

IMPROVING STUDENTS' VOCABULARY MASTERY USING SPELLING BEE GAME AT FIFTH GRADE IN SDIT YA BUNAYYA PUJON

Martha Prasetya Ningrum ¹⁾, Indrawati Pusparini ²⁾

¹⁾²⁾ IKIP Budi Utomo Malang

martha.prasetya.n@gmail.com

Abstract

This research caused by lacking of students' vocabulary mastery in English Subject. One of the methods to improve vocabulary is Spelling Bee game. This action research aims to measure the use of spelling bee game to improve student's mastery in English vocabulary and to determine student's responses motivated towards the application of spelling bee game. The research uses classroom action research (CAR) caused by Arikunto Suharsimi at students' fifth grade in SDIT Ya Bunayya Pujon. The research is done in two cycle. In every cycle consist of three meeting with the activity: planning, action, observation and reflection. Pre-test and post-test are given in the form of vocabulary tests. Data obtained from the pre-test and post-test were analysis in a classical completeness with a minimum quality standard of 75. The results of the analysis show that in cycle 1 was an average score of 70.26 with a classical completeness of 47, 05%. Furthermore, the results of the study in cycle 2 getting a significant improvement in which the score obtained was an average of 82.91 with a classical completeness reaching 88.24%. An increase from cycle 1 to cycle 2 in the classical completeness obtained reaching 41.19%. While, the implementation of the method makes students pay more attention, more active, and motivated in learning English. From these results it means that the application of the game Spelling Bee has an influence on improving students' mastery of English vocabulary. Finally, from this study, we can conclude that this application is recommended to teachers to create a pleasant atmosphere for students, especially young learner in learning English vocabulary.

Key Words: Spelling Bee Game, Improving, Vocabulary, CAR

©Pendidikan Bahasa Inggris FPISH IKIP BU Malang

Introduction

Vocabulary is very important for students in learning English, because the correct vocabulary determine students to study in speaking, reading, listening and writing. It is the role in four skills of English. Thorn bury state that without correct grammar, we have very little to say, without too much vocabulary, nothing can be said (Thornbury, 2002:13 in Ningsih, 2013). So, becomes a master for English language learners in learning languages, studying vocabulary is very necessary, especially for students who study English language. Students have to be able to master vocabulary in English and the correct pronunciation for communicating with others.

The limited of vocabulary mastery occurs in fifth grade due to the weakness in memorizing vocabularies.

Some factors that the teacher rarely in use English conversation with the student, they only use the vocabulary needed when provide the material. And also, English pronunciation and spelling are very different from Indonesian. The technique in used that the teacher only writes out on the board some vocabulary words and the students write down the vocabulary subsequently memorized. The result, Student boredom occurs and learning becomes less effective. For students who have a high ability might be easy to memorize the vocabulary. But, for the students who have standard capabilities requires a more interesting method. Therefore, researchers try to use learning methods with games. One of the methods that can be used to improve students' vocabulary is the spelling bee game. The purpose uses the spelling bee

game is to help student in English skill for spelling, pronunciation, grammar, develop their confidence, as well as in improving vocabulary.

The formulation of the research problem is "How can the Spelling Bee game improve vocabulary mastery of the fifth-grade students of SDIT Ya Bunayya Pujon? And the purpose of this study was to determine that the game of spelling bee in the teaching and learning process can improve vocabulary mastery of the fifth-grade students of SDIT Ya Bunayya.

Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Samosir (2017) stated that vocabulary is a stock of words which are at the disposal of speaker or writer. The more vocabulary mastered by learners can show the good language skills for these learners. In academic learning this vocabulary mastery can affect students' academic achievement because of their excellent four skill English.

There are three main reasons why it is worth increasing our vocabulary:

1. Vocabulary is the key to communication

For most learners, the ultimate goal of learning is to be able to communicate in a new language. If you don't want to learn non-verbal skills, mastering vocabulary is not only important, it's also important in a foreign language environment. There's a reason we tend to orientate toward dictionaries, not grammar books.

2. Strong vocabulary helps you develop other skills

We shall pay attention to all other aspects of language learning, such as: the news of improvement, increased vocabulary with an immediate and positive impact on your capacity to improve your overall language skills.

3. The more words you know, the more you will do

Vocabulary learns through focused and conscious study, but more generally indirectly through listening and reading, using context clues to figure out what it means.

In the teaching and learning process, the spelling bee game can be used specially to improve students' vocabulary mastery. Spelling Bee is a type of competition where participants are required to spell the word and it can be held at any level from their respective schools to the national level. This can describe the students' abilities during what they mastered vocabulary. So, it is believed to help improve students' vocabulary and of course increase their confidence in speaking English.

Spelling bee is a game to spell English vocabulary. Bee means bee, bee is the word used in the game of spelling bee. Spelling bee is a puzzle language game that has not been explained with exact words. The word that is usually used in the game of spelling bee is usually used to form social groups, namely friends and the community joining together in an activity usually to help in a family. In those words, the meaning and ideas expressed by the writer are contained. Therefore, a writer needs to master a number of adequate vocabularies. Without knowledge of vocabulary, one cannot do language activities. It is in these words that meanings or ideas can be stored or expelled. In communicating the language also requires good and correct vocabulary. Language is a system of sound signs agreed upon by members of certain community groups in working together and communicate.

Research Method

The research design is Classroom Action Research (CAR). Classroom action research is a research activity

carried out in the classroom in order to improve the quality of teaching

and improve the method of teachers teaches. The research carried out two cycles. Each cycle consists of three meeting. And the practical steps with a problem-solving cycle focused on 4 components: planning, action observation and reflection. The research was conducted at SDIT Ya Bunayya in Pujon Sub-district.

The researcher used two instruments for collecting the data. There are Observation and test. The observation focused on the first the behaviour of students. Second is the activeness of the

students. Third is student's ability. And the last is the teacher doing by observer focuses on aspect activity of teacher toward student's during teaching activity from pre-activity until closing activity. The test is for measure the ability of subject, the researcher makes pre-test and post-test in before and after research.

The data of the research was analysed based on quantitative form with Classical Completeness of class using formula:

$$\text{Classical Completeness} = \frac{\sum \text{the students who gets} \geq 75}{\sum \text{the students in a class}} \times 100 \%$$

Table.1. Standard Quality of the Student Score

No	Standard Measurement	Quality
1	$0 \leq 54$	Very Low
2	55 – 64	Low
3	65 – 74	Fair
4	75 – 79	Good
5	80 – 89	Very Good
6	90 – 100	Excellent

Finding and Discussion

The implementation of spelling bee at fifth grade students in SDIT Ya Bunayya was able to improve students' vocabulary mastery. The researcher collected and calculated data about the success in each cycle using pre-test and post-test to measure the capability of the students in vocabulary mastery. The data obtained during teaching and learning process. Each cycle was conducted on three meeting. At on each the end of the cycle, the researcher must be reflected based on observation and test which the purpose to improve the teaching learning process in the next cycle.

Based on the data observed student's activities in teaching learning process of cycle 1, the researcher has found the criteria of success for each

indicator. For the first and the second meeting which consist of 3 main descriptions, indicated that good point got by the first main descriptor namely students' behaviour which the mark is 70,5% (good), the second main description namely activeness got point mark is 48,5%, and the third main description namely ability got fairly point mark is 47%.

Table.2. The Observation Sheet Result of the Students' Activities in Cycle 1

Indicators			Frequency			Percentage %		
			VG	G	NG	Successful	Unsuccessful	
Students Behavior								
Pay Attention	Teacher		10	15	9	29%	44%	26%
explanation								
Follow instruction			8	15	11	24%	44%	32%
Activeness								
Give Responses			5	16	13	15%	47%	38%
Give Question			2	10	22	6%	29%	65%
Ability								
Interaction			3	16	16	9%	47%	47%
Make Conclusion			2	11	21	6%	32%	62%

Table.3. The Result of Pre-Test in Preliminary Study

Score	Criteria	Frequency	%	note
90 – 100	Excellent	3	8,82	Success
80 – 89	Very Good	7	20,59	Success
75 – 79	Good	3	8,82	Success
65 – 74	Fairly	1	2,94	unsuccessful
55 - 64	Low	4	11,76	unsuccessful
0 ≤ 54	Very Low	16	47,07	unsuccessful
TOTAL		34	100%	

From the table above (table 3) the researcher collected and calculated data about the success in the pre-test. Based on the data, total the students who got success are 13 students and 21 students got unsuccessful. So in classical student's success at SDIT Ya Bunayya is 38.23%. The student's unsuccessful is 61.77%. It so that the case shows there is too low the classical completeness from criteria of success that has been determined from the

school that is 75%. Based on the result above the researcher would like to improve the student's vocabulary mastery through spelling bee game.

Table.4. The Result of Post-test of Cycle 1

Score	Criteria	Frequency	%	note
90 – 100	Excellent	4	11,76	Success
80 – 89	Very Good	8	23,53	Success
75 – 79	Good	4	11,76	Success
65 – 74	Fairly	5	14,71	unsuccessful
55 - 64	Low	9	26,48	unsuccessful
0 ≤ 54	Very Low	4	11,76	unsuccessful
TOTAL		34	100%	

Based on the data of the post-test in cycle 1, total the students who got success are 16 students and 18 students

got unsuccessful. So in classical student's success at SDIT Ya Bunayya is 47.05%. The student's unsuccessful is 52.95%. It

so that the case shows there was little increase of the classical completeness in

cycle 1. But it's hasn't included from criteria of the success that is 75%.

Table.5. The Observation Sheet Result of the Students Activities in Cycle 2

Indicators			Frequency			Precentage %		
			VG	G	NG	Successful	Unsuccessful	
Students Behavior								
Pay Attention	Teacher		21	13	0	62%	38%	0%
explanation								
Follow instruction			20	14	0	59%	41%	0%
Activeness								
Give Responses			17	17	0	50%	50%	0%
Give Question			13	21	0	38%	62%	0%
Ability								
Interaction			21	13	0	62%	38%	0%
Make Conclusion			13	21	0	38%	62%	0%

Based on the data observed student's activities in teaching learning process of cycle 2, the researcher has found the criteria of success for each indicator. For the first and the second meeting which consist of 3 main descriptions, indicated that good point got by the first main descriptor namely

students behavior is very good, the second main description namely activeness and the third main description namely ability getting progress. It shows that teaching learning using spelling bee game can influence students learning.

Table 6. the Post-Test Result in Cycle 2

Score	Criteria	Frequency	%	Note
90 – 100	Excellent	9	26,47	Success
80 – 89	Very Good	12	35,3	Success
75 – 79	Good	9	26,47	Success
65 – 74	Fairly	4	11,76	unsuccessful
55 - 64	Low	0	0	unsuccessful
0 ≤ 54	Very Low	0	0	unsuccessful
TOTAL		34	100%	

Based on the data of the post-test in cycle 2, total the students who got success are 30 students and 4 students got unsuccessful. So in classical student's success at SDIT Ya Bunayya is 88.24%. The student's unsuccessful is 11.76%. It so that the case shows there was increase

of the classical completeness in cycle 1. And it's has included from criteria of the success that is 75%. It shows that teaching learning using spelling bee game can improve students' vocabulary mastery.

Table.7. The Result of the Students' Ability Vocabulary Mastery

Preliminary Study		Cycle 1		Cycle 2		Note
Percentage success study	Frequency success	Percentage success study	Frequency success	Percentage success study	Frequency success	
38,23%	13	47,05%	16	88,24%	30	INCREASING

Average	KKM	Average	KKM	Average	KKM
59,76	Low	70,26	Fair	82,91	Good
Increasing 8,82 % (Pre-test to cycle 1)			Increasing 41.19 % (Cycle 1 to Cycle 2)		

The tables above show teaching method using spelling bee game can improve students' vocabulary mastery. In the preliminary study obtained the classical completeness only reached 38.23%, and getting a slight increase in cycle 1 was a classical completeness of 47, 05%. Because the implemented the method have not get the standard's quality yet. The researcher re-planning and re-action research in cycle 2. Furthermore, the results of the study in cycle 2 getting a significant improvement in which the score obtained was a classical completeness reaching 88.24%. An increase from cycle 1 to cycle 2 in the classical completeness obtained reaching 41.19%. While, the implementation of the method makes students pay more attention, active, ability and motivated in learning English.

Conclusion

Based on the researcher conducted to solve the problem improving Students Vocabulary using Spelling bee Game at fifth grade in SDIT Ya Bunayya Pujon in teaching is suitable and effective method in effort to improve the students' vocabulary mastery. Based on the research, it was concluded:

1. The score of observations and vocabulary tests of preliminary studies was a classical completeness only reached 38.23% getting a slight increase in cycle 1 was a classical completeness of 47, 05%. Furthermore, the results of the study in cycle 2 getting a significant improving in which the score obtained was a classical completeness reaching 88.24%, an increase in the classical

completeness obtained reaching 41.19%.

2. The teaching learning English through spelling bee game give positive change for students' attitude and habits. The implementation of the method makes students pay more attention, active, ability and motivated in learning English. The managements of teacher activities gave influences of encouragement to students in order to their motivation in learning English.

Based on the conclusion above, there are some suggestions related to the research. First, for the government should immediately put English lessons into the curriculum, because learning English for young learner is easier for studying. Second, for teacher should give clear pronunciation in order to avoid students' misspelling when they playing the game. The teacher also should be more creative to selecting or create interesting learning techniques so that the material presented is more easily accepted for students. Third, for students should be study hard for improving spelling and pronunciation, rehearse with other friends. And also, students should be more active, be more participate at learning process.

References

- Aisyah, D. (2017). The Vocabulary teaching and Vocabulary learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery. *Jurnal Bahasa Lingua Scientia* 9(2): 293-318, 2017. Retrieved from <http://ejournal.iain-tulungagung.ac.id/index.php/lis/>

- article/view/701/pdf. on February 20th, 2020.
- Carter, P. (2002). *English with games and activities*, retrieved from <https://epdf.pub/english-with-games-and-activities-elementary.html>, on march 9th, 2020.
- Gozcu, E. & Caganaga, C., K. (2016). The Importance of Using Games in EFL Classroom. *Cypriot Journal of Educational Science [online]* 11(3),126-135.
- Hadfield, J. (1998). Elementary vocabulary games. Harlow: Pearson Education Limited.
- Hiebert, E. H. & Kamil, M. L. (2005). *Teaching and Learning Vocabulary: Bringing Research to Practice (P.2)*. Lawrence Erlbaum Associates, Inc., Publishers.2005. [online]. <https://books.google.co.id/books?id=v6aPAgAAQBAJ>. Accessed on May 9th, 2020
- Huyen, N. T. T. & Nga, K. T. T. (2003). *Learning Vocabulary through Games: The Effectiveness of Learning Vocabulary through Games*. Asian EFL Journal, (online), 5(4): 1-15, (<http://www.asian-efl-journal.com>)
- Inna, A. (2016). *Improving Vocabulary Achievement through Matching Word Game for The First Grade Students At SMP Negeri 4 Wewewa Barat* [Thesis]. Malang: IKIP Budi Utomo Malang, 2016.
- Kloos, C. D. (2014). Game Based Spelling Learning. *Conference Paper. Proceedings - Frontiers in Education Conference*. 2008. Retrieved from https://www.researchgate.net/publication/224361212_Game_based_spelling_learning. on February 3th, 2020
- Macmillan. (2012). *Brainwave Spelling Bee Handbook*. Macmillan Publisher Ltd. 2012. Retrieved from: http://www.macmillanyounglearners.com/brainwave/microsites_files/www.macmillanyounglearners.com.brainwave/BW_Spelling_Bee_Handbook.pdf. On February 5th, 2020
- Noemí, PM. (2014). Educational Games for Learning. *Journal. Universal Journal of Educational Research* 2(3): 230-238, 2014. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1053979.pdf>. on march 9th, 2020.
- Oxford Dictionary. (2015). *Oxford Advanced Learner's Dictionary*. 9th Edition. United Kingdom: Oxford University Press. 2015.
- Pujiastuti, C. (2016). Using Memory Matching Game to Increase Students' Vocabulary at Third Grade of SDK Indrayasana Malang. *Thesis*. Malang: IKIP Budi Utomo Malang, 2016.
- Renandya A. & Richard J.C. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge university press.
- Rohmatillah. (2014). A Study on Students' Difficulties in Learning Vocabulary. *Jurnal Tadris Bahasa Inggris Vol 6.No 1*, 2017. Retrieved from <http://ejournal.radenintan.ac.id/index.php/ENGEDU/article/view/520/345>. On Juni 11th, 2020.
- Samosir, M. (2017). Improving Students' Vocabulary Mastery Through Spelling Bee Game At Fifth Grade Of Sd Swasta Kalampaian Kunto Darussalam. *Article Thesis*. English Study Program, Faculty of Teacher Training and

Education, University of Pasir
Pengaraian.