THE IMPLEMENTATION OF SPELLING BEE GAMES IN TEACHING ENGLISH TO IMPROVE STUDENTS' VOCABULARY ACHIVEMENT OF THE FIRST GRADE AT SMPN 3 NATAR

(Undergraduate Thesis)

By

Dinda Agrifinna Digna Putri

2053042007

ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF LANGUAGE AND ARTS EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF LAMPUNG

2024

ABSTRACT

THE IMPLEMENTATION OF SPELLING BEE GAMES IN TEACHING ENGLISH TO IMPROVE STUDENTS' VOCABULARY ACHIVEMENT OF THE FIRST GRADE AT SMPN 3 NATAR

By

Dinda Agrifinna Digna Putri

This research aimed to determine whether there was any significant improvement in students' vocabulary on descriptive text after the implementation of spelling bee games. The research was quantitative, employing a one-group pre-test and post-test design. The population of the study was the first-grade students at Junior High School 3 Natar. The sample for this research was class 7F, which consisted of 33 students. The vocabulary test was administered as the research instrument. The data were analyzed using the Paired Sample T-test. It was used to prove the hypothesis in this research. Following the treatment, students' language skills improved significantly, as seen by their post-test scores.

The result showed that the students score improve from 51,03 on the pre-test to 67,18 on the post-test. This statement is supported by the result of the t-table (9.076 >1.694). The result of the T-test in this research showed that the value of significant level was lower than the alpha level (0.001<0.05). It meant that H_1 was accepted, indicating a difference in students vocabulary after implementing spelling bee games. The difference showed an improvement after the implementation of spelling bee games. It was also found that adjective was improved the most in the content words of vocabulary among the other content words, it showed that 20,6% with a gain between pretest and post-test of 2.06.

Based on the research, it was suggested that teachers practice using spelling bee games as learning material for teaching vocabulary since the results had shown that spelling bee games effectively improve students' vocabulary.

Keywords: Vocabulary, spelling bee games, descriptive text, paired sample t-test

THE IMPLEMENTATION OF SPELLING BEE GAMES IN TEACHING ENGLISH TO IMPROVE STUDENTS' VOCABULARY ACHIVEMENT OF THE FIRST GRADE AT SMPN 3 NATAR

By

Dinda Agrifinna Digna Putri

Undergraduate Thesis

Submitted in a Partial Fulfillment of

The Requirement for S-1 Degree

In

The Language and Arts Education Department

Faculty of Teacher Training and Education

ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF LANGUAGE AND ARTS EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF LAMPUNG

2024

Research Title	: THE IMPLEMENTATION OF SPELLING BEE GAMES IN TEACHING ENGLISH TO IMPROVE STUDENTS VOCABULARY ACHIVEMENT OF THE FIRST GRADE AT SMPN 3 NATAR

Student's Name   : **Dinda Agrifinna Digna Putri**

Student's Number   : **2053042007**

Study Program   : **English Education**

Department   : **Language and Arts Education**

Faculty   : **Teacher Training and Education**
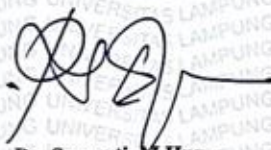
APPROVED BY

Advisory Committee

Advisor

Lilis Sholihah, S.Pd., M.Pd.
NIP 19860505 201903 2 022

Co-Advisor

Novita Nurdiana, S.Pd., M.Pd.
NIDN 0016098703

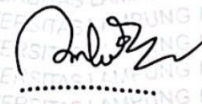The Chairperson of
The Department of Language and Arts Education

Dr. Sumarti, M.Hum.
NIP 19700318 199403 2 002

ADMITTED BY

1. Examination Committee

Chairperson   : Lilis Sholihah, S.Pd., M.Pd.
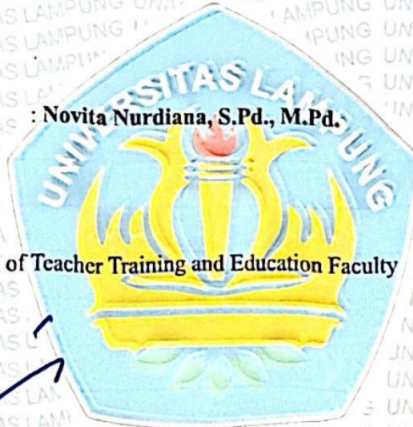
Examiner   : Dr. Muhammad Sukirlan, M.A.

Secretary   : Novita Nurdiana, S.Pd., M.Pd.

2. The Dean of Teacher Training and Education Faculty

Prof. Dr. Sunyono, M.Si.
NIP 19651230 199111 1 001

Graduated on: **Juli 23rd, 2024**

LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama	: Dinda Agrifinna Digna Putri
NPM	: 2053042007
Program Studi	: Pendidikan Bahasa Inggris
Jurusan	: Pendidikan Bahasa dan Seni
Fakultas	: Keguruan dan Ilmu Pendidikan
Judul Skripsi	: The Implementation of Spelling Bee Games in Teaching English to Improved Students Vocabulary Achievement of The First Grade At SMPN 3 Natar.

Menyatakan bahwa skripsi ini adalah benar hasil karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 2 Agustus 2024

Yang membuat pernyataan,

Dinda Agrifinna Digna Putri

2053042007

CURRICULUM VITAE

Dinda Agrifinna Digna Putri, the last child of Fatimura and Sri Widarti, she was born in Bandar Lampung on March 23rd, 2002. She has three siblings; one brother and two sisters named Andrew Agrifinna Prima Putra, Anne Rose Agrippina Putri and Sintia Ultari Agripinna Putri.

She started her study at SDN 2 Rawa Laut, Bandar Lampung. Then, she enrolled at SMPN 5 Bandar Lampung. After graduated from Junior High School, she studied at SMAN 10 Bandar Lampung and continued her study in University of Lampung, majoring English Education study program, Teacher, and Education Faculty.

At college she joined Kampus Mengajar program for six months, it took place in Lampung. She was placed at SDN 1 Sukaraja. During the program, she got the teaching experience and other experiences because in that program is not only about teaching but also management and IT Development.

DEDICATION

By the name of Allah SWT who blesses my life, the writer dedicated script to:

My beloved Family; my parents, my siblings, and my boyfriend

My honorable lecturers in English Education study program

My Almamater, University of Lampung

MOTTO

"Masa depan kita gemilang, The future is yours do your best,

berbuat yang baik jangan sakiti orang"

(Prabowo Subianto)

" Hidup bukan saling mendahului, bermimpilah sendiri-sendiri"

(Hindia)

ACKNOWLEDGEMENTS

All praise to Allah, the Almighty God, because blessings me to accomplish this script titled "THE IMPLEMENTATION OF SPELLING BEE GAMES IN TEACHING ENGLISH TO IMPROVE STUDENTS' VOCABULARY ACHIVEMENT AT SMPN 3 NATAR", as a partial fulfilment of the requirement for the bachelor degree. The deepest thanks and respect to the honorable people who help, support, and give meaningful suggestion for the writer to complete this script. The writer would like to express her appreciation to:

1. Lilis Sholihah, S.Pd., M.Pd., the first advisor, for guiding the writer on giving meaningful and great suggestion and providing the great knowledge also the supportive guidance to assist the writer in completing this script.

2. Novita Nurdiana, S.Pd., M.Pd., second advisor, for the support with the meaningful evaluation and suggestions to assist the writer to complete this script.

3. Dr. Muhammad Sukirlan, M.A., examiner, for the contribution of the comments and suggestion for this script until it has been completed.

4. Dr. Feni Munifatullah, M.Hum., the head of English Education study program, for giving the opportunity to finish the script optimally.

5. The lectures and administration staff of English Education study program.

6. The principal of SMPN 3 Natar Bambang Setiawan, S.Pd and English teachers Ketrin Violita, S.Pd., M.Pd., and also the head of curriculum for the permission to conduct the research.

Finally, the researcher realizes that this research is still far from perfect. Therefore, constructive, criticism, comments, and suggestions are welcomed for better research. Hopefully, this research will positively contribute to the educational development of the readers and those who want to conduct further research.

Bandar Lampung, 2 Agustus 2024
The Writer,

Dinda Agrifinna Digna Putri
NPM. 2053042007

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDIX

I.   INTRODUCTION

This chapter indicates some points as the prior information of the research. It consists of background, research questions, study objectives, uses, scope, and definition of terms.

1.1 Background of The Research

Vocabulary is the important aspect to express our idea when we would like to deliver something especially in language that we learn like English as Foreign Language here. This statement is proven by Asyiah (2017) who defines rich vocabulary will totally help students mastering English and its four major skills which cover listening, speaking, reading, and writing. Enhancing the knowledge of vocabulary is the important thing for learners to master the vocabulary. Since that Indonesia is a country where English is a second language, teaching English is likely to encounter various difficulties and challenges, many of which concern with vocabulary (Asyiah, 2017). Teachers also has a role to guide learning activities to build a large number of words the learners want to use when they would like to deliver their intended meaning. Some experts have research for the kinds of strategies for vocabulary learning. There are the advantages and the disadvantages when teachers use them. So teachers have to be wise to implement the creative ways to improve the learning activities, therefore learners are able to grasp and master the vocabulary appropriately. The most important point of the statement above is that mastering vocabulary for students is the main component in order to learn a language successfully. In listening, students' vocabulary influences their understanding of the teacher's speech, class discussion, and other speeches. The words that they choose in speaking affect how well they deliver a message. In

reading, students' vocabulary affects their ability to understand and comprehend a text. Furthermore, in writing students' vocabulary also influences how they convey their thoughts to the reader. In short, vocabulary plays an important role in equipping the students to be able to communicate in English.

In addition, vocabulary is one of the elements that link all the English language skills (Rosyidi & Paris, 2022). The problem we face that the lack of students' vocabulary at school, especially at junior high school level. As we know that we need vocabulary to express our intention. Furthermore, the difficulties faced by the students were almost all the students have difficulties in pronouncing the words, how to write and spell and the different grammatical form of a word known as inflections was one of causes of students' difficulties in learning vocabulary (Susanto, 2021). The conventional technology that is applied by the teacher seemed to force them to memorize new vocabulary without the help of media. It made the students tend to show low attention to acquiring new vocabulary. Therefore, students need an interesting tool that is used to study English especially to increase their vocabulary (Rosyidi & Paris, 2022).

In fact, teaching vocabulary can be done in some ways or with some techniques. One of the ways that is appropriate in teaching vocabulary is the use of instructional media could be used as a tool to attract the students' attention, interest, and motivation to learn. The common media that are used in teaching junior high school students are games. Games can be used as one of the interesting activities during the lesson. The use of games in the classroom as a learning activity can attract the students' attention and their involvement in the teaching and learning process. Teaching vocabulary through games can help students improve their vocabulary and other language skills. Games can create a fun and relax environment. Games also help the students to learn and enjoy the material at the same time. Games also provide students with interesting, challenging, and enjoyable classroom situation

which give contribution to the comprehending of vocabulary given (Aniza, Wangi, and Wageyono, 2021). Futhermore, according to Allen (1983) stated that games are helpful because they can make students feel that certain words are important and necessary because, without those words, the object of the game cannot be achieved. Based on children's learning styles, there are some methods to help students improve vocabulary, and one of them is spelling bee games. Spelling Bee is one of the interesting games to teach English vocabulary and pronunciation, spelling helps the students to master the four language skills.

According to Mayasari et al (2019) in finding research the Spelling Bee gives positive effect in students' learning vocabulary, it can be shown by the score of post-tests highest. Dealing with students' perception, this game can help the student in improving vocabulary, even this game is new for them. Students also feel fun when they studied vocabulary and applied Spelling Bee. The research conducted by Carmelya (2020), there are three reasons to increase and develop students' vocabulary. First, the key to communicate is mastering the vocabulary. For some people, the reason to learn vocabulary of new language is to be able to communicate. Second, comprehending the vocabulary allows the skills development of listening, speaking, reading, and writing. Third, the more one knows the words, the more one will learn vocabulary to look for the meaning. Therefore, considering the problems experienced by the students of seventh grade at MTs YP AL-Azhar Medan and by referring to the previous researches with the same problems and difficulties, it was decided to conduct the research of applying spelling bee game to increase the students' vocabulary achievements.

Based on the benefits of spelling bee games in teaching vocabulary, the researcher wants to conduct experimental research with the title: The Implementation of Spelling Bee Game to Improve the Students' Vocabulary.

1.2 Identification of the Problems

Based on the background above, the researcher would like to identify the following problems:

- Students still have difficulties in understanding vocabulary in English.

- Students feel bored studying English without having good media.

- Students have low motivation to learn English.

- Students are confused about remembering words.

- Students still lack of knowledge English.

1.3 Research Question

Referring to the limitation of problems above, the writer formulates the problem as follows:

1. Is there any improvement of vocabulary achievement after the implementation of Spelling Bee Games in teaching English at SMPN 3 Natar ?
2. Which content words of vocabulary improved the most after the implementation of Spelling Bee Games in teaching English at SMPN 3 Natar ?

1.4 Objectives of the Research

Considering the formulation of the problems, the objectives of this research are to find out whether students vocabulary achievements improved after the implementation of Spelling Bee Games. In other words, This research also investigates the most content words was improve after the implementation of Spelling Bee Games in learning vocabulary.

1.5 Uses of the Research

Concerning the research question and objective, the findings of this research may be beneficial theoretically and practically.

1. Theoretically, this study is intended to provide material that other researchers can use as references and guidelines when conducting their studies on this subject.

2. Practically, it can help the English teacher in applying attractive technique for students to teach vocabulary by using Spelling Bee Games.

1.6 Definition of Terms

In relation to the uses of research, there are some definitions clarified in order to have a similar understanding. The terms can be described as follows:

1. Vocabulary, as a competence to master basic daily vocabulary such as fruit, animal, school, house, market, etc. The mastery only focuses on the student's ability to pronounce, write, know the meaning of the word, and know to use the word in a sentence.

2. Spelling Bee Games

According to Rahayu (2009) in her thesis, the Spelling Bee game is an activity in which participants compete with each other and are asked to spell words or form words with the correct letters in the correct order in a round-robin format, where each person gets a turn to spell a word that is suitable for his or her level which is the winner is the person or group who can form correctly the highest number of the words according to agreed rules.

3. Games

Based on the explanation above, the game technique is one of the important things in learning vocabulary. It helps the students to easily memorize and master the vocabulary.

II.   LITERATURE REVIEW

This chapter discusses several points related to previous studies and theories about using Spelling Bee Games to support the study.

2.1 Previous Study

Before conducting the research, the researcher had looked for some research related to this research. There are some previous studies related literature about this research: Many studies had been performed by the researcher related to the use of strategies, approaches, methods, techniques, or media, in motivating the learner to learn English vocabulary. The first is from Saiya (2022) Enriching students vocabulary through spelling bee games. The results of this study indicate an increase in students' vocabulary mastery in teaching and learning activities. The result of this research shows that the scores of the post-test higher than the pre-test. The mean score of the post-test was 89.21 while the mean of the pre-test was 58.49. From the overall result obtained, it can be concluded that Spelling Bee game in teaching students' vocabulary is effective. In addition, the game can be used as an alternative activity to strengthen students' memory to remember the vocabulary material they learned and spell out the vocabulary items.

The second is from Qomariyah and Nafisah (2020) also concluded the same result that spelling bee game affected in vocabulary achievement. During the teaching-learning, the students felt more interested in learning vocabulary using spelling bee game than before knowing this game. The students thought that this game was very useful which lead them to response positive. The results showed that the Spelling Bee game was one of the vocabulary games that could be applied in the teaching

and learning process. It is used to memorize, take sides, and improve students' vocabulary and so on. Vocabulary is the most important element in learning foreign languages, especially in English vocabulary.

According to Mayasari et al (2019) in finding research the Spelling Bee gives positive effect in students' learning vocabulary, it can be shown by the score of post-tests highest. Dealing with students' perception, this game can help the student in improving vocabulary, even this game is new for them. Students also feel fun when they studied vocabulary and applied Spelling Bee. Aniza, Wangi, and Wageyono (2021) also proved that it is teaching English vocabulary using spelling bee game was effective and gave remarkable progress for students. It was proved by the analysis of T-test (12.09) compared to T-table (2.036). The results showed there was a significant difference between teaching vocabulary using spelling bee game and without spelling be game.

According to the research, there were some similarities and differences between their research and in this research. But all research used an interesting strategy in their research. The similarities of their research were the same as using an interesting strategy in teaching spelling bee games and the other skill vocabulary. The difference from their research was the research method and data analysis in this research applied pre-experimental then their applied conventional way and other studies using elementary school while this study uses junior high school. That the research can help the students to improve vocabulary and other skills. In this research, the research used spelling bee game for teaching vocabulary. Summing up of all previous research findings and this current research, it can be concluded that spelling bee game are able to increase the students' vocabulary mastery particularly the spelling and pronouncing of the words. The students also feel more motivated and enthusiasm in mastering the English words. Spelling bee game is considered effective and fun in vocabulary practice since the intention of using

game in teaching is to create interesting, enjoyable, and challenging material to introduce new English vocabulary. The students are not only asked to memorize the words, but also to speak the words in correct spelling and pronunciation. In addition, they also develop the understanding of using the word class and the meaning in sentences.

2.2 Techniques for Teaching Vocabulary

The teaching procedures using spelling be game in the class during the action phase were adapted from the steps conducted by Aniza, Wangi, and Wageyono (2021) The students were divided into two groups by the teacher. Then, the teacher showed envelopes containing different words to spell. Next, the envelopes were given to the spoke person and the spoke person gave the envelopes to the pronouncer. The pronouncer read the word to be spelled slowly and clearly with formal pronunciation. The pronouncer said a sentence containing the word to be spelled. The other students in the group as the speller listened carefully to the pronouncer. They can request to repeat the word if necessary. Whenever the speller already understood the word, then she/he pronounced it, spelled it, and said the word again loudly to be heard by the judge. Each speller was given 30 seconds to spell the word. The judge determined whether the word correctly spelled or not. The speller can say "pass" if she/he cannot spell the word and move to the next word. The speller remained in the game if she/he spelled correct word and eliminated if the spelling was wrong. In learning and teaching vocabulary there are some principles as follows:

a. Aims; the teacher should know the aims of the words taught.
b. Quantity: the number of new words, which students should process and learn, must be clear.

c. Need: it is necessary to select the words that teachers serve to students its selection process is based on the aims of the course and the objective of the individual lesson, students' background, and language needs.

d. Frequency exposure and repetition; there is a need for a certain amount of repetition until there is evidence that students learn the target words.

e. Meaningful presentation: in presenting the vocabulary lesson, students should have a clear and specific understanding of what the words refer to or denote. Its presentation should be perfect, meaningful, and unambiguous.

f. Situation presentation: the way in presenting the words or unfamiliar words can be presented as a medium in teaching vocabulary.

g. Learning vocabulary in the mother tongue and target language; in teaching the target words, the teacher may use words of the mother tongue as a toll for comparing similarities and differences between the words.

h. Guessing produces in learning vocabulary; guessing is a way of learning vocabulary. It leads students to think about the meaning of the word taught

2.3 The Concept of Spelling Bee Game

According to Uranga Rahayu (2009) Spelling Bee is a contest in which competitors are eliminated as they fail to spell a given word correctly. It is also called spelldown. It started a decade ago as a way to improve children's vocabulary. Spelling Bee is more than memorizing words a letters from a word, it is a complicated thinking process. Students receive several clues to answer or to spell the word correctly, such as definition, pronunciation, and kinds of word (noun, adjective, verb, etc). In teaching, we need to make sure that both these aspects are accurately presented and learned. Besides, the teaching of vocabulary accompanied by spelling helps the students to master the four language skills.

According to that spelling bee game be able to increase student vocabulary. Then, the Spelling Bee Competition was held in Indonesia. In its home country, the United

States, the Spelling Bee has even been nationally competed. Starting from America, now Spelling Bee is nationally held in various countries, such as Britain, Canada, Australia, Germany, and India.

Jusnining (2019) stated that spelling bee is a competition in which students are asked to spell the words as well as the sounds of a buzz. Spelling Bee is believed to be able to bring great benefits to children who are learning English. Parents and teachers can use the methods used in this competition to train the English language skills of children and students. Spelling Bee is a spelling competition for kids. Participants are usually given the question of a word they should spell appropriately. They can ask for the definition of the word, the original word, and the place of origin if the word is an absorption word. Spelling Bee is a spelling competition for kids While Ningrum and Pusparini (2020) wrote that spelling bee is a game to spell English vocabulary. Spelling bee is a puzzle language game that has not been explained with exact words. Waffa (2017) added that in spelling bee, students receive clues, such as definition, pronunciation, class word, and sentence example to answer or to spell the word correctly. It is a complicated thinking process because students need to think carefully of the words intended. They are also introduced to a complicated thinking process when they receive several clues to spell the word correctly, Alternative pronunciation and kinds of words (noun, adjective, verb), and the use of words in the text. Based on the National Spelling Bee retrieved, the purpose of this game is to help students' skills in spelling, vocabulary, and concepts and develop their correct.

Uranga (2007) defined a Spelling Bee as a competition in which a competitor who spells the word wrongly will be eliminated. Spelling Bee is also called Spelldown. Spelling Bee is not just about how to memorize and spell the letter of the word. It is considered a complicated thinking process. Spelling Bee has been part of American culture for a long time. The participant in the Spelling Bee must be

children who have already been studying spelling, usually in elementary and middle school (Williams, 2008). The spelling bee today is not just for the contestants at the competitions, but it is also for the English language itself (William, 2008). Futhermore, Kichura (2008) stated that Spelling Bee helps students encourage their spelling words, as well as to learn how to compete with one another. When students feel encouraged about their ability to spell words, it means they will increase their vocabulary which will help in understanding the text. Other researchers say that applying learning in an interesting, fun, and comfortable way can foster enthusiasm for learning and automatically improve skills. Spelling Bee Game in classroom learning is not only in a personal way. Still, it can be applied in a group activity where students are brave enough to speak in front of the class and can balance between accepting mistakes and appreciating them simultaneously (Khasanah & As Sabiq, 2020).

The purpose of using spelling bee as media give relaxation and fun for students and games help students to learn and retain new words easily. A competitive game like Spelling Bee gives some motivation for students. Students would try to compete friendly with one another. It gives a chance to students to participate actively in the class. Game is a favorite activity for all students; there are many games, especially to hone English skills. Spelling Bee Game are one of the games to improve knowledge of the English language. The Spelling Bee Game is a game that mentions the letter of the word in English (Secretariat, 2020). There are many ways to create a Spelling Bee Game to learn English. Besides mentioning the letter, the Spelling Bee Game also has to say the word correctly, and in this way, the child can know the word's pronunciation perfectly.

2.4 Advantages and Disadvantages

In the teaching-learning process using a spelling game as a method has several advantages and disadvantages.

Advantages

Ghada Sari (2020), mentioned games has proven to have the advantages and effectiveness in learning Vocabulary in various ways.

1. Game brings in relaxation and fun for students, thus help them learn and retain new words more easily.

2. Game usually involve friendly competition and it keeps learners interested

3. Vocabulary game bring real world context into the classroom and enhance the student uses English in a flexible communicative way.

4. Game is highly motivating and gives the students more opportunity to express their opinions and feelings.

5. Game adds diversion to the regular classroom activities, "break the ice", but they are also used to introduce new ideas.

Disadvantages

The class situation becomes very active in class and noisy when doing the spelling bee game. Students' interest in games makes them too much talk and move in class. This situation is very difficult for the teacher to control because there is little time for learning, so the teacher will focus more on learning vocabulary through spelling bees. It needs a lot of time to practice whispering game for the students to achieve more vocabulary

From all the above explanations, using the Spelling Bee game is a good technique for teaching English vocabulary, especially through the application of creative activities. However, there are also some disadvantages to using this game when teaching vocabulary. To overcome the shortcomings of this technique, teachers can use supporting sounds, such as listening videos, to make the students be given listening videos to keep them calm and focused on this lesson.

2.5 Procedure of Using Spelling Bee Games in Teaching Vocabulary

There are many activities that can be done by using a spelling bee game to develop vocabulary. Council of local Authorities for International Relations (CLAIR) (2013:185) explains the procedures of spelling bee:

1. Divide the class into two teams. Have them stand in two lines facing each other.

2. Stand at the front of the room between the two teams.

3. Reading from a prepared list words. Give the first students word to spell.

4. The students must repeat the word, spell it, and then repeat the word again. If the word is spelled correctly, the other team will be given a new word. While teaching vocabulary through games of spelling bees is not only the language skills a teacher develops but also inculcates other soft skills like sharing, caring, etc., in students. A competitive game like a spelling bee gives some motivation for students. Students would try to compete friendly with one another. It gives a chance to students to participate actively in the class.

2.6 Theoretical Assumptions

Vocabulary is an element that supports the English skills component. If students have more vocabulary, it was make them easily express their ideas, feelings, emotions, etc. Without vocabulary, students will have problems learning English. This means that the vocabulary is very important in the process of learning English. Spelling Bee game is one of the funny games to teach English vocabulary, It can improve students' spelling skills, vocabulary skills, and comprehension of the word given and it also can be used by students to practice their concentration and their ability to memorize. In this game students not only memorize a word, letter by letter but also students bravely speak in front of the public. Moreover students not only develop their vocabulary but also they can practice either speaking or understanding of meaning of words.

From the fact above, the researcher was conduct research on ways of Spelling Bee Game in teaching vocabulary, to bring awareness not only to students but also to teachers of English about how to teach vocabulary effectively. The researcher will teach vocabulary in an experimental class. In the experimental class, the researcher uses the Spelling Bee Game in teaching vocabulary.

Vocabulary is one of the problems in mastering English, especially for the seventh-grade students of SMPN 3 Natar. There were many methods to teach vocabulary. One of the methods is through a spelling bee game. Based on the statement above, the research focuses on improving vocabulary by using a spelling bee game. In this research, the students will be given a pre-test to know the improving vocabulary of the students in English before being given treatment as a process of learning vocabulary by using a spelling bee game. After conducting both items, the researcher comes to the last item namely giving a post-test to know whether any significant development to the students or the output after giving treatment.

2.7 Hypotheses

Concerning the theories and assumptions above, the researcher formulates hypotheses as follows:

1. There is an improvement of the student's vocabulary after the implementation of Spelling Bee Games.

2. Adjective is the aspect of vocabulary which improve the most from pre-test to post-test after learning vocabulary by using Spelling Bee Games.

The hypothesis acceptability criteria are as follows:

a. If p-value $\leq \alpha$ 0,05 means reject H_O.

b. If p-value $\geq \alpha$ 0,05 means accept H_O.

III.   METHOD

This chapter discusses the research method, including research design, population and sample, data collecting technique, research procedures, instrument, validity and reliability of the research instrument, and data analysis. The research method plays a significant role in conducting research until the results are obtained.

3.1 Research Design

In this research, the researcher used the One Group Pretest - Posttest design. This design used in this research because the researcher only had one class as an experimental class that received treatments for teaching vocabulary using Spelling Bee Games. There were two vocabulary tests administered. The first test was conducted before treatment, the second student was given after the treatment by using Spelling Bee Games. The design of the research is illustrated as follows:

The one-group pre-test post-test design was suggested by Setiyadi (2006). Following is an illustration of the design:

$$\boxed{\textbf{T1 X T2}}$$

T1 : Pre-test
X: Treatment
T2 : Post-test

The research was conducted in five meetings. The first meeting gives Try-outs, Then the second meeting pre-tests for the students. The third and fourth meetings

was treatment to ensure that teaching vocabulary using Spelling Bee Games can improve students' vocabulary and the last meeting was a post-test to know the significant improvement in students' vocabulary.

3.2 Population and Sample

3.2.1 Population

Population is the whole object of research. The population of this study was one out of 6 classes of seventh-grade students of SMPN 3 Natar which 33 students in each class.

3.2.2 Sample

A sample is a part of population that contains the characteristic of the population. In conducting research, it is essential to determine a sample as the research participants and cluster random sampling is used as the technique sampling in selecting research participants. Cluster random sampling is a probability sampling method in which divide a population into clusters. The clusters should ideally each be mini-representations of the whole population. In this research, the first-grade students, which is class VII F in SMPN 3 Natar, were the sample of this research.

3.3 Technique for Collecting the Data

In collecting the data, the researcher uses the following steps:

3.3.1 Try-out Test

The try-out test needed to be done to find out whether the test had a good quality or not. The try-out test consists of 50 items and each item had four options of answer (a, b, c, d). The time allocation was 90 minutes. The result of the tryout test was to measure validity, reliability, level of difficulty, and discrimination power. It showed that 50 items were analyzed using SPSS and the result of 35 questions (appendix) that was tested as valid, then the valid items were used for the pretest and posttest. So, the invalid questions are dropped.

3.3.2 Pre-test

The pre-test was conducted on students before they got treatments. It is done to know how far the students have mastered vocabulary before they are taught through the Spelling Bee. The test used by the researcher was an objective test in the form of multiple choices. The number of items in the test was 30 items and each item had four options of answers (a, b, c, d). The time allocation was 60 minutes. The result of the pre-test was compared with the post-test to find out the increase in the student's vocabulary mastery.

3.3.3 Treatment

After giving a pre-test, the researcher gave three treatments to students by using Spelling Bee Games based on the lesson plan that were prepared to know whether it can improve students' vocabulary mastery or not. Each treatment is for about 2x40 minutes. In conducting the treatments, the researcher acted as the teacher and the judge Spelling Bee game at the same time.

1. The teacher asks students to read the text and asks to write down the words nouns, adjectives, and verbs that they found in the text.
2. The teacher prepares words that have been written by students for use in playing games.
3. The teacher divides the students into two teams. Where is the team A and team B.
4. The team consists of 17 people in one team.
5. The teacher chooses one team to move forward to the board.
6. The team consisting of 2 students to play the game.
7. And 2 students spell the word together and must match with other.
8. The two students got 1 word that they would spell them together.
9. The teacher mentions the word and tells students to discuss together before they spell the word.

10. Before students spell the word teacher was count 123 so that students spell letters together.

11. If both students spell the word correctly, then they get 1 point and write it on the board. And if one of them is wrong in spelling a word then they don't get points.

12. Both teams continue to play games in turn.

13. The team that collects many points was the winner.

3.4.4 Post-test

After implementing the Spelling Bee Games, a post-test was carried out to see the results of students' vocabulary improvement. This post-test was conducted to see students' vocabulary increase after applying the Spelling Bee Games.

3.5 Instrument of Research

The instrument of the research was a vocabulary test. The kind of test was multiple choice items. The number of items in the try-out test was 50 items with a time allocation was 90 minutes. The number of items in the pre-test and post-test was 40 items with a time allocation was 60 minutes. The data of the research were the students' vocabulary before and after the treatments.

3.6 Validity and Reliability

3.6.1 Validity

The validity of the test is the extent to which it measures what it is supposed to measure and nothing else (Heaton, 1991). To measure whether the test has good validity, the researcher analyzed the test from the content and construct validity.

According to this validity, the test should represent the material that has been taught in the class. The items in the test of vocabulary were based on the Merdeka

Curriculum for Junior High School. In this researcher, the writer uses the instrument that related to the aspects of the vocabulary such as the form, meaning, and use.

a. Content Validity

Content validity can be examined from a table of specifications. In the content validity, the materials given are suitable for the curriculum. The table of specifications is used to determine which test is more relevant to the situation and necessary to check whether the test item has good content validity or not. The content validity was constructed by including vocabulary material presented in the teaching and learning process.

b. Construct Validity

Construct validity focuses on the kind of test that is used to measure the ability, it is used to research that has many indicators, according to Setiyadi (2006:26), if the instrument just measures one aspect, for example, vocabulary, the construct validity can be measured by evaluating items in the test. If all items have measured vocabulary, this instrument has fulfilled construct validity. The researcher used a vocabulary test as the instrument, moreover, all the items in the test measure vocabulary.

Table 1. Specification of the Vocabulary Pretest

No.	Content words	Item Number	Total
1.	Noun	3,4,5,6,9,11,12,17,22,25,26,28	12
2.	Verb	1,8,10,16,18,19,20,30	8
3.	Adjective	2,7,13,14,15,21,23,24,27,29	10
Total		30 Item	

Table 2. Specification of the Vocabulary Postest

No.	Content words	Item Number	Total
1.	Noun	3,5,7,9,10,11,14,18,21,25,26,28	12
2.	Verb	1,6,12,13,17,19,20,30	8
3.	Adjective	2,4,8,15,16,22,23,24,27,29	10
Total		30 Item	

This research deals with descriptive text focuses on the content words of vocabulary; nouns, verbs, adjectives. This research did not include adverbs in the test due to descriptive text relies more on nouns, adjectives, and verbs to provide a vivid and detailed image on the text which makes the use of adverbs less common in descriptive text. According to Table 1&2, the total of the vocabulary test is 30 consisting of 12 items of nouns, 8 items of verbs, and 10 items of adjectives. Based on the result of the Try-Out test, the total of questions that the researcher took for the pre-test and post-test questions is 30 items.

In this research, the researcher used try out test before giving pre-test and post-test to check the quality of the test items that knowing the items has fulfilled the criteria of a good test or not. There are 50 multiple choice item tests in total. The researcher divided it for pre-test 30 items and post-test 30 items. The items that have not fulfilled the standard might be dropped. Item tests were analyzed by using SPSS to check the validity and reliability, after that the valid test items were checked the quality based on the aspects of level difficulty and discrimination power. The researcher administered the items to SMPN 3 Natar. Then, the researcher analyzed the items and calculated the results. For the result, the researcher decided to drop 16 items that not valid and poor categorized. Therefore, there are 34 items that fulfilled the criteria to use, 30 items for the pre-test and 30 items for the post test.

3.6.2 Reliability

According to Hatch and Farhady (1982), reliability refers to the extent to which the test is consistent in its score and gives us an indication of how accurate the test scores are. To complete the reliability aspects which are concerned with the consistency of measurement of research, the researcher has to measure the same research subjects a different time and give consistent results. Although it is not possible to give an exact calculation of reliability, an estimate of reliability can be achieved through different measures.

In this research, the researcher used SPSS 26 and scored using the Gutman Split Half Coefficient. The result of the reliability test for vocabulary test in this research is described below:

Table 3. Reliability

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.807
		N of Items	18[a]
	Part 2	Value	.799
		N of Items	17[b]
		Total N of Items	35
Correlation Between Forms			.758
Spearman-Brown Coefficient	Equal Length		.863
	Unequal Length		.863
Guttman Split-Half Coefficient			.862

According to Frankel and Wallen (2012), the score is considered reliable if the score of significance is at least or preferably higher than 0.70. Based on the table above, it is known that the Guttman Split-Half Coefficient correlation value is 0.862 which is higher than 0.70. It can be concluded that the instrument can be used for measurement in data collection.

3.7 Research Procedure

The procedure of the research are as follows:

1. Determining the sample

The researcher chose the first-grade students of SMPN 3 Natar as the population. The researcher took one class as the sample of this research for the experiment.

2. Selecting and determining the materials

The materials are based on the Curriculum Merdeka for first-grade students in Junior High School, which is the curriculum used by the school. The material covered the goal of teaching vocabulary as the target of the achievement.

3. Determining the instrument of the research

The instrument in this research is the writing test. The researcher conducted a writing test for the pre-test and post-test by considering aspects of vocabulary these tests/aimed at finding out the students' improvement in vocabulary before and after the treatments.

4. Administering the pre-test

The researcher gave a try-out and pre-test before the treatment. In this step, students in the experimental class were assigned to identify the Descriptive Text. The test is in the form of written text based on the instructions of the test. The topic of the test is the descriptive text. The pre-test was administered to find out the student's vocabulary before treatments. The test was held for 60 minutes.

5. Giving treatments and Conducting the treatments

After giving the pre-test to students, the researcher conducted the meeting for 3 meetings which took 40 minutes in every meeting. The researcher taught Spelling

Bee Games by using Descriptive Text for the learning strategy. The procedure of the treatments is Pre-Activity, While-Activity, Post-Activity.

6. Administering the post-test

Post-test was given after giving treatments. It was conducted to find out the progress of students' vocabulary improvement after being taught using Spelling Bee Games. The test is in written form and the materials relate to the curriculum that is used in the school. The topic of the test is similar to the pre-test. It is about the Descriptive Text. The post-test was conducted in 60 minutes.

7. Analyzing the data

Both pre-test and post-test results of the class were analyzed by using the Repeated measure T-Test of SPSS (statistical package for social science). It was used to find out the means of the pre-test and the post-test and how significant the improvement was. The researcher analyzed the improvement by comparing the pre-test and post-test scores from the experimental class. If the score of the post-test is better than in the pre-test, it means that there is an improvement in students' vocabulary achievements.

3.8 Level Difficulty

The level of difficulty is determined by how easy or difficult the item is, as well as the number of right answers from students who take the exam. The formula employed in this research was as follows:

$$LD = \frac{U+L}{N}$$

Where:

LD   : Level of difficulty

U   : The number of upper group students who answer correctly

L   : The number or lower group students who answer correctly

N   : The total number of students following the test

The criteria are:

< 0.30   : Difficult

0.30 – 0.70   : Average
>0.70   : Easy

(Shohamy, 1985)

In determining the level of difficulty of each item, the researcher employed a Microsoft Excel formula. According to the results, 35 questions were included in the average and easy criterion. Meanwhile, 15 questions had a score of less than 0.30 . The result of the calculation contains the full findings of each item's level of difficulty calculation can be seen in Appendix 6 (p). Table 4 illustrates 15 questions with tough requirements.

Table 4 Result of Level of Difficulty

Items	Level of Difficulty	Criteria
1	0.17	Difficult
3	0.73	Easy
8	0.05	Difficult
11	0.88	Easy
15	0.08	Difficult
28	0.76	Easy
32	0.88	Easy
33	0.76	Easy
34	0.82	Easy
38	0.73	Easy
41	0.73	Easy
42	0.11	Difficult
44	0.29	Difficult
47	0.82	Easy
49	0.82	Easy

Source: Shohamy (1985)

3.9. Discrimination Power

The ability of the item to differentiate between the high-level and low-level students on the test. Discrimination power was used to differentiate between the students who got the high score and those who got the low score. The researcher used the following formula to calculate the discrimination power:

$$DP = \frac{U - L}{\frac{1}{2} N}$$

Notes:

DP : discrimination power

U : the number of "upper group" students who answer correctly

L : the number of "lower group" students who answer correctly

N : the total number of students in upper and lower groups

The criteria are as follows:

DP: 0.00 - 0.19 = Poor

DP: 0.20 - 0.39 = Satisfactory

DP: 0.40 - 0.69 = Good

DP: 0.70 - 1.00 = Excellent

(Shohamy, 1985)

3.10 Scoring System

Based on Arikunto (2021), the researcher employs the scoring system to determine students' pre-test and post-test results. The formula can be illustrated as follows.

$$\text{Score} = \frac{The\ coorect\ answer}{Total\ of\ number\ of\ item} \times 100$$

Where :

S : score of the test

R : right answer

N : total items

3.11 Data Analysis

After conducting pretest and posttest, the researcher analyzed the scores of the students. The researcher examined the students' scores by using the following steps:

1. Scoring the pre-test and post-test.

2. Calculating the total correct answer of the pre-test and post-test.

3. Arranging the score of the students vocabulary test result using T-Test.

4. Concluding the tabulated result of administering the pre-test, which is statistically analyzed by using SPSS (Statistical Program for Social Sciences) to see the difference between the score of the pre-test and post-test, in which the significance was determined by $p<0.05$.

3.12 Hypothesis Testing

Based on the theoretical assumption elaborated above, the researcher formulated the hypothesis that was tested in this study as follows:

1. H0: There is no significant difference between junior high school students' vocabulary achievement after the implementation of Spelling Bee Games as the media.

2. H1: There is a significant difference between junior high school students' vocabulary achievement after the implementation of Spelling Be Games as the media.

The researcher used a Repeated Measure T-test to determine whether the hypothesis was accepted or rejected. The criteria for the hypothesis are:

a. H0 is rejected if the significant (p) value is less than the significant level (0.05) and the t-value is more than t-table. It indicates that there is a significant difference between junior high school students' vocabulary achievement after the implementation of Spelling Be Games as the media.

b. H0 is accepted if the significant (p) value is more than the significant level (0.05) and the t-value is more than the t-table. It indicates that there is no significant difference between junior high school students' vocabulary achievement after the implementation of Spelling Be Games as the media. learned vocabulary as the media.

In summary, the quantitative method was used to answer the research question in this research which is the improvement of junior high school students' vocabulary after the implementation of Spelling Be Games as media. It is intended to find the comparison between students' vocabulary knowledge without learning using Spelling Bee Games and with Spelling Bee Games. Students were tested using pre-test and post-test.

V. CONCLUSIONS AND SUGGESTIONS

This chapter provides conclusions based on the study findings and comments from the preceding chapter. It also includes some tips for English teachers and academics who want to use Spelling Bee Games as a vocabulary teaching media.

5.1 Conclusions

In line with the results of the data analysis and discussion, the writer comes to the following conclusion:

1. Spelling Bee Games enhances students' language mastery. There is a significant difference in the students' vocabulary achievement, which is taught by using Spelling Bee Games. The result shows that the mean score of the post-test is significantly higher than in the pre-test. The student's mean score increased from 51.03 to 67.18, which is a gain of 16.15. In addition, the result of the hypothesis shows that the significant level is 0.001, and it was lower than sig a <0.05. It indicates that the H0 which is; there is a significant difference between junior high school students' vocabulary after the implementation of spelling be games as media is accepted.

2. Spelling Bee Games improves in content words of vocabulary. There is a significant difference in students' vocabulary achievement in word classes. This can be seen from the mean score of content word, which increased from 4.66 to 6.72. Therefore, it can be concluded that Spelling Bee Games can help the students improve their vocabulary, especially in content word.

Based on the findings, the researcher suggests that Spelling Bee Games may be used to help students improve their vocabulary. Spelling Bee Games may also be a useful and pleasant way for students to learn a language.

5.2 Suggestions

Regarding the conclusion above, the researcher has several suggestions for further researchers, English teachers, and students that are described as follows:

1. Suggestion for English teachers

Teachers face challenges in the lack of time by using the Spelling bee game. Therefore teachers must manage time well in class because using the Spelling bee game requires time for students to organize words. The teachers must encourage the students and handle the class situation to under control because used games as the tool for guessing the words and spelling word is very noisy. So, the class must be kept under control by the teacher. The teachers who will teach by using Spelling bee games also try to prepare the material in more diverse ways, for example, by using other forms of text such as recount text, procedure text, etc.

2. Suggestions for the students

The students should be cooperative when they have spell the word activity using Spelling bee games to keep the class conducive and well organized. The students must be active to have a role in class; therefore, the activity in the class will be more pleasing and organized.

3. Suggestions for further researchers

Further, researchers are expected to grasp the literature focus by collecting references that are in line with the research that will be used for the material tested by using Spelling bee games as the topic for the research; therefore, the result can be more complete and useful for readers who can gain new knowledge.

Further researchers who have the similar topic are expected to develop the object of the study to apply Spelling bee games at Junior High School or other levels to gain the difference sight of using Spelling bee games especially for vocabulary learning.

REFERENCES

Allen, B Harold and Rusel Compbel. 1983. teaching English as Second Language.

Aniza, G.H., Wangi, W., Wageyono. (2021). The Effect of Spelling Bee Games to Students' Vocabulary Mastery. *LUNAR (Language and Art), 5*(1), 194-202

Carmelya, S. (2020). Improving Students' Vocabulary Mastery through Make A m atch Technique to the Seventh Graders of SMP Negeri 40 Palembang. *S-1 Thesis*. University of Tridinanti Palembang.

Council of local Authorities for International Relations (CLAIR). 2013 *Teaching Materials Collection*. Japan: Exchange and Teaching Programmed.

Ghada Sari (2006), mentioned games has proven to have the advantages and effect iveness in learning Vocabulary in various ways.

Hornby, A S. (1995). *Oxford Advanced Learner's Dictionary of Current English*. Great Britain: Oxford University Press.

Huyen, N. T. T., & Nga, K. T. T. (2003). *Learning Vocabulary Through Games.* Asian EFLJournal,5(4),90-105.

Jack C Richards and Willy A Renandya. (2002). Methodology in Language Teaching : *Apology of Current Practice* (United States of America : Cambridge UNIVERSITY, P258.

Kichura, V. (2008). *About spelling bees*. They were retrieved from http://ehow.com/about_4913528_spelling-bees.html.

Kavaliauskiene. G. (2000). A learner-centered approach to vocabulary review using bingo. (The *Internet TESL Journal* Vol. VI, No. 10. Retrieved From http://iteslj.org/techniques/kavaliauskiene-ingo/

Mayasari, N., & Yuli, M. (2019). The Effect of Using Spelling Bee Games to Improve Students' Vocabulary Mastery in Using ICD 10 Chapter XVIII and XXI at APIKes IRIS Padang. Journal Polingua: Scientific Journal of Linguistics, Literature and Education, 8(2), 66-70.

Marita Samosir, (2017). "Improving students" vocabulary mastery through spelling bee games at five grade of private to kalampaian kunto Darussalam". Jurnal (University of Pasir Pengaraian

Martha Prasetya Ningrum. (2020), 3 (2): 66-73 *Improving Students' Vocabulary Mastery Using Spelling Bee Games* at Fifth Grade in SDIT Ya Bunayya Pujon. Journey (Journal of English Language and Pedagogy)

McCarten, J. (2007). Teaching vocabulary. United States of America: Cambridge University Press.

Mcmillan. (2012). *ABC Brainwave Spelling Bee Handbook*. New Jersey: @Macmillan Publisher. Ltd

Neuman, S. B., & Dwyer, J. (2009). Missing in action: *Vocabulary instruction in pre-K*. The Reading Teacher, 62(5), 384–392.

Ningrum, M.P & Indrawati, P. (2020). Improving Students' Vocabulary mastery Using Spelling Bee Game at Fifth Grade in SDIT Ya Bunayya Pujon. JOURNEY (Journal of English Language and Pedagogy) ,3(2), 66-73.

Payra, S., & Cardona, S. (2016). Spelling Bee: *A Study on the Motivation and Learning Strategies* Among Elementary and Junior-High Student Competitors. Journal of Emerging Investigator, 9, 1–9.

Putri, R. W. W., & Wulandari, R. (2013). Improving vocabulary mastery of VII grade students in SMP 2 Grabag through games in the academic year of 2012/2013. *Universitas Negeri Yogyakarta*.

Qomariyah, S. S., & Nafisah, B. Z. (2020). Examining Think-Talk-Write (TTW) Strategy in Students' Vocabulary Mastery. JOLLT Journal of Languages and Language Teaching, 8(1), 72-82.

Rahayu, Jeani Shinta. (2009). *Spelling Bee Game in Teaching Narrative Text. Research* Paper Submitted for Sarjana Degree FPBS UPI: Unpublished work

Ratna juwita ningsih, (2013)," The Use Of Spelling Bee Game To Improve Srudents Vocabulary Mastery". A thesis (universitas pendidikan Indonesia, P.7.

Richard, Jack C. (2001) *Curriculum Development in Language Teaching*. United States of America: Cambridge University Press.

Richards, J.C. and Renandya, WA. (2002). *Methodology in Language Teaching*: An Anthology of Current Practice. New York: Cambridge University Press.

Rosyidi, A., Masyudi, M., & Paris, A. (2022). The Effect of Shadowing Technique in Teaching Speaking at A University. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, *4*(3),281-292.

Rahayu,(2012)*. "Implementing Spelling Bee Game to Improve Seventh Graders' Spelling Ability at SMPN 13 Malang"*.

Saiya, T. M., Oroh, E. Z. ., & Sanger, M. . (2023). ENRICHING STUDENTS' VOCABULARY THROUGH SPELLING BEE GAME.

Thornbury, Scott. (2002). *How to Teach Vocabulary.* Pearson Education Limited University press.

Uranga, R. (2003). *The word is "oppurtunity" spelling bee helping kids bound by disadvantages*. Retrieved from http://thefreelibrary.com/