

# ***THE EFFECT OF USING ENGLISH SPELLING BEE GAME TO ENRICH THE VOCABULARY OF THE SECOND YEAR STUDENTS OF SMPN 40 PEKANBARU***

**<sup>1)</sup>Ade Permata Sari, <sup>2)</sup>Afrianto, <sup>3)</sup>Fadly Azhar**

Email: <sup>1)</sup>adepermatasari.09@gmail.com, <sup>2)</sup>afrianto.a@lecturer.unri.ac.id, <sup>3)</sup>fadlyazhar57@gmail.com

Contact: 082286521208

*English Study Program  
Language and Arts Department  
Faculty of Teachers Training and Education  
Universitas Riau*

**Abstract :** *This research is aimed at finding out the effect of using English Spelling Bee game to enrich the vocabulary of the second year students of SMPN 40 Pekanbaru in academic year 2018/2019. The data were collected from July up to August 2018. The population of this research is the second year students of SMPN 40 Pekanbaru. The number of sample is 30 students selected by using cluster random sampling technique. This research is a pre experimental research with one group pre-test post-test design. The instruments to collect the data were multiple choice test with 20 questions and matching word test with 10 questions. The result of the data analysis showed that the mean score of pre-test is 31.413 while in post-test is 48.063. It shows that the mean score of post-test was higher than pre-test. Hence, there is a significant effect of using English Spelling Bee game to enrich students' vocabulary. In other words, the alternative hypothesis of this research, "There is any significant effect of using English Spelling Bee game to enrich the vocabulary of the second year students of SMPN 40 Pekanbaru" is accepted and the null hypothesis is rejected. It can be inferred that teaching vocabulary by using English Spelling Bee game as one of the alternative strategies has an effect on the students' vocabulary learning.*

**Keywords:** *English Spelling Bee game, Vocabulary*

# **PENGARUH PENGGUNAAN PERMAINAN SPELLING BEE UNTUK MEMPERKAYA KOSA KATA PADA SISWA TAHUN KEDUA DI SMPN 40 PEKANBARU.**

**<sup>1)</sup> Ade Permata Sari, <sup>2)</sup> Afrianto, <sup>3)</sup> Fadly Azhar**

Email: <sup>1)</sup>adepermatasari.09@gmail.com, <sup>2)</sup>afrianto.a@lecturer.unri.ac.id, <sup>3)</sup>fadlyazhar57@gmail.com  
Contact: 082286521208

*Program Studi Bahasa Inggris  
Jurusan Bahasa dan Seni  
Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Riau*

**Abstrak :** Penelitian ini bertujuan untuk menemukan pengaruh penggunaan permainan Spelling Bee untuk memperkaya kosa kata pada siswa tahun kedua di SMPN 40 Pekanbaru dalam tahun ajaran 2018/2019. Data dikumpulkan pada bulan Juli sampai Agustus 2018. Populasi penelitian ini adalah siswa kelas dua SMPN 40 Pekanbaru. Jumlah sampel adalah 30 siswa yang dipilih dengan menggunakan teknik pemilihan secara acak. Penelitian ini merupakan penelitian pra-eksperimental dengan satu kelompok pre-test post-test desain. Instrumen untuk mengumpulkan data adalah tes pilihan ganda dengan 20 pertanyaan dan tes mencocokkan kata dengan 10 pertanyaan. Hasil analisis menunjukkan bahwa nilai rata-rata pre-test adalah 31,413 sedangkan pada posttest adalah 48,063. Ini menunjukkan bahwa skor rata-rata post-test lebih tinggi daripada pre-test. Oleh karena itu, ada pengaruh yang signifikan dari penggunaan permainan Spelling Bee untuk memperkaya kosa kata siswa. Dengan kata lain, alternative hypothesis dari penelitian ini “Terdapat pengaruh yang signifikan dari penggunaan permainan Spelling Bee model untuk memperkaya kosa kata pada siswa tahun kedua di SMPN 40 Pekanbaru” dapat diterima dan null hypothesis ditolak. Dapat disimpulkan bahwa mengajar kosa kata dengan menggunakan permainan Spelling Bee sebagai strategi yg alternatif memiliki pengaruh pada prestasi pembelajaran kosa kata siswa.

**Kata Kunci:** Permainan Spelling Bee, Kosa Kata

## INTRODUCTION

English subject has four main skills: writing, listening, speaking, and reading. Most of the activities in teaching and learning process always use those four skills. When the learners do not have knowledge about those skills, they will face difficulties in teaching and learning process.

In fact, the students' ability especially among Junior High School can be said to be very apprehensive. Based on the researcher's experience as a teacher on the teacher's training activity, the researcher has found the problem that most of the students show that they did not like the activities related to English lesson, whether in reading, writing, speaking, and listening. It happened because they did not know the information presented in the lesson which is used English language. As a foreign language, the learners get problems when they learn the subject because they deal with unknown words. They cannot find the purpose of the subject in learning process because lack in vocabulary. Then, they start assume that English is a difficult subject. That assumption appears because they did not understand what is discussed in the subject matter. It causes them start being unwilling to read or write or speak or listening words in English language.

Moreover, *Krakowian* (1984) says that the very excessive concern for learning the language is to know an adequate foreign language vocabulary. The same idea is stated by Vallete as cited by Kustaryo (1988) that the ability to understand the target language (English) depends on one's knowledge of vocabulary. Based on those statements, we can conclude that vocabulary plays important role in the component of language especially in English language. The students need to enrich their vocabulary first to help them understand the topic that given in English lesson. On the other hand, the students should have knowledge about vocabulary that presents in the subject in order to decrease the problem that they get in the subject matter.

According to the researcher's interview with English teacher in SMP Negeri 40 Pekanbaru, the researcher got information that the students' English ability was still far from expected outcomes. This problem probably happens because the students do not understand about learning English subject. In order to solve this problem, the basic thing that students should do in learning English subject is by enriching their vocabulary. However, the teacher in this school said that the vocabulary mastery of the second year students of SMP Negeri 40 Pekanbaru is still at lower level and it is needed to be enhanced. The students got difficulties when they learned about new words especially for long words.

Vocabulary mastery is a great way to help students to understand the content of the texts that they get in English lesson. Some types of the texts sometimes use some difficult words for students in Junior High School. The students do not have idea to understand the content of the text because they are hampered by words that they do not know the meaning of these words. Nevertheless, in teaching and learning of English lesson, the teacher teaches vocabulary only giving lists of vocabulary items and asking the students to memorize them. The teacher uses this common method in order that she/he can handle the time allocation, but on the other side the students are bored of the method of jotting down and memorizing the new words applied all the time.

Besides that, there is a way that teachers can do to attract students' interest in learning English which can be tricked by using a model of teaching and learning that is fun and flexible. One of the ways to enhance the students' vocabulary mastery is

through games. Kavaliauskiene (2000, cited in Rahayu, 2009) states that using games gives a special chance to students to self-assess their progress in learning vocabulary and to a teacher to assess students' progress. Teachers can use word play methods to help students enrich their vocabulary. The researcher chooses a method that uses spelling bee game to enrich students' vocabulary mastery. English Spelling Bee game might used as an alternative method to help students in learning vocabulary. It can be used to help students to sustain their interest in learning subject when the atmosphere in the classroom becomes fun. In addition, when the students spell the new words that they don't know before, they should think about the uppercase which establishing those words. It can help them memorize the words longer than they just read the words. On the other hand, it makes their vocabulary increase automatically.

Based on the explanation above, the researcher is interested in conducting a research project entitles "The Effect of Using English Spelling Bee Game to Enrich the Vocabulary of the Second Year Students of SMP NEGERI 40 PEKANBARU".

## **METHODOLOGY**

This research was pre-experimental design used quantitative approach with One-Group Pretest-Posttest design that only one group as a sample. This research was designed to find out the students' vocabulary mastery of the second year students of SMPN 40 Pekanbaru.

Pre-test (O1) was aimed to find out the students' prior vocabulary mastery before the treatment. Treatment (X) was applied by using English Spelling Bee game. Post-test (O2) was aimed to see the score of the students' vocabulary mastery after taught by using English Spelling Bee game to enrich students' vocabulary mastery as a method in teaching English lesson. The researcher compared the students' score between pre-test and post-test and the students get effect or not by the treatment.

In collecting the data, the students were given a test that consists of 30 questions. The test was multiple choice and matching words questions. There were 20 questions for multiple choices and 10 questions for matching words. The duration time needed for students to answer the questions was 45 minutes.

Furthermore, in this research, the population was the second year students of SMPN 40 Pekanbaru in academic year 2018/2019 with 203 students. According to Gay (1987) the population is the group of interest to the researcher, the group which he/she would like to result of the study to be generalized. In addition, Gay (1987) states if the population is more than 100, the sample should be 10-15% of the population. Because the number of the second year students of SMP Negeri 40 Pekanbaru is 203, it means  $10\% \times 203$  equals 20 students minimally. Moreover, Gay (2000) states if the population is large and spread out in an intact group that has similar characteristic, cluster random sampling is useful. In this research, the sample was VIII-A with 30 students.

Then, the researcher used classification of students' score by Hughes (1993) to interpret the level of students' vocabulary mastery in collecting the data of this research. The classification of the students' score can be seen in table 1 as follow:

**Table 1. Classification of Students' Score**

<b>Interval</b>	<b>Categories</b>
81 – 100	Excellent
61 – 80	Good
41 – 60	Mediocre
21 – 40	Poor
0-20	Very Poor

## RESULTS AND DISSCUSION

After collecting data, the researcher continued to analyze the data. The first stage was giving the pre-test. The pre-test was given to the students in order to know their vocabulary mastery before they had been thought by using English Spelling Bee game. The test consists of total 30 items of vocabulary in the descriptive texts. The result of pre-test was shown in the following table:

**Table 2. The Students' Score in Pre-test**

<b>No</b>	<b>Range Score</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Category</b>	<b>Mean Score</b>
1	81-100	0	0%	Excellent	31.413
2	61-80	0	0%	Good	
3	41-60	7	23.33%	Mediocre	
4	21-40	18	60%	Poor	
5	0-20	5	16.67%	Very Poor	
<b>Total</b>		<b>30</b>	<b>100%</b>		

Table 2 shows that there are no students who achieved good and excellent. While, there are 7 students (23.33%) who achieved mediocre level, 18 students (60%) who achieved poor level, and there are 5 students (16.67%) who achieved very poor level. Thus, the mean score of the pre-test is 31.413.

After analyzing the students score in general of the pre-test, the researcher analyzed the mean score of each aspect of vocabulary test of pre-test. The students' vocabulary score in each aspect of vocabulary questions in pre-test can be shown in the following table:

**Table 3. The Students' Mean Score in Each Aspect of Vocabulary Test in Pre-test**

<b>No.</b>	<b>Aspects of Vocabulary</b>	<b>Mean Score</b>
1	Picture	7.10
2	Synonym	4.77
3	Antonym	2.10
4	Spelling	3.66
5	Part of Speech	2.44
6	Missing Word	7.33
7	Matching words	4
<b>Average total score</b>		<b>31.4</b>

Table 3 shows that the lowest score of the seven aspects of vocabulary mastery in the pre-test is 'Antonym' with 2.10 as mean score and the highest one is 'Missing Word' with 7.33 as mean score.

After the treatment done for four meetings, the post-test was conducted in order to measure the students' vocabulary mastery after being taught by applying English Spelling Bee game. Finally, the researcher computed the data and found the result as presented in following table:

**Table 4. The Students' Score in Post-test**

<b>No</b>	<b>Range Score</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Category</b>	<b>Mean Score</b>
1	81-100	0	0%	Excellent	48.063
2	61-80	4	13.33%	Good	
3	41-60	16	53.33%	Mediocre	
4	21-40	10	33.33%	Poor	
5	0-20	0	0%	Very Poor	
<b>Total</b>		<b>30</b>	<b>100%</b>		

Table 4 shows that there are 4 students (13.33%) who achieved good level, 16 students (53.33%) who achieved mediocre level, and 10 students (33.33%) who achieved poor level. There are no students who achieved excellent and very poor level in the post-test with percentage 0%. Besides that, the mean score of the post-test is 48.063.

After analyzing the students score in post-test, the researcher analyzed the mean score of post-test for seven aspects of Vocabulary test. The students' vocabulary mean score in each aspect of vocabulary test in post-test can be shown in the following table:

**Table 5. The Students' Mean Score in Each Aspect of Vocabulary Test in Post-test**

No.	Aspects of Vocabulary	Mean Score
1	Picture	8.44
2	Antonym	3.77
3	Synonym	6.44
4	Part of Speech	4.55
5	Spelling	5.99
6	Missing Word	9.21
7	Matching words	9.66
<b>Average total score</b>		<b>48.06</b>

Table 5 shows that the lowest score of the seven aspect of vocabulary test in post-test was 'Antonym' with 3.77 as mean score and the highest one were 'Matching Words' with 9.66 as mean score.

After calculating the result both of the test, there were the difference result of pre-test and post-test. The students' answers were analyzed per component to see which component that was effected significantly and which component that score increased by using English Spelling Bee game on the students' vocabulary mastery in descriptive text.

Their improvement in learning vocabulary score was proved through their test score. The comparison of the mean score was presented in the following table.

**Table 6. The Comparison between Pre-test and Post-test of Vocabulary Aspect**

No.	Aspects of Vocabulary	Mean Score		Gain score
		Pre-test	Post-test	
1	Picture	7.10	8.44	1.34
2	Synonym	4.77	6.44	1.67
3	Antonym	2.10	3.77	1.67
4	Spelling	3.66	5.99	2.33
5	Part of Speech	2.44	4.55	2.11
6	Missing Word	7.33	9.21	1.88
7	Matching words	4	9.66	5.66

According to Table 6, the gain score of students' score in identifying picture is 1.34, the gain score of students' score in finding synonym is 1.67 and antonym is 1.67, the gain score of students' score in finding the right Spelling is 2.33, the gain score of students' score in classifying the part of speech is 2.11, the gain score of students' score in fulfilling the sentence (Missing Word) is 1.88 and the gain score of students' score in matching the words is 5.66.

The last stage in analyzing the data was hypothesis. In this research, t-test formula was used to compare the result of pre-test and post-test in determining whether the hypothesis is accepted and whether the treatment has an effect on the students' vocabulary mastery or not. The result can be seen in the following table:

**Table 7. 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 posttest – pretest	16.65000	16.47686	3.00825	10.49744	22.80256	5.535	29	.000

$$\begin{aligned}
 t\text{-Table} &= n-1 ; \alpha/2 \\
 &= 30-1 ; 0.05/2 \\
 &= 29 ; 0.025 \\
 &= 2.045
 \end{aligned}$$

Finally, to prove the hypothesis, the data were calculated by using t-test formula with assumption as follows:

- If  $t\text{-test} > t\text{-table}$ , the Null Hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted.
- If  $t\text{-test} < t\text{-table}$ , the Null hypothesis ( $H_0$ ) is accepted and alternative hypothesis ( $H_a$ ) is rejected.

Based on the table above, the results shows that t-test is 5.535, meanwhile t-table from 30 students was 2.045. The comparison between t-test and t-table is  $5.535 > 2.045$ . It means that t-test is higher than t-table. So that, the alternative hypothesis of this research is accepted and null hypothesis is rejected. It can be concluded that there is significant effect of using English Spelling Bee game to enrich the vocabulary of the second year students of SMPN 40 Pekanbaru.

## DISCUSSION

The treatment of this research was done in six meetings including one meeting for pre-test, and one meeting for post-test. Before the pre-test, treatment, and the post-test was given, the try out was conducted to the students which aimed to measure validity and reliability of the test. The result of try out showed that there were 8 items from 30 items of vocabulary test should be changed or revised. Those items were rejected because the validity value of those items above 0.70 which were in 'easy' classification. Furthermore, the mean score of the try out is 16.53, the standard deviation is 4.5. The mean score and standard deviation of the test were needed to calculate the reliability of the test. The reliability of the test is 0.57 that categorized in high reliability.

After the try out was done, the researcher conducted the pre-test. The result of pre-test showed that the students' vocabulary mastery was still low. It can be seen from the mean score of pre-test 31.413 that in 'poor' qualification. Moreover, based on the



data analyzed, the high score of the students' test was in 'mediocre' level (with 7 students) and the lowest score was in 'very poor' level (with 5 students). Besides that, the highest aspect of the students' vocabulary mastery was 'missing word' and the lowest one was 'antonym'.

The next step was treatment. In this treatment, the researcher gave text to the students, after that the students read the text, tried to understand about the text, remembered what happens in the text, and then re-read and review the text. After the students understood about the text, then they were asked to play Spelling Bee game based on material that they studied.

The last step was post-test. The aim of post-test was given to see or know the result/ effect of treatment that had been done by using English Spelling Bee game whether there is an effect or not. The result showed that the mean score of post-test is 48.063 that in 'mediocre' qualification. Furthermore, the highest score of the students' test was in 'good' level with 4 students, and the lowest score was in 'poor' level with 10 students. Besides that, the lowest score of those seven aspects in post-test result was 'antonym'. It happened because the students only knew about the meaning of the words and they got confuse when they should changed it into antonym. On the other hand, the highest score was 'matching words'. This aspect increased because the students were familiar with the words that already mention in the text before, and then they just needed to find the pairs of the words.

Based on the description of data above, it can be seen that the mean score of post-test was higher than pre-test ( $48,063 > 31,413$ ). The result also showed that t-test was higher than t-table ( $5.535 > 2.045$ ). After analyzing the t-test and the t-table, the result showed that the alternative hypothesis of this research is accepted and null hypothesis is rejected. It can be concluded that English Spelling Bee game is effective used to teach vocabulary on descriptive text. It was proven that the post-test result is better than the pre-test result which indicates the improvement of students' vocabulary in descriptive text.

This research got different result from other studies which also use English Spelling Bee game as a method in teaching English subject. First, the study was conducted by Juandika (2014) who applied pre-experimental research design to the third year students of SMP Negeri 6 Tambang in narrative text. The results showed that there is a significant difference between pre-test and post-test (from 48,5 to 78,21). Second, Anisa Rohmawati (2015) did the research about English Spelling Bee Game in teaching vocabulary who applied a post-test and questionnaire of seventh grade students of one of Junior High School in Cimahi. The result showed that the lowest score on the post-test is 61.00. Meanwhile, the highest score is an excellent score, 100. Then, the mean score is 86.85. In addition, the data from the questionnaire shows that 99.24% of the students agree that Spelling Bee gives positive impact to students' vocabulary learning. Finally, Devia Nikita Choriana (2016) who used English Spelling Bee Game in teaching grammar at the eighth grade of MTs. Miftahul Khoirot Branjang-Ungaran to help students understand the grammar easily. In her research, the result showed that used spelling bee game could improve students' understanding of simple past tense which the students' score increase from 68.12 to 79.09.

## **CONCLUSION AND RECOMMENDATION**

### **Conclusion**

This is a pre-experimental research that has main purpose to find out the effect of using English Spelling Bee game to enrich the vocabulary of the second year students of SMPN 40. Based on statistical calculation at the Chapter IV, it shows that the mean score of pre-test is 31.413. After conducting English Spelling Bee game and analyzing the result of post-test, the mean score became 48.063. It means that the mean score of post-test is higher than the mean score of pre-test.

The result also shows that the value of the t-test (5.535) is higher than t-table (2.045) at the significance level of 5%. It means that the Alternative Hypothesis ( $H_a$ ) is accepted and Null Hypothesis ( $H_o$ ) is rejected. It can be concluded that English Spelling Bee game gave significant effect on the students' vocabulary of the second year students in SMPN 40 Pekanbaru. Moreover, the use of English Spelling Bee game has made the students to be easier in memorizing the words. English Spelling Bee game can help the students enrich their vocabulary.

### **Recommendation**

The experiment had an effort to find out the significant effect in teaching vocabulary to second year students of the vocational junior high school by using English Spelling bee method. Teaching vocabulary by using English Spelling Bee game is good and effective for the second year students of SMPN 40 Pekanbaru in academic year 2018/2019. .

Based on the previous explanations, the researcher would like to give some suggestions for the teacher and the students. For the English teachers, the teacher may use English Spelling Bee game as an alternative method to help the students in learning vocabulary. Spelling Bee Game can increase the students' motivation in learning English subject, because learning with game will make the students interested in teaching and learning process with nice atmosphere. Then, the students become more enthusiastic when they learn about English subject when they understand about the words that used in text. Besides that, the teacher should pay attention about the words that are used in English Spelling Bee game. The teacher must be careful in choosing the words that are appropriate to the level of the students in junior high school and try to use the words that appear in the text. Furthermore, the researcher also gives suggestion to the students. The students may use English Spelling Bee game to motivate them to be active in the class and pay more attention to the lesson. The students can use English Spelling Bee game to make them easy to understand about the words in the text given to them. English Spelling Bee Game can also increase the students' ability in spelling word. The students will become a good speller when memorizes the alphabets which construct the words. Moreover, the students can memorize it longer than just read the words in papers or books.

## BIBLIOGRAPHY

- Devia Nikita. 2016. *The Use of Spelling Bee Game to Improve Students' Understanding of Simple Past Tense*. Walisongo State Islamic University. SEMARANG.
- Gay, L.R. 1987. *Educational Research: Competencies for Analysis and Application*. 3<sup>rd</sup>.edn. London: Merrill Publishing.
- Gay, L.R. 2000. *Educational Research: Competencies for Analysis and Application Sixth Edition*. London.
- Hughes, A. 1993. *Testing for Language Teacher*. United Kingdom: Cambridge University Press.
- Juandika. 2014. Using Spelling Bee to Improve Reading Comprehension of the Third Year Students of SMPN 6 Tambang in Narrative Texts. Research Paper. Submitted for Sarjana Degree Universitas Riau.
- Krakowian, 1984. *The Teacher's Mediation in Students' Vocabulary Learning*. English Teaching Forum. 22.3.
- Kustaryo,S. 1988. *Reading Technique for College Students*. Jakarta : Proyek Pengembangan Lembaga Tenaga Kependidikan.
- Rahayu. 2009. Spelling Bee Game in Teaching Narrative Text. Research Paper. Submitted for Sarjana Degree FPBS. UPI. Unpublished Work.
- Rohmawati, Anisa. 2015. *SPELLING BEE IN TEACHING VOCABULARY* . Journal of English and Education 2015, 3(2), 1-15.Department of English Education, Indonesia University of Education.