



The Efficacy of Using Spelling Bee Game in Teaching Vocabulary to Indonesian English as Foreign Language (EFL) Students

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Abstract

This research aims at finding out the efficacy of using Spelling Bee Game (SBG) in teaching vocabulary to Indonesian English as Foreign Language (EFL) students. The main question of this research: Is the use of Spelling Bee Game effective in teaching vocabulary to Indonesian EFL students?. The significances of the research are (1) this study can be an addition in the persisting teaching vocabulary by using games. (2) the result of the study will also can contribute to curricular designers to use games for teaching and learning vocabulary to Indonesian EFL students. This research had been conducted at the seventh grade of Islamic Junior High School Al Hafidz Palopo, South Sulawesi Province, an Indonesian Junior High School. There were 16 students as sample of this research. The research applied a pre-experimental method by using pre-test and post-test design. The previous students' ability in vocabulary were measured through the pretest while the improvement of students' vocabulary after conducting the treatment by using using Spelling Bee Game. The findings show that using Spelling Bee Game is effective in teaching vocabulary to Indonesian EFL students. The result of significance test through SPSS 20 program shows that P was 0.00. Therefore, it is highly recommended to use Spelling Bee Game in developing vocabulary of Indonesian EFL students.

Keywords: Spelling Bee Game, Indonesian EFL students, teaching vocabulary

Introduction

Indonesian students need vocabulary development. It takes a big role in enriching the basic skills in English (Richards and Renandya, 2002). In addition, vocabulary is considered as an important skill which is needed by the students to master all of the skills in English, included both of receptive skill namely listening and reading and productive skill namely speaking and writing skills. Related to vocabulary competence, Indonesia's School Based Curriculum (or SBC) 2004 requires that the 7th grade students should have about 500-1000 words in the English subject (Depdiknas, 2004). In addition, Riahipour & Saba (2012) state that learning a foreign language has a significant relationship with the vocabulary knowledge.

The observations and interviews results at the SMP IT Al hafiz, Palopo, South Sulawesi Indonesia, found that they still have many difficulties and challenges in teaching. Students are lack of Vocabulary. They sometimes get troubles when they want to expressing their ideas in both spoken and written expression. In addition, it was found that the 7th students of the school still had problem in developing their vocabulary. In completing their writing tasks, the students could not write since they were lack of vocabulary. In addition, the students got problem in expressing their ideas into good writing. Furthermore, when they were completing speaking task, they were in trouble when they express their ideas since they don't have enough vocabulary in English.

Related to the students' problem in vocabulary, spelling bee game is of the solution to solve the problem since it can enrich the students' vocabulary. The principle of children in acquiring mother tongue has similarity when they play games while learning English as a foreign language. They are not in stressful condition which can cause them can easily understand and learn English more. Students will get a fresh situation during the learning process through a game which at first makes them feel uncomfortable (Mei and Jing, 2000). In addition, symbols of the alphabet are very useful aspect in pronouncing a word in both spoken and written forms (McPhearson, 1984). The use of spelling activities is very helpful in developing the students' vocabulary in English (O'Sullivan & Thomas, 2007).

Spelling Bee Game (SBG) is adopted from the Spelling Bee Competition. In this game, the participants are required to have a good ability in spelling words and it can be applied at any levels of school (Sebba, 2009). In the implementation of spelling bee game, there are some

parts involving Students as participants, Pronouncer, Teacher as judges, feedback. Nowadays, the spelling bee is not just special for the participants at the contests but it is also for the English language itself (William, 2008).

In the *Spelling Bee Handbook* (2012), mentions that it gives helps to the children to overcome their problems in spelling words being learnt in the English classroom. Three important aspects are used in implementing SBG namely: (1) participants, (2) judges, they are needed to take control of the competition, and finally (3) teachers as the pronouncers. In addition, SBG is an educational strategy for English teaching since it can contribute in creating a strong foundation in learning how to spell and enriching vocabulary (Payra & Cardona, 2016).

There have been some researchers have been working on the use of game in developing students' vocabulary. Sekarini (2013), Rahayu (2009), Inayatullah (2012) and Ovaningtyas (2016) have found that SBG to be effective in improving the students' English vocabulary in the English classrooms. Considering the benefits of SBG and to help the 7th grade students in the school under this study, thus, this game is proposed. Based on that case, the research question is: Is the use of Spelling Bee Game effective in teaching vocabulary to Indonesian EFL students? The significances of this can study are: (1) this study can give a new addition in the persisting teaching vocabulary by using games. (2) this study is also expected to give new contribution to curricular designers to integrate games for teaching and learning vocabulary to Indonesian EFL students. The scope of the research was the efficacy of implementing the Spelling Bee Game in Teaching Vocabulary to Indonesian English as Foreign Language (EFL) students.

Methods

This research had been conducted at the seventh grade of Islamic Junior High School Al Hafidz Palopo, South Sulawesi Province, an Indonesian Junior High School. This research was a pre experimental research. This research is aiming at finding out the efficacy of the implementation of Spelling Bee Game in Teaching Vocabulary to Indonesian English as Foreign Language (EFL) students. The students in the academic year 2018/2019 as the subject of this research which the total numbers of participants was 16 people. There were three steps of this research namely (a) pre-test, (b) treatments and (c) post-test. In the pre-test, the student' previous ability was measured. Then in the post-test, the researcher measured the students'

vocabulary competence after conducting the treatment for 10 meetings through the use of Spelling Bee Game (SBE).

In the pre test of the spelling bee game experiment program, the students' vocabulary abilities were observed by researcher through the use of the some various questions forms. The vocabulary test evaluation instruments used in evaluating the vocabulary consisted of three main parts. There were fifty items of questions in those three parts.

In addition, there were 10 meetings in the treatment of this study namely using the Spelling Bee Game vocabulary class. In the process of spelling bee game class, there were some main steps as follows: 1. The teacher asked students to read the text 2. The teacher distributed the table which consisted of part of speech group (noun, adjective and verb) that they got from the text. 3. The students were divided into two teams. Both of the teams were team X and team O. The team consisted of 8 students. 4. The teacher chose one team to come forward in front of the class. 5. The representative of team consisted of 2 students to play the game. 6. The two students got 1 word that they should spell at once. 7. The words were pronounced by the teacher and the students were asked to discuss in pair before they spelt the word. 8. The teacher gave instruction to start spelling by counting 1, 2 ,3. 9. If both students spelt the word correctly, then they got 1 point but if one of them was wrong in spelling a word then no point. 10. Both teams took turn to play the game. There were two rounds for each section of the SBG. 11. The team that had collected many points was considered as the winner. Finally, At the post test, the students again were asked to answer the vocabulary test. The vocabulary test was consisted of three main parts with 50 items. It showed the students' vocabulary ability after the implementation of SBG in teaching vocabulary.

In analyzing the data, the quantitative data was analyzed through the application of paired-sample t-test using SPSS 20. The researcher used the statistic testing result to answer the research question of this research namely the efficacy of using the Spelling Bee Game in teaching vocabulary.

Results

The data analysis result shows that the vocabulary ability of the students was improved. There was an improvement of students' ability in vocabulary after conducting the 10 meetings treatments by implementing the spelling bee game (SBG). The scores of the students' vocabulary test in the pretest and in the posttest is shown as follows:

Table 1. *Students' mean score of vocabulary test in Pretest and Posttest*

Pre-test	30.60
Post-test	55.53

Table 1 shows that competence of the students in vocabulary was improved after the treatment by applying SBG. The students can reduce their weaknesses their vocabulary mastery in the post-test. Furthermore, the hypothesis testing by using SPSS 20 shows that P value was 0.00. This indicates that the treatment by using SBG is effective in improving the students' vocabulary ability.

Discussion

In relation to the data analysis result, the researcher found out that using spelling bee game can be an effective way in developing students' vocabulary at the junior high school in Indonesia. The result of statistical test supports the power of SBG as the P value was 0.00. The researcher then recommends the use of spelling bee game in developing vocabulary of Indonesian EFL students.

The result of this study shows the similarity with the previous researchers' findings such as Rahayu (2009) and Inayatullah (2012) who have proven that Spelling Bee Game (SBG) had an important effect in developing the vocabulary of the students. The application of SBG can enrich the students' vocabulary, improve their competence in spelling, and it can create an enjoyable atmosphere in process of the learning. Furthermore, SBG develops the vocabulary of students since it can facilitate the students to be easier in remembering, repeating, spelling and understanding the meaning of the words all at once.

In this research, the SBG was beneficial since through the competitive system and collaboration among the students could develop their spirit in spelling and understanding the vocabulary given during the SBG application. The students compete in the group X and group O. They tried to be the winner for each section of competition. This research is in line with Astuti (2019) findings that collaborative game can give positive contribution to the development of students' character building include in learning process. Furthermore, It is reported by Nguyen and Nga (2003) that a game can facilitate learners to enjoy the fun atmosphere, the spirit of competition, the great increasing of motivation. In addition, they could grasp the material quickly in an very supportive environment. The students liked all the activities with games and it is a real motivated program in teaching process.

Another thing that makes this research successfully conducted is the students were enjoyable and they can increase their spelling ability. This fact is supported by Yunisrina Qismullah Yusuf Arsal (2017) who states that the implementation of SBG in teaching vocabulary could facilitate students to develop their vocabulary, enrich the ability in spelling, and support a fun learning. SBG create an excellent result in the mastering vocabulary. Furthermore, as indicated by On the subject of SBG, the *Spelling Bee Handbook*, published by Macmillan (2012), explains that it is a way to help children to overcome their difficulties in spelling words being learnt in the classroom.

During this research, there are some weaknesses of students in vocabulary have been improved such as they still lack spelling ability and low ability in pronouncing English words. Related to this fact, Supian (2019) suggested that game base language learning is suggested as one of the vocabulary learning strategies in the classroom. In addition, Masruddin (2019) state that it is a required for the candidate of English teachers to be able to support the students with creative and effective way to develop the students' interest and to get the focus of the students in the process of learning included through a game base learning strategies. Furthermore, Lewis (1999) finds a game as a facility for children to support the practice activities, discovery learning techniques, and to stimulate the interaction of the students with their environment. That is why games support the learners to do the language exposure in various language aspects, such as spelling, grammar and vocabulary. In addition, it is suggested by Tyson (2000) that a sportive competition should be applied, the interest and the involvement of the students should be shown and prepare opportunity to get new lesson, practical experiences, or review the targeted language material. This is supported by Krashen and Terrell's (1983) that in acquiring a new language, all human need to have a good motivation to learn the new language and they also need enough language exposure in the new language environment.

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Conclusion

The spelling bee game is an effective game in developing the vocabulary of Indonesian EFL students. The result of significance test supports with the effective P value namely 0.00. Therefore, the researcher recommends the use spelling bee game in developing vocabulary of Indonesian EFL students.

Pedagogical Implication

Spelling bee game can be used to enhance the vocabulary of the students. The students can learn new vocabulary in the process of the spelling bee game. The students can understand the how spell a word correctly. In addition, the activity in spelling bee game can increase the students' vocabulary unconsciously because of the fun situation. Furthermore, the spelling bee game can be an alternative to reduce the students' stress and worry in the classroom about the English subject difficulties. In addition, this kind of game can be an ice breaker activity in English class.

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