

THE IMPLEMENTATION OF SPELLING BEE TO ENRICH THE GEOGRAPHY STUDENTS ENGLISH VOCABULARY

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ABSTRAK

Abstrak: Penelitian ini bertujuan untuk mengkaji dengan penerapan permainan spelling bee berpengaruh untuk memperkaya kosakata bahasa Inggris mahasiswa Program Studi Pendidikan Geografi. Dalam penelitian ini, peneliti menggunakan desain metode mixed yang melibatkan pengujian apakah permainan khususnya spelling bee memberi mereka motivasi untuk memperoleh pengetahuan kosa kata. Sampel penelitian adalah 25 siswa dengan prosedur purposive sampling. Temuan ini mengungkapkan bahwa penggunaan permainan spelling bee berpengaruh dan memperkaya kosakata bahasa Inggris mahasiswa. Dengan menggunakannya permainan ini dapat membuat pembelajaran mahasiswa menjadi menyenangkan dan dapat dimengerti. Namun, hal itu menunjukkan sedikit saja namun ada perbedaan dalam nilai rata-rata oral dan post-test. Pada siklus 1 rata-rata tingkat kelompok siswa adalah 19 dengan 40% kategori cukup dengan skor 10-15 dan 60% baik dengan skor 20-25, dan pada siklus 2 rata-rata pengetahuan kosakata siswa kelompok adalah 23 dengan tingkat kategori baik atau 100% dari 5 kelompok yang terlibat dalam penelitian ini dengan skor 20-25. Oleh karena itu dapat disarankan agar para dosen khususnya dosen pengampu mata kuliah bahasa Inggris menggunakan media yang menarik, tetapi juga menggunakan metode yang menarik untuk meningkatkan pengetahuan kosakata mahasiswa terutama menggunakan permainan seperti permainan spelling bee.

Kata Kunci: permainan *Spelling Bee*; siswa; kosakata Inggris

Abstract: *The research purposed of study at investigating by implementation of spelling bee game has effect to enrich the first semester students of Geography in english vocabulary. It has employed mixed method design involving test whether game especially spelling bee is giving them motivation to acquire vocabulary knowledge. The sample was 25 students by purposive sampling procedure. The finding revealed that spelling bee game employing has effect and enrich the students english vocabulary. By using it is frequently designed to make the students enjoyable and understandable. However, it showed that there is significant difference in mean score of oral and post-test. In cycle 1, the average level of students group is 19 with 40% is fairly category in 10-15 score and 60% is good with 20-25 score, and in cycle 2, the group students average of their vocabulary knowledge is 23 with the category level is good or 100 % from the 5 groups are involved in this research with 20-25 score. It is proposed that the teachers, especially, the English teachers should be use an interesting media, but also, the methods also to enhance the student vocabulary knowledge especially using the game like spelling bee game.*

Keywords: spelling bee game 1; first semester students 2; English vocabulary 3; mixed method 4

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A. INTRODUCTION

Learning vocabulary is a subject that cannot be done in separate from other activities; it is necessary in order to understand learning content. The significance of vocabulary in language acquisition is related to learning English. Because we can speak English extremely efficiently without it, vocabulary is essential to the teaching of the language (Barcroft, 2015). Students that lacked vocabularies difficulty to communicate their ideas clearly. Hudri and Rahmaniah, (2021) In order to communicate using the English language, learning vocabulary is also highly recommend in addition to understanding grammar, especially for young learners (Learners et al., 2012). Thus according Hidayati (2021), words are the building blocks of a language so even though they label components, actions, and ideas without which people cannot convey the in-tended meaning. Thousands of vocabulary have been used in the language that we speak.

The teacher has to choose an appropriate methods because it can be an effective way of teach-ing the English language in the classroom. The kinds of method used is a communicative language teaching that focuses on the aspect of performing language game in order to make students under-stand the vocabulary (Hodgson, 2020). This problem needs to be resolved and among the ways that teachers can use to improve and develop students' vocabulary is by using games. In Rutherford, (2009); Jill Hadfield, (2003); Kim, (1995); Mei & Yu Jung, (2000); Huyen & Nga, (2003) states that a game is a pleasure that a rule, a goal, and the element of fun activity. Besides, Jusning, (2019) 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 (Aribowo, 2008).

The researcher then adopted the Ur et al. (2014) stated that, there are many exercises that can help students learn vocabulary, one of which is playing the game like the Spelling Bee. Wedhanti et al., (2021); Mcmillan, (2012:3) claimed that the spelling bee game is a competition whereby learners ought to spell words. 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 focus on students vocabulary especially in using spelling bee like Yusuf Yunisrina et al. (2017); Handayani & Zaharani, (2021); Anisa Rohmawati, (2015) then conclude that trying to play the Spelling Bee game has an influence and can develop learners' vocabulary levels (Wafaa, 2017). And so, Spelling Bee game is recommended as among the effective methods in teaching English vocabulary for EFL students especially for young learners (Desfika, 2018).

According to the explanation above the researcher was interest to apply play a spelling bee when teaching vocabulary, especially for the research question is "Does the implementation of spelling bee game has effect to enrich the first semester students of Geography in english vocabulary in Academic Year 2021-2022? Therefore, this study focuses on applying one method to resolved the problem is game language especially spelling bee game which is applied to the

students with the aim of it is to investigate whether the implementation of spelling bee game has effect or not to enrich them in english vocabulary knowledge.

B. METHODOLOGY

1. Research Design

The researcher focusses used a mixed method. It is combined between qualitative and quantitative forms of data analysis (Creswell, 2021; Dawadi et al., 2021). Mixed methods research aim is to investigate and investigate the amount of vocabulary students had already acquired by comparing the results of while and post-test in vocabulary tests. The research will employ parts of quantitative research and qualitative research in order to answer this question. Considering that they mix the strengths of both quantitative and qualitative research, mixed methods can provide you with a more comprehensive overview than everything else alone..

This research employed an action research methodology. As according Burns & Burns (2016), the principles of reflective practice and the teacher as a researcher are associated to action research. It is also referred as teacher research and encompasses a comprehensive, critical, and self-reflective analysis of educational contexts. The teacher turns to investigator and observer also that tries to take and give suggestion, question and explore a variety of concerns in the field of education; in this occasion, the implementation of spelling bee game in order to enrich the students vocabulary knowledge with the classroom teacher.

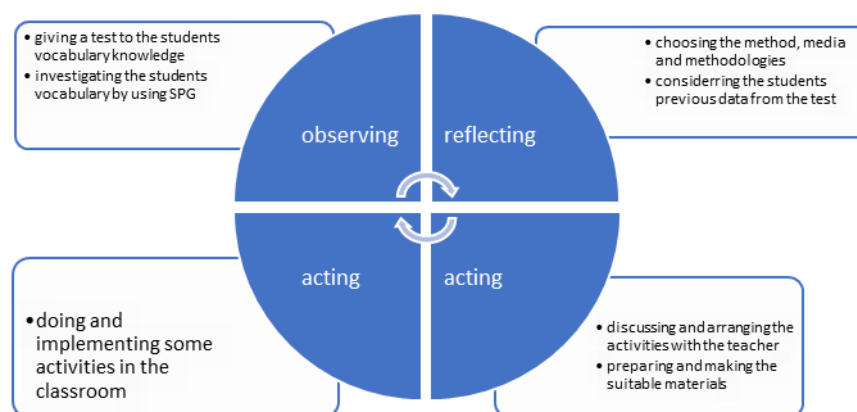


Figure 1. Action Research schema applied in this study by Anne Burns (2016)

2. Population, Sample, Sampling

In the current study, a If the population is big or the researcher has little money, time, or energy, they can still take a sample. Consequently, the sample that is taken needs to be able to properly rep-resent the population (Sugiyono, 2018). The young learners students in this sample generally thought to be TKIT Al Imam Asy Syafii in academic year 2021/2022, which consists of 104 students as a population. But the researcher is only taking 25 students involved in this study by using purposive sampling procedure. They are divided into 5 groups in using the small cards as a media. The students love playing and chatting by using the small cards in applying the SBG. They are active children and very exciting to learn english.

3. Intervention Procedure

During the 2 cycles of independent work, the teacher asked the students played the cards to spell. They kept a journal where they wrote findings and re cards actions to the learning experiences. In cycle 1, the researcher made some preparations and observing the classroom before the action done in the 2 days as

long as two hours in a day. Reflecting is done by the teacher and the researcher to discuss and observe the cycle 1 to continue the cycle 2.

In cycle 2, the researcher choosing the other materials and methods in applying the spelling bee game. The researcher is focused to enrich the students vocabulary knowledge as long as two days in the second week on May 2022.

4. Instrument

The researchers use documentation, a vocabulary examination like a test, teacher and student journals were the re-sources of data for this study. Journals were also designed to evaluate how participants and teachers felt about how the experience was implemented and how they perceived the learning. progress to enrich the students vocabulary knowledge by applying the spelling bee game (SBG). Students that participate in spelling bees enhance their pronunciation skills and vocabulary knowledge.

C. RESULTS AND DISCUSSION

Games and lesson variation, according to Lewis (1999), improve motivation by providing a reasonable reason to employ the target language. Games are a quite motivating activity because they are entertaining and challenging (Ersoz, 2000). Games generally offer useful and meaningful language in realistic environment. All of the participants enjoyed the courses and felt at ease sharing their responses. In addition, they embraced the use of the new vocabulary in their duties., but also, their terms especially the researchers create in relation with some materials. Students could name the new themes and actions during the applying the game, and all of them was sharing a topic in their common knowledge, encouraged connection among participants concerning themes or themes in their groups. Based on test performance and journal entries, we might determine that attracts a huge their vocabulary and were more motivated to learn English vocabulary.

Spelling games assist the students in improving and expanding their vocabulary [8]. There are three important things of 25 student's answering by applying spelling bee game in learning vocabulary: Spelling bee helps students acquire vocabulary knowledge in English, Spelling Bee brings students a fun way in learning for several difficult vocabulary, Spelling bee encourage student motivation in learning vocabulary (Nila Mayasari and Yuli Mardi, 2019). When student assume they can spell words correctly, which means they will enhance their vocabulary and be able to better understand the material (Brown, 2002), especially several themes or topics which is interesting for the participants or the young learners in this kindergarten. In concluding, spelling bee is one of the fun games for vocabulary knowledge. Students that engage in spelling bees enhance their fluency and vocabulary knowledge.

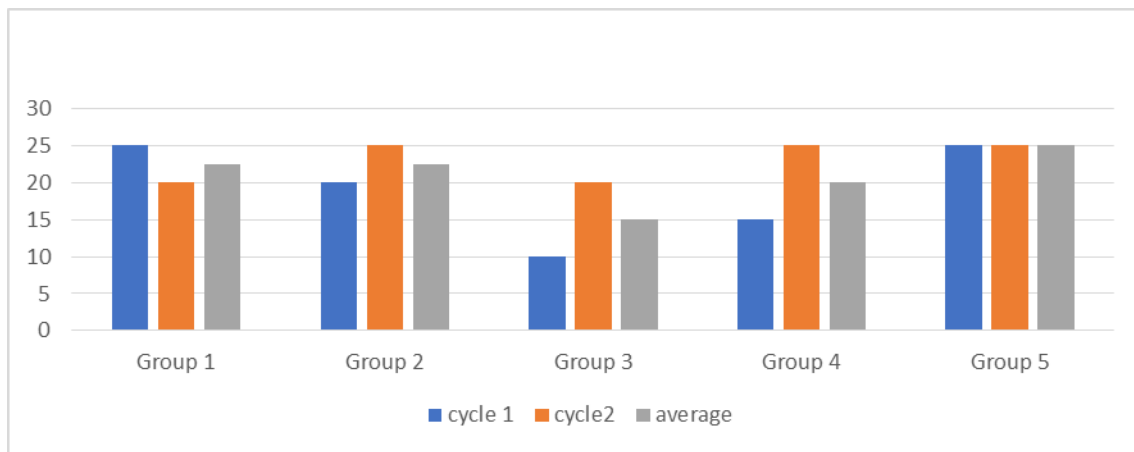


Figure 2. Results of the vocabulary test

Based on figure 2, it is known that there is an improvement for the students which is applying the spelling bee but it is still low. In cycle 1, there are 2 groups (group 3 and 4) / 40% is in fairly category because they have 10-15 score, and 3 groups (group 1, 2 and 5) / 60% are in good category with 20-25 score with the average in cycle 1 is 19. In cycle 2, all of groups are in good category with 100% (20-25 score) with the score of average is 23.

And 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.

1. Pronunciation

Pronunciation is the production of sounds that referred to the segmental features consonants, vowels, and diphthongs. The first group chose the word 'white'. First player pronounced the letter 'i' becomes 'i,' and the letter of 'e' becomes 'ei'. The next test, she chose the word 'mouse.' 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 25 which is classified as good, but she got 20 in the post-test which is classified as fairly. Thus, she has not an improvement in spelling and pronouncing after applying the spelling bee game.

2. Fluency

Fluency is defined as "being able to speak and write quickly or easily in a given language." It comes from the Latin word fluent them meaning "to flow." 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 'AA', she chose the word 'Brown' in the oral test. When she spelt and pronounced the word 'Brown', she felt hesitation and paused a lot. In the next oral test, she chose the word 'horse'. 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 20 which is classified as fairly. On the other hand, in the post-oral test, she got 30, and it is classified as good.

3. Accuracy

Two essential elements of acquiring a new language are accuracy and fluency. It indicates that many language learners prioritise accuracy and learning how and when to use grammar in the modern world over fluency. 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 'FH,' in pre-oral test, he chose the word 'Giraffe'. He pronounced and spelt the word almost accurately. In the post-oral test, she chose the word 'Black', he spelt and pronounced the word accurately without having hesitation. The total score she got in the pre-oral test is 30 which is classified as good. In the post-oral test, she got 35, and it is classified as very good.

4. Intonation

Intonation and stress are important because they assist in communicating additional meaning to an utterance. It helps to strengthen a specific meaning, attitude, or emotion in an utterance. 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 'MN, in group 3' he chose the word 'yellow' which is it consists of two syllables / 'ye ; lō/, and the stress is located on the term /'ye/, but he pronounced the word with the stress on / lō /. In the post-oral test, he chose the word 'bird'. The word 'bird' consists of one syllable. He pronounced the word with the correct intonation. In the pre-oral test, she got 15 which is classified as fairly. Besides, in the post-oral test, she got 20 which is classified as good.

The statements above show that the spelling bee game is used has an effect on students' vocabulary knowledge in English and significant difference from the cycle 1 with classical value is 19 increase to 23 is in cycle 2. 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.

D. CONCLUSION AND SUGGESTION

Considering the results of the previous, the researcher concludes that the use of spelling bee game has an effect on students' vocabulary. The students' score in cycle 1 is still low but before applying spelling bee game again with another method, the score is increase and the category level is good for the fifth group as a sample in this research. Based on the activities as long as research is conducted the spelling bee helps students acquire vocabulary knowledge in English, a pleasant and comfortable method for students is indeed the spelling bee. For several difficult vocabulary, and spelling bee encourage student motivation in learning vocabulary, so, this game is recommended to apply and resolved the problem in teaching vocabulary especially for the young learners.

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