THE EFFECT OF ENGLISH SPELLING BEE GAMES ON STUDENTS' VOCABULARY MASTERY AT MTsN 2 BONDOWOSO IN THE 2015/2016 ACADEMIC YEAR

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Abstract: There are many ways to learn and remember vocabulary, one of them is a game. The games can make the students fun and enjoy learning, so that the students are so easy to remember. One example of a suitable game to help the students is Spelling bee games. By using spelling bee, students are helped in building their vocabulary. They can improve their vocabulary through English spelling bee games. They can remember the words that teacher used in that games. In addition, this game can help the students think actively and creatively. The problem of this research is "Is there any significant difference on students' vocabulary mastery between those who are taught using English spelling bee games and those who are taught by using conventional learning at MTsN 2 Bondowoso in the 2015/2016 academic year?". The kind of this research is experimental research, and the design of this research is Pretest-Posstest Control Group. The two groups of the respondents (experimental and control group) were taken by lotery that consist of 40 students in experimental group and 38 students in control group. To obtain the research data, the researcher used test, and form of the test is objective test. While the supporting data were collected by analyzed statically by using t-test formula. The result of data analysis showed that the significance value (Sig) ≤ 0.05 level of significance, there was $0.000 \leq 0.05$. it means that the alternative hypothesis was accepted.

Keyword: Vocabulary Mastery, English Spelling Bee Games

PENGARUH PERMAINAN ENGLISH SPELLING BEE TERHADAP PENGUASAAN KOSAKATA SISWA DI MTsN 2 BONDOWOSO TAHUN AJARAN 2015/2016

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Abstrak: Ada banyak cara untuk belajar dan mengingat kosa kata, salah satunya adalah permainan. Permainan dapat membuat siswa lebih senang dan menikmati proses pembelajaran, sehingga siswa begitu mudah mengingat pelajaran yang diberikan. Salah satu contoh permainan yang cocok untuk membantu siswa adalah permainan English Spelling Bee. Dengan menggunakan permainan English Spelling Bee,siswa terbantu dalam membangun kosa kata mereka. Mereka dapat meningkatkan kosakata melalui permainan English Spelling Bee. Mereka dapat mengingat kata-kata yang digunakan guru dalam permainan itu. Selain itu, game ini dapat membantu siswa berpikir aktif dan kreatif. Masalah penelitian ini adalah "Apakah ada perbedaan yang signifikan pada penguasaan kosakata antara mereka yang diajarkan menggunakan permainan English Spelling Bee dan mereka yang diajarkan dengan menggunakan pembelajaran konvensional di MTsN 2 Bondowoso tahun ajaran 2015/2016?". Jenis penelitian ini adalah penelitian eksperimen, dan desain penelitian ini adalah Pretest-Posstest Kelas Kontrol. Kedua kelompok responden (kelas Eksperimen dan kontrol) diambil dengan lotre yang terdiri dari 40 siswa pada kelompok eksperimen dan 38 siswa di kelompok kontrol. Untuk mendapatkan data penelitian, peneliti menggunakan tes, dan bentuk tes ini adalah tes objektif. Sedangkan data pendukung dikumpulkan dan dianalisis dengan menggunakan rumus uji t. Hasil analisis data menunjukkan bahwa nilai signifikansi (Sig) $\leq$ 0,05 tingkat signifikansi, yaitu 0.000 $\leq$ 0,05. Artinya hipotesis alternatif diterima.

Kata kunci: Penguasaan Kosakata, Permainan English Spelling Bee

INTRODUCTION

In Indonesia, English is a foreign language which must be learned after their national language. It happened because English is an international language that is one of important language in the world. Almost all people in the world use English to communicate with each other. Moreover, English can also increase knowledge in the field of science, technology, education, culture, economic and many others. Therefore, junior high schools, senior high schools and universities take English as an important lesson that must be learned.

There are four skills in English: listening, speaking, reading and writing. Between one and other skills have relevance to develop English. One of the aspects to support English skills is Vocabulary. Vocabulary is the most important thing that must be learned before others because language consists of words. Vocabulary is collection of words that an individual knows. Teaching words is a crucial aspect in learning a language as languages are based on words (Thornbury, 2002:15).

As linguist David Wilkins (in Thornbury 2002:13) said that the learning vocabulary is very important "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". To be able to use language students should know a great deal of vocabulary, not only to communicate verbally, but also in written form. Cameron (2001:71) writes children are still building up their first language vocabulary, and this development is intimately tied up with conceptual development. It is ways the student must be learn about vocabulary. But most of students have the same problem in remembering the words. There are many ways to learn and remember vocabulary, one of them is a game.

Because games are one of the ways to help the students learn and remember the words. One example of a suitable game to help the students is Spelling bee games.

Uranga (in Rahayu, 2009) Spelling Bee is a kind of competition where the competitors have to compete to spell words given correctly. Spelling bee is not only about memorizing, but also learn about introducing the clue like meaning, synonym, antonym, and also pronunciation. The purpose of this English Spelling Bee Games is to help students enhance their skills in spelling, vocabulary, concepts and develop their correct English usage.

Learning vocabulary must have many attentions. To help them, vocabulary can be combined with games. According to Domnus (in Derakhshan and Khatir, 2015:39) "When games and education are combined, it can be educative and education environments can be entertaining. The learners who learned with the use of games, gain positive attitudes, and can be more motivated while learning".

Considering the explanation above, the researcher assumes that it is necessary to provide a game in teaching and learning process, such as English Spelling Bee Games that might to motivate the students to improve their English especially in Vocabulary mastery. Therefore, this research is an experimental research to know the effect of using English spelling bee games on students' vocabulary mastery at MTsN 2 Bondowoso in the 2015/2016 Academic Year.

Teaching Vocabulary

Vocabulary is the most important thing that students must learn before they learn grammar and four basic language skills. Swan and Walter (in Thorbury 2000:14) write that "vocabulary acquisition is the largest and most important task facing the

language learner". It is why before learn about grammar, the students must learn vocabulary first.

The purpose on teaching vocabulary is to facilitate the student to improve and develop their own English skill. Therefore teachers must help students make clear what they must do or what they must learn on vocabulary mastery. According to McCarten (2007:20) this steps can help teachers to teach vocabulary:

1. Providing clearly marked vocabulary lessons.
2. Making the target vocabulary set stand out, including focused practice and regularly review.
3. Giving list of vocabulary to be learned for the lesson.

English Spelling Bee Games

Spelling bee is a competition in which contestants are asked to spell a broad selection of words, usually with varying degree of difficulty (Floyd, 2014:6). The concept of Spelling bee is thought to have originated in the United States, and spelling bee events, along with variants, are now also held in some other countries around the world.

By using spelling bee, students are helped in building their vocabulary. They can improve their vocabulary through English spelling bee games. They can remember the words that teacher used in that games. In addition, this game can help the students think actively and creatively.

RESEACH METHOD

The research was conducted at MTsN 2 Bondowoso the research was conducted in March to May 2016. Respondent of thi research were seventh grade students of MTsN 2 Bondowoso. The researcher used VII C as an experimental group and VII E as a control group. There were 40 students for VII C and 38 students for VII E.

The kind of this research is quasi experimental design. The design is chosen to know whether or not there is a significant difference on students' vocabulary mastery between those who are taught using English spelling bee games and those who are taught using conventional learning at MTsN 2 Bondowoso.

The design of this research is Pretest-Posttest Control Group. In this book, Ary at al (2010:361) called this design is nonrandomized control group, pretest-posttest design. Nonrandomized control group, pretest-posttest design is one of the most widely used quasi experimental designs in educational research. The design is nonrandomized control group, pretest-posttest design, as follow:

Table: 3.1 Nonrandomized Control Group, Pretest-Posttest Design

Group	Pretest	Independent Variable	Posttest
E	Y_1	X	Y_2
C	Y_1	-	Y_2

This research is done in two groups, they are control and experiment groups. On the experimental group, the researcher gives the treatment using English spelling bee games. On control group, researcher gives conventional learning in the teaching process. But, before that, both of classes are given pretest

to know the initial ability of students. And then after the classes are given pretest and treatment, they are given posttest to know whether or not there is a significant difference in both groups.

The instrument of this research was vocabulary test. The material was tested related to Curriculum, there is K-13 which suitable for their level. The researcher give pretest to know their vocabulary ability before treatment. And in the end after treatment the researcher gave posstest to know their vocabulary ability after treatment.

DISCUSSION

From this research, the researcher found the data which could be seen and compared from pretest to posstest.

Table: 4.2 The Descriptive Statistic of Pretest and Posttest

Statistics				
	Pretest Experiment	Pretest Control	Posttest Experiment	Posttest Control
N — Valid	40	38	40	38
Missing	0	2	0	2
Mean	33.90	34.21	83.00	58.00
Std. Error of Mean	1.224	1.405	1.342	1.304
Std. Deviation	7.739	8.659	8.485	8.040
Variance	59.887	74.982	72.000	64.649
Minimum	20	20	68	44
Maximum	48	48	96	72
Sum	1356	1300	3320	2204

From the table above, it can be seen that mean of pretest of experimental and control group was 33.90 and 34.21. The score minimum and maximal of experimental and control group were same, 20 and 48. For the posttest of experimental and control group was 83.00 and 58.00. The score minimum of both groups was 68 and 44. For the score maximal of the groups was 96 and 72.

For the hypothesis verivication, in this research the data analysis of the students' score of pretest and posttest analyzed by using Independent Sample t-test. To know whether or not the hypothesis accepted, it can be classified into two, they are:

1. Null hypothesis (Ho): There is not a significant difference on students' vocabulary mastery between those who are taught using English spelling bee games and those who are taught using conventional learning at MTsN 2 Bondowoso in the 2015/2016 academic year.

2. Alternative hypothesis (Ha): There is a significant difference on students' vocabulary mastery between those who are taught using English spelling bee games and those who are taught using conventional learning at MTsN 2 Bondowoso in the 2015/2016 academic year.

To know whether or not the result of Independent Sample t-test is significant, the probabilities value is consulted to 0.05 level of significance. The result of t-test was as follow:

Table: 4.6 The Result of Independnt Sample t-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest	Equal variances assumed	,012	,914	13,342	76	,000	25,000	1,874	21,268	28,732
	Equal variances not assumed			13,361	76,000	,000	25,000	1,871	21,273	28,727

Based on the data above, the Independent Sample t-test value of posttest on students' vocabulary mastery was 13.342 with significance value 0.000. Because the significance value (Sig) ≤ 0.05 level of significance, it was 0.000 ≤ 0.05. it means the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted..

The answer of the problem of the research was "There is significant difference on students' vocabulary mastery between those who are taught using English spelling bee games and those who are taught using conventional learning learning at MTsN 2 Bondowoso in the 2015/2016 academic year."

CONCLUSION

The purpose of this research was to find whether or not there is a significant difference on students' vocabulary mastery between those who are taught using English spelling bee games and those who are taught using conventional learning at MTsN 2 Bondowoso in the 2015/2016 academic year. The teacher tried to introduce English spelling bee games to the students, encourage them to practice this game. From the research findings, it can be concluded that: First, The researcher applied the pretest and posttest to get the data about English spelling bee games. The total number of the test items was 25 consisted of nouns, verbs, adjectives and adverbs. Second, The result of data analysis of Independnt Sample t-test of experimental and control group showed that there was significant effect of teaching by using English spelling bee games in experimental group. Third, the result of Independnt Sample t-test analysis on students' vocabulary mastery was the significance value (Sig) ≤ 0.05 level of significance, there was 0.000 ≤ 0.05. It

indicated that the result of t-test analysis is significant. It could be stated that there is a good effective treatment by using English spelling bee games on students' vocabulary mastery. And the last the comparison the differences result between experimental and control group, indicated the difference activities between them. English spelling bee games gave better effect than conventional learning.

SUGGESTIONS

Referring to the results and the discussion, the researcher suggests some points as follows:

1. The English Teacher is recommended to use English spelling bee games to increase students' vocabulary mastery. This game is very interesting and easy to practice by teachers. The teacher also helped with English spelling bee games, beecause this game can help to students to receive and remember the material. It also makes students interested and did not feel bored in teaching learning process. Besides that, students will be more active and communicative.

2. The students are suggested to be more active and enjoy during the teaching and learning process. They should study more about vocabulary by using English spelling bee games to help them relax, not bored, in mastering vocabulary. English spelling bee games can also help the students remember their vocabulary easily.

3. There are some suggestions to the other researcher to be considered of the research. There are: first, this research does at Senior High School. Hopefully this game will do on all level of students. Second, because this

research used Experimental research. The other researcher is expected to use Classroom Action Research. And the last, this research focus on vocabulary mastery. the other researcher is expected to other skill.

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