# Increasing Students' Vocabulary Through Spelling Bee Games

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## A R T I C L E   I N F O

## A B S T R A C T

This research aimed to find out whether a spelling bee game can increase students' vocabulary or not and to find out the effectiveness of a spelling bee game to increase students' vocabulary. The research method was classroom action research which consisted of cycles. The research location was in SMPN 1 Banyuputih. The data collection instruments were observation, documentation, questionnaire, and trial questions. Furthermore, the data were analyzed by *qualitative descriptive* and *comparative descriptive*. The conclusions of this research were spelling bee games can increase students' vocabulary with the comparison test values57,8 (Pre-test), 68,9 (Post-test 1), and 84,0 (Post-test 2). This game was also effective, it showed by the students' activity observations resultsof 73% (1st meeting), 75% (2nd meeting), 77% (3rd meeting), and 92% (4th meeting) in a series. The questionnaire of effectivity also showed a value of 84,4 with the predicate *good*.

## 1. Introduction

There are four basic skills which prop up learners to be English masters. Listening, speaking, reading, and writing are four skills that must be acquired by students who learn the English language (M.HilmyHidayatullah, 2022). Before those skills, vocabulary must be learnt first because language even English consists of words. With limited words, human is difficult to understand and learn the English language (Leni&Julia, 2018). Logically, someone can not get anything if they can not understand what they learn.

The understanding grammatical aspect of a language does not make us enough to use the language. As Thornbury said, "Grammar makes us can convey little things, but only with vocabulary person can convey everything". Spending much time studying grammar will not improve very much, but someone will feel the advancement if they learn more words and expressions (ScottThornbury,2002). The most required aspect to learn English is vocabulary mastery. Even if a person is an expert in grammar skills but if they have limited vocabulary, they will not be able to communicate (Nobert&Michael, 1997).

Based on the researcher's observation, one other is the teacher technique which still usesa drilling list of vocabulary and it makes students feel bored. Different methods and techniques have been developed during the history of language. Those efforts build a gamut from traditionally based techniques to new communicative tasks (Hossein&Jalal, 2014). As Wahyuni and Yuliana stated in their journal, the game is a fun activity which has rules and a goal that must be achieved by the students. Games make teaching and learning more interesting which make students could enjoy the materials (Wahyuni&Yuliana, 2021). In addition, game-based learning can make students feel enjoy and relax when they are learning in class (JillHadfield, 2004).

The spelling Bee game came from a competition with the same name. The purposes of the spelling bee itself are to help students increase their vocabularies, improve spelling, learn concepts, and develop concert English usage. It is a funny game where students can practice concentration and memorize at the same time (ScriptNationalSB, 2022). By that consideration, that game is deemed to be the solution to the problem.

Problems formulations of this research are; 1) How is the spelling bee game increase the student's vocabulary?, 2) How effective is the spelling bee game to increase students' vocabulary?.

## 2. Methods

This research methodology is classroom action research. The essence of classroom action research lies in taking action in natural situations to solve practical problems in learning. The implementation procedure can be started with situation analysis, action planning, action implementation, reflection, and evaluation of the impact of the action (AniWidayati, 2008). The subjects of this research are students of VII A in SMPN 1 Banyuputih. The time of research is conducted from 30th May until 9th June 2022.
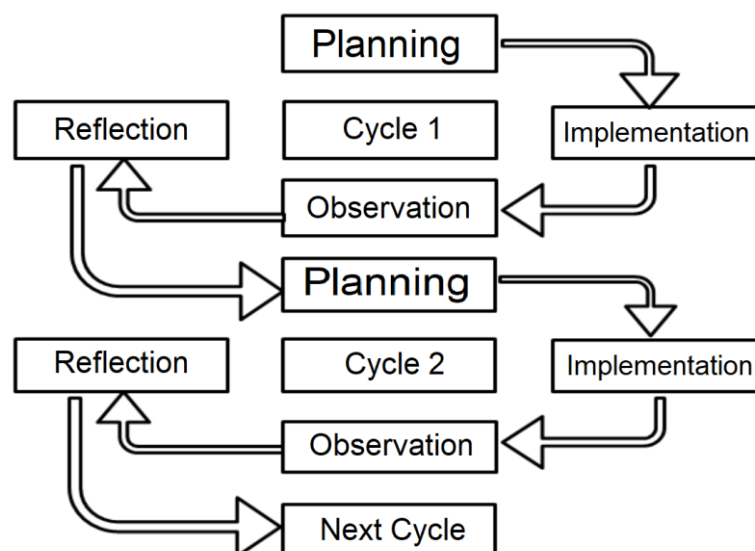


**Picture 1**. The Steps of Classroom Action Research by Mc. Taggart Design

The data collection instrument was using observation, a questionnaire, and trial questions inside two cycles.

**Table** 1. Questionnaire Validity Test Result

| Questionnaire Number | r Count | r Table | Descriptions |
|---|---|---|---|
| 1 | 0,605 | 0,444 | Valid |
| 2 | 0,605 | 0,444 | Valid |
| 3 | 0,605 | 0,444 | Valid |
| 4 | 0,605 | 0,444 | Valid |
| 5 | 1,064 | 0,444 | Valid |
| 6 | -0,903 | 0,444 | **Invalid** |
| 7 | 0,605 | 0,444 | Valid |
| 8 | -2,054 | 0,444 | **Invalid** |
| 9 | 0,617 | 0,444 | Valid |
| 10 | 0,617 | 0,444 | Valid |
| 11 | 0,605 | 0,444 | Valid |
| 12 | 0,605 | 0,444 | Valid |

Research results are reliable if there are similarities in data at different times.[1] The method used in this reliability test is the *alpha Cronbach method* The instrument is said to be reliable if the alpha value (*Cronbach's Alpha*) is the same or 0,6 and conversely. The questions tested for reliability are the questions that have been tested for validity. The result of the reliability test using SPSS will be shown in the following table:

**Table 2.** Questionnaire Reliability Test Result

| Item-Total Statistics | | | | |
|---|---|---|---|---|
| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| Q.1 | 32.55 | 47.208 | .941 | .872 |
| Q.2 | 32.55 | 47.208 | .941 | .872 |
| Q.3 | 32.55 | 47.208 | .941 | .872 |
| Q.4 | 32.55 | 47.208 | .941 | .872 |
| Q.5 | 32.35 | 65.187 | -.200 | .954 |
| Q.7 | 32.55 | 47.208 | .941 | .872 |
| Q.9 | 31.90 | 58.621 | .252 | .912 |
| Q.10 | 31.90 | 58.621 | .252 | .912 |
| Q.11 | 32.55 | 47.208 | .941 | .872 |
| Q.12 | 32.55 | 47.208 | .941 | .872 |

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1 Nana SyaodihSukmadinata, *Metode Penelitian* (Bandung: PT RemajaRosdakarya, Cet. Ke-8), 172.

### 3. Result

**Table 3.** Pre-Cycle Summary

| | | | |
|---|---|---|---|
| Total Students | | | 22 |
| Passed Student | | | 4 |
| Failed Students | | | 18 |
| The Highest Value | | | 76 |
| The Lowest Value | | | 16 |
| Total Value | | | 1.272 |
| Average of The Pre-Test (Mean) | | | 57,8 |
| Predicate | | | **LOW** |
| Total of KKM Attainment Percentage | Individual Completeness | 58% | 38% |
| | KKM Attainment | 18% | |
| | Description | | **Unsuccess** |

The table above showed the results of the pre-test result of the 22 students. The result showed that 4 students reached and passed the KKM value and 18 students did not reach and pass the KKM value. From the results of the total KKM attainment, 38% can be obtained. The KKM attainment will be declared successful if the total value was $\geq$ 75% of the test.So, it can be concluded that in this pre-test,the status of students' vocabulary was still low.

The implementation of cycles will be shown in the following table.

**Table 4.** Research Procedure Cycle 1

| Action | Description |
|---|---|
| Showing Picture | The teacher showed the picture of an animal and the English vocabulary with the meaning. |
| Stop Showing the picture | The teacher gave the students time to prepare and re-memorizing the latest vocabulary. |
| Students Come Forward | The teacher asked the students one by one to spell the vocabulary that displayed on the slide |
| Determined the Winner | The student who has much correct spelling is the winner |
| Give the students test questions | Assist the students by questions test at the end of the meeting |

**Table 5**. Cycle 1 Summary

| | | | |
|---|---|---|---|
| Total Students | | | 22 |
| Passed Student | | | 10 |
| Failed Students | | | 12 |
| The Highest Value | | | 88 |
| The Lowest Value | | | 20 |
| Total Value | | | 1.516 |
| Average of The Post-Test 1 (Mean) | | | 68,9 |
| Predicate | | | **LOW** |
| Total of KKM Attainment Percentage | Individual Completeness | 69% | 57% |
| | KKM Attainment | 45% | |
| | **Description** | | **Unsuccess** |

The table above shows the results of the post-test 1 result of the 22 students. The result shows that 10 students reach and pass the KKM value and 12 studentsdid not reach and pass the KKM value. From the results of the total KKM attainment, 57% can be obtained. The KKM attainment will be declared successful if the total value was $\geq$ 75% of the test.So, it can be concluded that in post-test 1,the status of students' vocabulary was still low and this cycle was still unsuccess to increase students' vocabulary.

**Table 6.** Research Procedure Cycle 2

| Action | Description |
|---|---|
| Showing Picture | The teacher showed the picture of an animal and the English vocabulary with the meaning. |
| Stop Showing the picture | The teacher gave the students time to prepare and re-memorizing the latest given vocabulary. |
| Students Come Forward | The teacher asked the students one by one to spell the vocabulary that displayed on the slide |
| Eliminated Section | Eliminated Students who were wrong in spelling the vocabulary. |
| Determined the Winner | The student who still lasts to the end, being the winner |
| Give the students test questions | Assist the students by questions test at the end of the meeting |

**Table 7.** Cycle 2 Summary

| | |
|---|---|
| Total Students | 22 |
| Passed Student | 19 |
| Failed Students | 3 |

| | | |
|---|---|---|
| The Highest Value | | 96 |
| The Lowest Value | | 52 |
| Total Value | | 1.848 |
| Average of The Post-Test 2 (Mean) | | 84,0 |
| Predicate | | **GOOD** |
| Total of KKM Attainment Percentage | Individual Completeness | 84%    85% |
| | KKM Attainment | 86% |
| Description | | **Success** |

The table above shows the results of the post-test 2 result of the 22 students. The result shows that 19 students reach and pass the KKM value and 3 studentsdid not reach and pass the KKM value. From the results of the total KKM attainment, 85% can be obtained. The KKM attainment will be declared successful if the total value was ≥ 75% of the test.So, it can be concluded that in this second post-test,the status of students' vocabulary has increased and this cycle was a success.

The table showed that from the previous post-test until the last post-test, all students have increasing values.

**Table 8.** Pre-Test, Post-Test 1 & 2 Value Comparison

| No | Student's Name | Pre-test | Post-test 1 | Post-test 2 | Description |
|---|---|---|---|---|---|
| 1 | Ahmad Riyan Aydil Salim | 44 | 64 | 88 | Increased |
| 2 | Ahmad Wafir | 64 | 84 | 96 | Increased |
| 3 | Aluna Laura Maulida | 76 | 76 | 96 | Increased |
| 4 | Ardiyansyah Maulana Akbar | 44 | 60 | 68 | Increased |
| 5 | Azahra LintrinNovanca | 72 | 80 | 92 | Increased |
| 6 | Bean Anesha Putra | 52 | 64 | 72 | Increased |
| 7 | Cahyo AnangSaputro | 72 | 84 | 92 | Increased |
| 8 | Cika Elfira | 68 | 80 | 96 | Increased |
| 9 | Deni Afriyansyah | 60 | 84 | 96 | Increased |
| 10 | Eka Putri Yuliandini | 64 | 76 | 76 | Increased |
| 11 | Faizah Azkiyah Sakinah | 16 | 20 | 56 | Increased |
| 12 | Febri Eka Susanti | 56 | 84 | 96 | Increased |
| 13 | Halludi Al Anshori | 60 | 48 | 72 | Increased |
| 14 | Keyziya Nur Aini | 68 | 68 | 92 | Increased |
| 15 | Moh. Fajar | 64 | 88 | 96 | Increased |
| 16 | Moh. Syaifur Rahman | 48 | 68 | 92 | Increased |
| 17 | Muhammad Hasyim | 56 | 76 | 96 | Increased |
| 18 | Muhammad Romdoni | 40 | 40 | 52 | Increased |
| 19 | NindiAulia Ramadani | 68 | 68 | 80 | Increased |
| 20 | Raditya Firmansyah | 76 | 68 | 80 | Increased |
| 21 | Rizqiyatul Husniyah | 36 | 68 | 88 | Increased |
| 22 | Venny Novita Cinta | 68 | 68 | 76 | Increased |

| | | | |
|---|---|---|---|
| **Total Value** | 1.272 | 1.516 | 1.848 |
| **Mean** | 57,8 | 68,9 | 84,0 |

All of the student scores have made development from pre-test until post-test 2. It showed that the technique was effective for teaching students in the class eventhough there were 3 students out of 22 students who were not Passed. But it cannot be comparedto the result of the pre-test which is most of the students did not pass the test, and for post-test 1 2 students have decreased the score, 5 students who unchanged the score, and 15 students who have increasing value. Because the result in post-test 2 proved that there is so much development in student scores so, the researcher decided to not continue to cycle 3 because the result was promised in cycle 2.

## 4. Discussion

Based on the previous data presentation, shows that the spelling bee can increase students' vocabulary.On the pre-test value, there were 4 students among 22 students in 7A class who reach KKM (Minimum Completeness Criteria), while the KKM value was 70. Meanwhile, when in cycle 1, The post-test result showed that there was increasing in students who Passed the KKM. There were 10 students out of 22 students who reach the KKM. Cycle 2 shows that the post-test 2 results showed that there was increasing in students who Passed the KKM. There were 19 students out of 22 students who reach the KKM.

Find out this result, was based on two aspects. 1) questionnaire and 2) observations sheet. The questionnaire was given to the students and it has the purpose to know the responses of the students. On the questionnaire result, it was obtained that the students have a good response when answering the questionnaire. Most of the students were replying strongly agree about the questionnaire spelling bee game was effective to increase students' vocabulary. On the observations sheet about students' activity, it shows that in cycle 1, it has 73% for the first meeting and 75% for the second meeting. This result shows that there was an improvement in the student's activity in cycle 1, although it is still in the low category. In cycle 2, it shows that it has 77% for the first meeting and 92% for the second meeting. There were also improvements in the student's activity in cycle 2.

Based on those two aspects can be taken as the interpretation result that the spelling bee game was *effective* to increase students' vocabulary.

## 5. Conclusion

The spelling bee game can increase the vocabulary of students in the VII A class at SMPN 1 Banyuputih. The application of the spelling bee game to the students of VII A class in the SMPN 1 Banyuputih obtained the result of *good effectiveness*.

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