-oral test, she got 100, and it is classified as very good.

3. Accuracy

   Fluency improvement also appears accuracy. When the students tried to pronounce and spell the words, they felt hesitation, worry, and stop for a while. For example, the student's name 'AK,' in pre-oral test, she chose the word 'carpenter'. She pronounced and spelt the word almost accurately. In the post-oral test, she chose the word 'paper', she spelt and pronounced the word accurately without having hesitation. The total score she got in the pre-oral test is 81.25 which is classified as good. In the post-oral test, she got 100, and it is classified as very good.

4. Intonation

   When the students try to spell and pronounce, sometimes they made a mistake in the words' stressed. For example, in the pre-oral test, the student's name 'KA,' she chose the word 'Laundry' which is it consists of two syllables /lɑːn.dri/, and the stress is located on the term /'lɑːn/, but the she pronounced the word with the stress on /dri/. In the post-oral

test, she chose the word 'bird'. The word 'bird' consists of one syllable. She pronounced the word with the correct intonation. In the pre-oral test, she got 37.5 which is classified as poor. Besides, in the post-oral test, she got 68.75 which is classified as Fairly.

The statements above showed that the use of spelling bee game has a positive effect on students' vocabulary. That statement is the same as the statement of McMillan in Spelling Bee Handbook (2012:3) convey that spelling bee game helps students to improve their spelling, and they are be able to pronounce a word on the basis of its written form is a useful in speaking skill. On the other hand, they would understand the vocabulary and develop correct English usage

VI. Conclusion and Suggestions

Based on the result in this research, the researchers concluded that the use of spelling bee game has a positive effect on students' vocabulary. The students' score before applying spelling bee game is low, but after the researcher applied spelling bee game in the experimental class, the students' score is high. It means that spelling bee game has a positive effect on students' vocabulary.

The statement above is proved by using the manual computation and SPSS program. The mean score of pre-test and post-test of the control class are 43.08 and 53.12, and the mean score of pre-test and post-test of the experimental class are 50.84 and 80.96. The value of significance of 2-tailed by using SPSS = 0.000 smaller than 0.05, Ha is accepted. On the other hand, the result data is calculated by manual computation shows that $t_{test} = 2.800$ is higher than t_{table} for sig. 0.05 = 1.677, and t_{table} for sig. 0.01= 2.406. It means that the use of spelling bee game has a positive effect on students' vocabulary at the seventh grade-students of MTs Hidayatullah Mataram

Furthermore, the researchers would like to give some suggestions for the english teachers to use the spelling bee game in teaching and learning process in order to make students more enthusiastic and active in learning English, especially about vocabulary, did not have to more being serious with more exercise but make the situation more fun and enjoy and a spelling bee game in the classroom to solve the students' boredom. The second one is for the further researcher. The result of this research could be adapted as a reference to conduct the next studies.

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