



THE USE OF SPELLING BEE GAME TO DEVELOP VOCABULARY TO THE EIGHT GRADE STUDENTS SAMUTUABEN-MALIANA IN SCHOOL YEAR 2024

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ABSTRACT

The objectives of the study were to find the answers to the following problems: (1) Does the Spelling Bee Game Develop Vocabulary for the Eight Grade Students At EBC Samutuaben/Maliana? (2) Are there any significant differences between before and after the Implementation Develop Vocabualry through Spelling Bee Game? This research applied Classroom Action Research. The sample of this research was 25 Eight Grade Students of EBC Samutuaben/Maliana. The sampling technique in this research was purposive sampling. The research instrument was 45 vocabulary tests, pre-and post-tests, which were given to determine the students' development in vocabulary after being given treatment through the spelling bees game. The test consisted of 45 test items from 20 numbers multiple choice, 5 number word definitions, 10 numbers of misspelling corrections, and another 10 numbers word completion. Then, the -test was about classroom observation. The research concludes that using a spelling bee game effectively develops students' vocabulary in the eighth grade at EBC Samutuaben/Maliana. It was proven by a significant difference between the students' mean scores on the pre-tests, which was 4.8. Then, using the spelling bees game to teach vocabulary influenced the mean score of the post-test to 8.3. The mean scores pre- and post-test were calculated according to the t-test formula, which was 11.7, greater than the t-table value of 2.060. Therefore, spelling bee games could develop the student's vocabulary. The none test of the Classroom Observation Sheet about teaching and learning English Vocabulary using the spelling bees game was 83, which is classified as the GOOD LEVEL. In the conclusion above, the writer recommends that English teachers be more creative in using spelling bee games to learn English vocabualry. It is a beneficial strategy for the

students to develop their motivation and keep their attitude when the teacher explains the material. The students must practice learning English vocabulary through the spelling bee game among each other. Spelling bees game can stimulate the students' feeling to think about word forms and meaning properly.

INTRODUCTION

English is a compulsory subject from pre-secondary to university levels. It is also defined as a working language in the constitution of the Republic Democratic of Timor-Leste, article 159. This is why if someone speaks English, she/he must know well about vocabulary, and vocabulary is the knowledge of meaning in English that EFL learners must learn a lot. Vocabulary is the meaning of words that will help the learners write and speak well in English.

According to some experts or researchers about vocabulary, including the Oxford Advanced Learner's Dictionary, As vocabulary becomes the key aspect in learning language, it should be introduced through interesting ways. In line with that, Lewis and Hill state that students will not achieve success in learning unless they enjoy the process. From that statement, it can be seen that students' feelings toward a learning process will influence their achievement (Silaban, 2021).

Learning vocabulary is the most important part of communicating with one another before using vocabulary to arrange them into good sentences. In English, vocabulary has more than one meaning. Thus, the students constantly struggle to understand the meaning of words and sentences in English. The learners need to be facilitated by using spelling by the game as the strategy of learning vocabulary to understand the meaning of word forms as the basic vocabulary.

One method to improve students' vocabulary is playing a game of spelling bees, which is not only motivating and fun but can also provide excellent practice for improving pronunciation, vocabulary, grammar, and the four language skills. Playing games is very effective, and teachers indirectly add an element of fun and relaxation to vocabulary

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practice. The purpose of using games in the teaching process is to make the material more interesting and enjoyable, especially when introducing new vocabulary.

(Hidayati et al., 2022), Some advantages of using a Stolling Ba ee are that it can develop vocabulary skills and comprehension of the text, and students can also use it to practice concentration and memorizing. TomemorizeGame is a fun game that teaches English vocabulary. In this game, children/students memorize a word letter by letter and bravely speak in front of the public.

Moreover, students not only develop their vocabulary but they can also practice speaking or understanding words. The National Spelling Bee Spelling Bee aims to help students improve their writing, increase their vocabulary, and develop concert English usage that will help them all their lives. So, this attracted the writer's attention to solving the problems. The writer chose this topic as her research title: "The Use Of Spelling Bee Game To Develop Vocabulary To The Eight Grade Students Samutuaben-Maliana In School Year 2024".

Based on the abovementioned problems, the writer would like to summarize the following sections. To determine whether the spelling Bee game effectively develops students' eighth-grade vocabulary. To identify some significant differences between pre-test and post-test vocabulary.

METHOD

Research is a careful consideration of study regarding a particular concern or problem using scientific methods that involve inductive and deductive methods. Creswell and Clark (2017) argued that it is the method that collects and analyzes data qualitatively to gain a deeper understanding of the classroom problem that teachers are developing. Since quantitative study relies on numerical data, there is a higher possibility of objectively and accurately determining the result of the study. Furthermore, quantitative research provides reliable results. In this design, data will be collected through questionnaires, in this research. The writer used Classroom Action Research with one class of students who will be administered the pre-test and post-test.

In this study, the researcher selected twenty-five (25) students of the 8th grade of EBC Samutaben/Maliana for the school year 2024 as one group for the pre-and post-test.

The instruments used in this research are test and non-test. The kind of test is one set of vocabulary between pre-test and post-test. The post-test measures the students'

vocabulary after the spelling bee game treatments. There are four types of vocabulary tests, each composed of 20 multiple-choice questions, 5-word definitions, 10 misspelling corrections, and another 10 words of completion. So, the total number of vocabulary tests is 45.

Treatment. The procedures of doing the treatment activities can be done by using a spelling bee game to improve vocabulary. So the way that use to play the Spelling Bee Game is as follows:

- The instructions to play the Spelling Bee Game are:
- One student is the bee and buzzes around the class.
- Other students said buzz, buzz, spelling bee, you can not touch me, and the bee stopped it.
- The teacher gives that student a word to spell.
- If the bee spells correctly, he/she sits down, and the other student is the bee.
- If the bee spells a word incorrectly, the class spells that word together, and the bee continues to buzz until he/she spells correctly.
- The way that used to play spelling bee games such as:
 1. The teacher gives the student the theory of nouns, adjectives, adverbs, verbs, and prepositions.
 2. The students write down those words.
 3. The teacher prepares words written by students for use in playing games.
 4. The teacher divides students into two groups and lets them line up.
 5. The teacher instructions to play the play
 6. Before students spell the word, the teacher will count to 123 so that students can spell those letters.
 7. If students from both groups spell the word correctly, they get 1 point and write it on the board. They do not get points if one of them misspells a word.
 8. Both teams continue to play games in turn.
 9. The team that collects many points is the winner.

Furthermore, the data collected by Kemmis, S. (2011) has developed a cyclical nature of the typical Classroom Action Research process, which involves the following steps: *plan, action, observation, and Reaction*.

PLAN. The activities that have been planned are preparing the pre-test and post-test test items, teaching material, and designing the lesson plan. The writer designed the lesson plan and elaborated on the pre-test of English vocabulary to administer the test integrated

with the teaching material. Preparing the list of students' names and preparing to teach (*color, pen, board, and markers*) through the types of spelling bees, preparing the classroom observation sheet, and preparing a test (to know how far student's knowledge of vocabulary).

ACTION: The activities which were conducted here. The researcher administers the pre-test. Teaching English vocabulary through spelling bee games is a strategy to motivate the students to learn English vocabulary. The researcher briefly explains and guides the students to learn based on the lesson plan. The researcher gives opportunities to the students to ask about difficulties or problems. The researcher asks the students orally to be answered to check the students' understanding. The teacher administers post-testing at the last meeting.

OBSERVATION. Observation is one of the instruments used to collect data as direct observation in scientific study. This step of action research can be systematically used to observe and note all of the phenomena through investigation, like the students' feelings, perceptions, thinking, teaching performance, and learning process about simple present tense through cooperative learning as a strategy that can be observed through the observation sheet.

The researcher observes all the activities in the teaching and learning process and creates a conducive atmosphere in the classroom observation to make collaborative efforts to explore teaching possibilities. This is proposed to increase the student's motivation to learn. In Classroom Action Research, the researcher, as the English teacher, observes every action of the teaching and learning process sheets as follows.

The researcher will use an observation sheet to analyze the condition when the class runs. The researcher will observe the class with the local English teacher to collect the data, which will be reflected in the following table.

Activities	Observation				
	Excellent	Very good	Good	Average	Low
Pre-test	5	4	3	2	1
1. Opening/greetings					
2. Asking condition (how are you?)					
3. Attendance					
4. Introduction of teaching material					
5. Motivation					

6. Explanation					
7. Vocabulary					
8. Spelling bees games					
9. Exercise					
10. Checking students understanding/concluding					
Total					
Process of Teaching					
1. Teacher prepares the teaching material					
2. Students self-introduction					
3. Questions and answer					
4. Students be attention of teacher's explanation					
5. Students are brave to imitate					
6. Students have to be active in class					
7. Students may enjoy and feel comfortable with this lesson.					
8. Exercises					
9. Checking students understanding					
10. Post –test					
Σ					
Σ					

Table 3.4.2: presents the Classroom Observation Sheet

REFLECTION. Reflection is an activity in expressing experience, which the teacher does as the self-evaluation. The teacher evaluates based on the observation to find the weaknesses of the activities carried out through spelling bees as a strategy in teaching English Vocabulary.

Therefore, it could be determined how effective using spelling bees to teach English vocabulary is. The writer analyses the mean scores of the pre-test and post-test, and both are to be compared.

This data analysis will be collected from two types of research.

Non-test. The writer observes the teaching and learning activities in Classroom, Classroom Observation Sheets. The writer will administer the *pre-test* and *post-test* of

English vocabulary, which will be presented as a tabulation and compared with the significant differences between before and after the implementation of teaching English vocabulary through spelling bees.

Mean is the average from the division between sums of students' scoring with a Total number of respondents. The research applied the following formula are

X = score

N = number of students

Σ = sum or add

1. The formula of T-test dependent means is;

T-test =

Suhararimi, A. (1987) presents the basis of education evaluation as getting the average score. She compares the percentage with the criteria adopted to measure the classroom observation sheet in the table below: **REFLECTION**. Reflection is an activity in expressing experience, which the teacher does as the self-evaluation. The teacher evaluates based on the observation to find the weaknesses of the activities carried out through spelling bees as a strategy in teaching English Vocabulary.

Therefore, it could be determined how effectively using spelling bees teaches English vocabulary. The writer analyses the mean scores of the pre-test and post-test, and both are to be compared.

This data analysis will be collected from two types of research.

Non-test. The writer observes the teaching and learning activities in class, as shown in Table 3.4.2, Classroom Observation Sheet above.

Test. The writer will administer the *pre-test* and *post-test* of English vocabulary, which will be presented as tabulation and compared with the significant differences before and after the implementation of teaching English vocabulary through spelling bees.

Mean is the average from the division between sums of students' scoring with a Total number of respondents. The research applied the following formula are

X = score

N = number of students

Σ = sum or add

1. The formula of T-test dependent means is;

$$\text{T-test} = \frac{\Sigma D}{\sqrt{\frac{n(\Sigma D^2) - (\Sigma D)^2}{n-1}}}$$

Suhararimi, A. (1987) presents the basis of education evaluation as getting the average score. She compares the percentage with the criteria adopted to measure the classroom observation sheet in the table below:

No	Range	Level
01	96-100	Excellent
02	95-86	Very good
03	85-76	Good
04	75-66	Fair good
05	65-56	Average
06	55-46	Sufficient
07	45-36	Below average
08	35-26	Poor
09	25-16	Bad
10	15-00	Very bad

Table 3.4.3: Standard Measurement Usually Uses in the Local School

RESULT AND DISCUSSIONS

The developing students' vocabulary through the one set of the pre-and post-tests were administered to the 25-grade students of EBC Samutuaben/Maliana in the school year 2024 as in the analysis below;

The data that have been analyzed statistically and the tabulating of data presented the students' mean score in pre-test and post-test were calculated through the significance differences and standard deviation of the students, as the following tables;

NU	INITIAL	Scores
1	MB	6
2	DSB	8
3	MSB	4

4	JSS	4
5	BDS	3
6	AJL	2
7	DML	5
8	SM	5
9	AS	4
10	ES	4
11	DL	4
12	BSL	6
13	JC	8
14	AB	6
15	AM	2
16	ASM	5
17	IABB	6
18	MLS	8
19	EDS	7
20	RPM	4
21	ADS	4
22	JDR	5
23	JS	3
24	FBS	5
25	AS	2
Total		120

Table 4.2.1: presents the mean score of pre-test by the 25 students of the eight grade in EBC Samutuaben/Maliana in school year 2024.

Calculating the mean score of pre-test:

$$\begin{aligned} X_1 &= \frac{\Sigma X}{N} \\ &= \frac{120}{25} \\ &= 4.8 \end{aligned}$$

The mean score in the pre-test shows that 4.8 is not achieved as a passing grade, but it fails based on the national measurement standard. This is why there was an intervention through the spelling bee game to teach in order to develop students' vocabulary as in the lesson plan. After teaching, the researcher administered the post-test as follows:

NU	NAME	POST-TEST
1	MB	8
2	DSB	9
3	MSB	9
4	JSS	9
5	BDS	9
6	AJL	9
7	DML	9
8	SM	8
9	AS	8
10	ES	8
11	DL	7
12	BSL	9
13	JC	9
14	AB	9
15	AM	6

16	ASM	9
17	IABB	9
18	MLS	9
19	EDS	9
20	RPM	9
21	ADS	7
22	JDR	8
23	JS	8
24	FBS	8
25	AS	6
Total		208

Table 4.2.2: present the mean score of post-test by the 25 students of the eight grade in EBC Samutuaben/Maliana in school year 2024

❖ **The mean score of post-test:**

$$\begin{aligned}
 X_2 &= \frac{\sum D}{N} \\
 &= \frac{208}{25} \\
 &= 8.3
 \end{aligned}$$

Based on one national education standard, the mean score of post-test 8.3 has achieved the passing grade, which is classified as a **GOOD LEVEL**. This is why it was not necessary to teach again or to have another intervention with the vocabulary through the spelling bee game in the next cycle.

NU	INITIAL	Pre-test	Post-test	D ¹	D ²
1	MB	6	8	2	4
2	DSB	8	9	1	1
3	MSB	4	9	5	25
4	JSS	4	9	5	25

5	BDS	3	9	6	36
6	AJL	2	9	7	49
7	DML	5	9	4	16
8	SM	5	8	3	9
9	AS	4	8	4	16
10	ES	4	8	4	16
11	DL	4	7	3	9
12	BSL	6	9	3	9
13	JC	8	9	1	1
14	AB	6	9	3	9
15	AM	2	6	4	16
16	ASM	5	9	4	16
17	IABB	6	9	3	9
18	MLS	8	9	1	1
19	EDS	7	9	2	4
20	RPM	4	9	5	25
21	ADS	4	7	3	9
22	JDR	5	8	3	9
23	JS	3	8	5	25
24	FBS	5	8	3	9
25	AS	2	6	4	16
Σ		120	208	88	364

Table 4.2.3 Present the differences scores between pre-test and pot-test

❖ Calculate with the *T*-test

$$T\text{-test} = \frac{\Sigma D}{\sqrt{\frac{n(\Sigma D^2) - (\Sigma D)^2}{n-1}}}$$

$$T\text{-test} = \frac{88}{\sqrt{\frac{25(364) - (88)^2}{25-1}}}$$

$$T\text{-test} = \frac{88}{7.52}$$

$$T\text{-test} = 11.7$$

The value of *t*-table = 2.060 obtained from the degree of freedom was 25 with the level of significant $\alpha = 0.05$, which could meet the t-table value indicated **as 2.060**. So, it was decided that the t-test score **was 11.7** $\leq$ the critical value of the t-table is **2.060**.

Interpretation. The data analysis results show some significant differences before and after the implementation of developing vocabularies throughout the spell. Moreover, the spelling bee game is considered an innovative method to develop the learners'

vocabulary because the mean score of the pre-test was 4.8, and after that, teaching vocabulary through spelling bee games, the mean score of the post-test was 8.3.

The mean score differences between the pre-test and post-test were compared and analyzed through a t-test: **11.7** $\geq$ the t-table **2.060**. Accordingly, the spelling bee game has a very significant influence on the process of teaching and learning English vocabulary.

The researcher used an observation sheet to analyze the classroom atmosphere when the class ran. The local English teaching college observed it collected the data as the following table;

Activities	Observation				
	Excellent	Very good	Good	Average	Low
Pre-test	5	4	3	2	1
11. Opening/greetings					
12. Asking condition (how are you?)					
13. Attendance					
14. Introduction of teaching material					
15. Motivation					
16. Explanation					
17. Vocabulary					
18. Spelling bees games					
19. Exercise					
20. Checking students understanding/concluding					
Total					
Process of Teaching					
11. Teacher prepares the teaching material					
12. Students self-introduction					
13. Questions and answer					
14. Students be attention of teacher's explanation					
15. Students are brave to imitate					
16. Students have to be active in class					
17. Students may enjoy and feel comfortable with this lesson.					

18. Exercises					
19. Checking students understanding					
20. Post –test					
Σ	8x5	7x4	5x3		
Σ	40	28	15		
	83				

Table 4.2.4: Presents the Classroom Observation Sheet

Based on the classroom observation sheet, the teaching and learning of English Vocabulary using the the speeling bees game was 83, which is classified as the standard of measurement as **GOOD LEVEL**.

Table 4.2.1 presents the mean score of the pre-test, which was 4.8, which was considered fail or did not achieve the passing grade based on the national standard of measurement used in the local school. The researcher implemented teaching vocabulary by using the spelling bee game.

Table 4.2.2 presents the mean post-test score. After the intervention, which involved developing vocabulary using the spelling bee game, the researcher administered the post-test, and the mean score was 8.3 because it had achieved a passing grade. There was no more intervention for the next cycle.

Table 4.2.3 presented the differences in mean scores between the pre-test and post-test, which were calculated with the t-test formula through the level of significance differences $\alpha = 0.05$, and the degree of freedom was 25. Therefore, the result of the t-test was 11.7, which was greater than the t-table's 2.060.

Thus, it is decided to interpret that there was some significant influence between before and after the implementation of developing vocabulary through spelling bees. It could be considered a very effective method and innovative strategy for foreign language English teachers and students to develop vocabulary in the classroom.

Table 4.2.4 presents the Classroom Observation Sheet about teaching and learning English Vocabulary by using the speeling bees game. The score was 83, which is classified as the standard of measurement as **GOOD LEVEL**.

CONCLUSIONS

Based on the findings and discussion, it is concluded that using the spelling

bee game effectively develops students' eight-grade vocabulary grade at EBC Samutuaben in the school year 2024. It was proven by a significant difference between the students' mean scores on the pre-test, which was 4.8. Then, using the spelling bees game to teach vocabulary influenced the mean score of the post-test, which became 8.3. The differences in results of the mean scores pre- and post-test were calculated according to the formula of t-test, was 11.7 was greater than the value of the t-table of 2.060. Therefore, spelling bee games could develop the student's vocabulary.

The none test was the Classroom Observation Sheet about teaching and learning English Vocabulary by using the Spelling Bees game. Its score was 83, which is classified as the standard of measurement as GOOD LEVEL.

English teachers should be more creative in delivering classroom activities, such as using the spelling bee game as a tool for learning English vocabulary. It is a very helpful strategy for the students to develop their motivation and maintain their attitude when the teacher explains that material.

The students must practice learning English vocabulary through a spelling bee game. This game can properly stimulate the students' thinking about word forms and meanings.

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