

THE IMPLEMENTATION OF SPELLING BEE IN TEACHING ENGLISH VOCABULARY

Dewi Lestari Banjarnahor¹, Muhammad Candra², Gatot Subroto³
dewilestarimarbun123@gmail.com

English Language Study Program, Faculty of Teacher Training and Education, Universitas Maritim Raja Ali Haji

Abstract

The purpose of this study is to know whether or not there is a significant extent of vocabulary mastery through the implementation of spelling bee at Eighth-grade students in SMP Negeri 10 Tanjungpinang. Sample of this study involving two groups of classes, VIII.3 and VIII.6 consisted of 60 students. The researcher used a pre-experimental research design, and used cluster random sampling. The researcher in obtaining sampling is by making a lottery on paper. The results of this study in the experiment class, the average pre-test and post-test class was 47,17 and 67.83, the differences between pre-test and post-test in the control class was 56.83 and 54.67. There is a significant extent of vocabulary mastery students by implementation spelling bee in eighth grade students class given by the researcher in SMP Negeri 10 Tanjungpinang.

Keywords: Implementation, Vocabulary, Teaching English, Spelling Bee, Descriptive text.

I. Introduction

As a foreign language in Indonesia, English has taken an important role in learners' studies. English is one language that is currently needed by everyone. Because English is an international language. In this case, it is necessary to learn English an early age such as at the junior high school level. However, in learning English, of course, cannot separated from the vocabulary. In learning English, of course, it cannot be separated from the vocabulary. According to Paul (1995), vocabulary refers to the words used by a specific person or all of the words found in a particular language or subject. Vocabulary is very important to students because by mastery of vocabulary students can easily communicate in English very well. "Vocabulary is a basic component of language proficiency and provides much of the basis for how successfully learners speak, listen, read, and write in English," said Richards and Renandya (2002). "A broad vocabulary will also have a high ability to choose exactly which word is the most harmonious to represent the meaning or the idea vocabulary is very essential for success to comprehend the language well, speak well, or compose good writing it is expected that learners have to increased their vocabulary by around 1000 words in a year (Nation, P. 1990). National (1990), students need to see the words at least five or six times in the textbook and reading books to build up their new vocabulary. In studying vocabulary, students must at least understand the meaning of five or six vocabularies in a reading textbook, so that students can understand the meaning of the English text. Spelling bee helps

students motivated spelling words, as well to learning how to complete with one and another (Kichura, 2008).

Spelling bee can be used as an alternative activity in teaching vocabulary. Sebba, (2011) defined spelling bee as a competition that requires the contestant to spell the words. The problem students in teaching English are lacking in the mastery of vocabulary because at the junior high school level. Students often felt difficulty to understand English text because they have limited vocabulary. Most students do not understand the meaning of the word in English because English is a new lesson for students. From the problems, the purpose of the researcher is to know the significant extent of vocabulary mastery of students by an implementation of spelling bee.

II. Methodology Research

In this research, the researcher used Pre-Experimental research and used a quantitative method with a pre-test and post-test. The sample of this research included two group classes, there is an experiment and control class, totaling 60 students from eighth-grade students. Class VIII.3 as an experiment class and VIII.6 as a controlled class. The researcher used Cluster Random Sampling to choose the sample in this study. The researcher did selection of the class using the lottery. The instrument of this study used the test, and it was the essay test there were 20 items. The researcher analyzed the data using quantitative statistics. In analyzing data which calculate used the formula statistic. The researcher found students' scores by using this formula (Depdikbud, 2006).

1. Calculating students' correct answer

$$\text{score} = \frac{\text{Student's correct answer}}{\text{Total number of items}} \times 100$$

2. The mean score of students by following the formula (Gay, 2006)

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

Where:

\bar{x} = the mean of the score

$\sum x$ = sum of the score

N = number of the students

3. Finding standard deviation by applying this formula :

$$SD = \sqrt{\frac{SS}{N}} \text{ Where } SS = \sum x^2 - \frac{(\sum x)^2}{(N)}$$

Where :

SD : Standard Deviation

SS : The sum of Square

N : Total of the subject

$\sum x^2$: The sum of all scores : scores is squared and all of the squares are added up each

$(\sum x)^2$: The square of the sum : all of the score added up and the sum in square total .

III. Finding and Discussion

Table 1. Scores of the Students Test

Test	Minimum Score	Max Score
Experiment class		
Pre-test	15	80
Post-test	35	100
Control Class		
Pre-test	20	85
Post-test	30	80

Table 1 showed score pre-test and post-test in experiment and control class. the score of experiment class, that the lowed to highest score was pre-test 15-80 and Post-test was 35-100. The researcher calculated the score using the SPSS application.

Table II. Difference Score Pre & Post-test Results of Experiment Class

Centralization and distribution of data	Score
The average score	
Pre-test	47.17
Post-test	67.83
Standard Deviation	
Pre-test	18.97
Post-test	18.04

The table above it can be seen that the spread of the Pre-test scores in the experimental class with 30 students. The average is the sum of the values obtained the students from each data, then divided by the number of all available data. That average score in experimental class, the pre-test was 47.17 and the post-test was 67.83. The Standard deviation in the Pre-test and Post-test in experiment class, is 18.97 and 18.04.

Table III. Difference Score Pre & Post-test Results of Control Class

Centralization and distribution of data	Score
The mean (average score)	
Pre-test	56.83
Post-tes	54.67

Standard deviation	
Pre-test	14.52
Post-test	13.22

The table III showed that the average score in the controlled class. The pre-test was 56.83 and the post-test was 54.67. The Standard deviation in the pre test and post test in experiment class is 14.52 and 13.22.

Table IV. The Result of Normality Testing

Shapiro wilk		
	Df	A
Post-test	58	5%

The normality test result the p-value of the Post-test in experiment class was 5%. It means that the post-test of the experiment class is normally distributed . Because the results of the post-test are higher than 0,005, it can be concluded that the pre test and post test data are normally distributed.

Table V. Distribution the Value of t-test and t-table

Variable	T-observation	T-test table
Post test	3.21	2.00172

Table V above shows the t- observation of the experimental class is 3.21 and the T-test table is 2.00172, that's means t observation >t table, (3.21>2.00172). Concluded that (H0) was rejected and (Ha) was accepted . This research showed there was a significant extent in vocabulary mastery at eighth grade students in SMP Negeri 10 Tanjungpinang. Students' vocabulary abilities were increased by use of the Spelling Bee. It was discovered that students found it easier to remember words. Analysis of the average score in the test between the experimental class and control class ensures whether the spelling bee implementation technique has a significant extent in vocabulary mastery students. Average the scores of the experimental class were 67.83 and 54. 67 for the controlled class. The result score of the students from the Experimental and Controlled class was 13.16. This means by implementation Spelling bee in teaching vocabulary in experimental class, it is declared successful. In addition, it can be seen from the average and T observation. There is a significant extent in the implementation of the spelling bee in teaching English vocabulary mastery at eight grade students in SMP Negeri 10 Tanjungpinang. The different this study with another researcher the first from (Rohmawati, 2015) the study entitled "Spelling Bee in Teaching Vocabulary" the purpose of her study is the effectiveness of the using spelling bee in teaching vocabulary and the data of her study are obtained through a post-test and questionnaire. in this study the researcher focus to know the significant extent vocabulary mastery by Implementation Spelling Bee in teaching Vocabulary, and collecting data of his study by pre test and post test.the similarities of both of study is focused on vocabulary mastery students, the second the research from (Aniza et al., 2021) her study entitled "The Effect Of Spelling Bee Games To Students' vocabulary Mastery" her study focus on the effect of the implementation of the spelling bee in teaching vocabulary and to collecting data using test and instrument of her study is multiple choice. In this study Focus on the significant extent of implementation of the spelling bee and instrument of this study is the essay test. This study is very interesting because the spelling bee technique there is a significant extent in vocabulary students.

IV. Conclusion

After the researcher analysis the data, there is any significant extent vocabulary mastery students by implementation spelling bee in teaching English vocabulary at eighth grade students in SMP Negeri 10 Tanjungpinang. It can be seen from the result of the data. In experimental class, the post-test higher than pre-test, compared to control class. Pre- test and post-test of the Experiment class were 47.17 and 67.83. And the mean scores of the experiment and control class, were 56.83 and 54.67. The score of the T- observation > t table of the pre-test and post-test in Experiment class. From the result it can be concluded (Ha) was accepted and (Ho) was rejected in this research.

V. References

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