

CHAPTER I INTRODUCTION

1.1 Background

The English language is vastly different from Indonesian in terms of structure, pronunciation, and vocabulary. Students often struggle to retain the meanings of words they have previously learned or practiced. Consequently, in many professional settings, students find it challenging to express their ideas and opinions effectively because they are not used to speaking regularly. This difficulty is generally due to a limited vocabulary.

According to Rahmat Solihin (2013:2) Vocabulary forms the foundational knowledge in English that learners must acquire first. Mastering vocabulary aids significantly in the effective learning of the English language. As Harmand and Stork (1976) stated that vocabulary is a stock of words which are at the disposal of speaker or writer. According to Brainly Media.com, vocabulary is a list or collection of words organized in alphabetical order and explained, much like a dictionary or lexicon. This can pertain to an entire language, a specific work or author, a particular branch of science, or a wordbook., Hindmarsh R (1980) It is stated that vocabulary is a fundamental aspect of language proficiency and forms the basis for learners' abilities in speaking, listening, reading, and writing.

David Wilkins (in Thornbury 2002:13) Without grammar, very little can be conveyed; however, without vocabulary, nothing can be communicated. Therefore, vocabulary is the flesh of a language, while grammar is its skeleton. Related to description above, the writer did observation at SMAN 6 Palopo. SMAN 6 Palopo is an A-accredited public high school whose address is Jl. Patang II No. 61 Palopo, Palopo City. This public high school was first established in 2009. Now Palopo 6 Public High School still uses the MIPA 2013 SMA learning curriculum program. SMAN 6 Palopo is under the auspices of the principal by the name of Drs. Basman, Sh. Mm and school operator A.kodratria. The writer obtained data indicating that students had a low proficiency in vocabulary. This was evidenced by their lack of familiarity with the vocabulary provided by the teacher. Furthermore, their disinterest in learning English stemmed from their limited English skills, particularly their insufficient vocabulary. They exhibited

laziness in memorizing vocabulary, and their tendency to forget what they learned today by tomorrow exacerbated the issue.

To overcome the problem above, Several studies indicate that employing games as a method to teach vocabulary can effectively enhance students' vocabulary and other language abilities. Utilizing games in vocabulary instruction creates an engaging, stimulating, and enjoyable classroom environment, aiding students in absorbing material more effortlessly. There are also specific advantages associated with using games like the Bee game. This game can enhance students' spelling prowess, vocabulary acquisition, comprehension of given texts, and serve as a tool for practicing concentration and improving their memorization abilities.

Ratna Juwita (2013) The analysis results revealed that nearly all students (97.9%) responded favorably to the implementation of the Bee Game. Therefore, it is recommended for teachers to use the Bee Game to cultivate a pleasant learning atmosphere for students when teaching English vocabulary. This is because students are unlikely to succeed in learning if they do not find the learning process enjoyable. (Lewis and Hill in Aprian, 2009). However, the writer will conduct research with the title “The Use Spelling Bee Game as a Media to Increase Students’ Vocabulary of Second Grade at SMAN 6 Palopo”.

1.2 Problem Statement

Based on the explanation on background the study formulates the problem statement name: Is the use of Spelling Bee Game effective to increase students’ vocabulary at second grade students of SMAN 6 Palopo?

1.3 Objective of the Study

Objective of the study is: to find out whether or not the use of Spelling Bee Game effective to improve students’ vocabulary.

1.4 Significance of the Study

The results of this study are expected to contribute especially to students, teachers and further researchers. The result be used as follows:

1. For the teachers, the writer hopes that using games in teaching learning proses will become variation for the teacher on the way they teach English.

2. For the student, the writer expect that the students can study easier and also it can improve their interest in studying English.
3. For further researchers, the writer hopes that this research can be used by other researchers as a reference in their research.

1.5 Scope of the Study

The research examines how effective the Spelling Bee Game is in enhancing students' vocabulary. The study involves second-grade students from SMAN 6 Palopo, specifically choosing an experimental group. The focus of the study is limited to expanding the students' vocabulary of nouns, adjectives, and verbs.

1.6 Operational Definition

Key term classifies the meaning of elements in this study to avoid misinterpreting on the concept that used in this research. The term that used, as follow:

1. Spelling Bee game

The Spelling Bee Game is a competitive activity where participants are eliminated if they fail to spell a given word correctly as provided by the teacher. Students are required to spell the given word accurately, and those who are unable to do so are eliminated from the competition.

2. Vocabulary

The definition provided in the text suggests that vocabulary refers to the assortment of words an individual is familiar with, encompassing various categories like objects, locations, animals, verbs, etc. In this study, the author concentrated solely on assessing students' proficiency in pronouncing, writing, understanding the meaning of words, and their usage within sentences. Students underwent a pretest to gauge their vocabulary skills, followed by a test where they were required to spell out specific words. The author's focus was specifically on vocabulary related to nouns, verbs, and adjectives.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Vocabulary

a. Definition of Vocabulary

Several definitions of vocabulary have been provided by experts; however, discussing all of them in this chapter is not feasible. Hence, the author has selected a few definitions that are particularly important to address.

Vocabulary plays a critical role in the acquisition of linguistic processes. It is also a crucial skill for developing reading, speaking, writing, and listening abilities. (Susanto, H., 2021). In addition to Oxford English Dictionary (1999) Vocabulary, as defined, encompasses the entirety of words within a language, including those known by an individual and listed with their meanings, often found at the back of a book used for teaching a foreign language. These words can be organized into broader forms like phrases, clauses, or sentences, through which ideas can be effectively conveyed and understood by others.

Furthermore, Richards (2002) It is expressed that vocabulary holds a central position in language proficiency, forming a substantial basis for the quality of learners' speaking, listening, reading, and writing skills. When learners lack an extensive vocabulary and effective strategies for acquiring new words, they often fall short of reaching their full potential and may become discouraged from utilizing language opportunities available to them.

Vocabulary, as many might believe, consists of single words, but it actually comprises multiple words that together convey a single meaning. Penny (1991) The statement suggests that vocabulary can be broadly described as the words taught in a foreign language. However, a new vocabulary item may consist of more than a single word, such as "police office" and "homework," which combine two or three words to express a single idea. Additionally, there are multi-word idioms like "call it a day," where the meaning cannot be inferred from analyzing individual words. To encompass these various cases, it's helpful to refer to them as vocabulary 'items' rather than just 'words.'

In foreign language learning and teaching, vocabulary is the important aspect beside other language components such as grammar and pronunciation. Allen and Valette (1997) The statement emphasizes that vocabulary holds significant importance in all language teaching contexts. Students are required to consistently learn new words alongside acquiring language structures and practicing pronunciation.

From the definition provided, the author concludes that having a larger vocabulary makes it easier for learners to develop their four skills (listening, reading, writing, and speaking) and to learn English as a foreign language overall.

b. Kinds of Vocabulary

Harmer (1993:159) distinguishes two kinds of vocabulary, namely active vocabulary and passive vocabulary;

- 1) Active vocabulary includes all the words that students have learned and can actively use in communication.
- 2) Passive vocabulary consists of all the words that students recognize when they encounter them in communication.

Harmer Schell in Salahuddin (2003) classifies vocabulary into three categories:

- 1) Reserve vocabulary is the words we know but is used in speaking but we usually use them in writing.
- 2) Passive vocabulary is the words we recognize vaguely but we are not sure of them.
- 3) Meanings, We often recognize words in our passive vocabulary without actively using them in speaking or writing; we simply acknowledge that we have encountered them before. Generally, vocabulary is categorized into two types based on usage: active and passive. Active vocabulary comprises words commonly used in speech, whereas passive vocabulary consists of words seldom utilized in speaking or writing but still recognized by individuals.

According to Good (1959) in Thesis by Juita (2011), Good divided vocabulary into four kinds. There are various types of vocabulary: oral, writing, listening, and reading. Oral vocabulary consists of words used by individuals or groups to express ideas verbally and actively. Writing vocabulary comprises

words commonly used in written communication. Listening vocabulary pertains to the words a person comprehends when they hear them, while reading vocabulary refers to words encountered in written form.

Nurul Wahida (2018) Words within a sentence contribute to vocabulary, as vocabulary is defined as a list or collection of words organized alphabetically and explained. These words may include nouns, commonly used as subjects or objects, and verbs, typically employed to denote actions or processes in a sentence.

- 1) Noun is a crucial part of speech, integral to forming the core of a sentence when combined with a verb. It can represent a person, place, thing, or idea. For instance, in sentences like "It is a magazine" and "There is an umbrella," "magazine" and "umbrella" serve as nouns.
- 2) Adjective It is the word used to qualify a noun or pronoun. For example: Mr. faqih is a leaver
- 3) A verb is a word that expresses an action or helps to form a statement. For example, in "Mr. Herman is teaching" and "the students are playing football," the verbs are "teaching" and "playing."

c. The principles of learning and teaching vocabulary

According to (French Allen, 1983) advanced classes have two primary objectives. Firstly, they aim to prepare students for the types of English used by native speakers. Secondly, they strive to help students become independent learners. Consequently, when explaining unfamiliar words, teachers do not just simplify sentences; instead, they may employ sophisticated sentence constructions commonly used by native English speakers. As a result, students develop their vocabulary through diverse methods based on their preferences.

In learning and teaching vocabulary there are some principles as follows:

- 1) Aims; the teacher should know the aims of the words taught.
- 2) Quantity; the number of new words, which students should process and learn, must be clear.
- 3) Need; Choosing which words to introduce to students is crucial and should be based on several factors such as the course objectives, the specific goals of the lesson, students' background knowledge, and their language needs.

- 4) Frequency exposure and repetition; A certain degree of repetition is necessary until there is clear evidence that students have learned the target words.
- 5) Meaningful presentation; when presenting a vocabulary lesson, it's crucial for students to have a clear and precise understanding of the meanings or connotations of the words. The presentation should be thorough, meaningful, and free from ambiguity.
- 6) Situation presentation; the method of presenting words or unfamiliar terms can serve as an effective medium for teaching vocabulary.
- 7) Learning vocabulary in the mother tongue and target language; when teaching target words, teachers can use words from the students' native language to compare similarities and differences between the words.
- 8) Guessing produce in learning vocabulary; Guessing is a strategy used in learning vocabulary that encourages students to contemplate the meaning of the word being taught.

d. The importance of vocabulary

Vocabulary knowledge is often seen as an essential asset for second language learners, as having a limited vocabulary in a second language hinders effective communication. This highlights the crucial role of vocabulary acquisition, Schmitt (2000) It is stressed that lexical knowledge is crucial for communication competence and for acquiring a second language. According to Nation (2021), there is a reciprocal relationship between vocabulary knowledge and language use: knowing vocabulary enables effective language use, and using language leads to an expansion of vocabulary knowledge. Vocabulary is also essential for expressing ideas or requesting specific information. Individuals with limited vocabulary may encounter difficulties expressing their thoughts orally or in writing.

2. Spelling Bee Game

a. Definition of Spelling Bee Game

The Spelling Bee Game is employed as a technique for teaching vocabulary. Historically, the term "Bee" has been used to denote a gathering for collective work, such as a husking bee, a quilting bee, or an apple bee. Etymological studies, documented in dictionaries, indicate that the term "bee"

likely stems from dialectal terms like "been" or "bean," signifying "assistance provided by neighbors." This term ultimately traces back to Middle English "bene," which meant "prayer," "boon," and "additional aid provided by a tenant to his lord." (Natalia Padidi, 2023). According to Mac Millan (2012) A Spelling Bee is a competition that aids children in enhancing their spelling skills, expanding their vocabulary, and refining their usage of correct English. While Ningrum and Pusparini (2020) The text describes a Spelling Bee as a game focused on spelling English vocabulary. It's characterized as a linguistic puzzle game that hasn't been precisely defined with specific words.

According to Rohmawati (2015) according to some, a spelling bee involves a complex thinking process. It is not merely about memorizing and spelling the letters of a word. Same opinion with Fachrurrazy (2011) It is stated that spelling is a key component of vocabulary. "A learner needs to know how a word sounds (its pronunciation) and how it is written (its spelling)."

McPherson (1987) One of the advantages of the Spelling Bee, as mentioned, is its historical use as a motivational contest activity for students. It provided a platform for proficient spellers to demonstrate their ability to memorize words with correct spelling. However, the Spelling Bee is not solely about rote memorization; it involves a complex thinking process. Students are given various clues to help them answer or spell the word correctly, including definitions, pronunciations, word types (nouns, adjectives, verbs, etc.), and examples of sentences using those words. (Sulis Megawati, 2014).

Based on the definition of Spelling Bee Games, it can be concluded that this activity is a competitive contest where participants are eliminated if they fail to spell a word correctly. This activity encourages everyone to spell and speak English, thereby increasing vocabulary, adding new words, and enhancing vocabulary learning.

a. How to Use Spelling Bee Game in Teaching Vocabulary

There are how to use Spelling Bee Game to teach the vocabulary quoted from (www.spellingbee.co.oz).

- 1) Once a student begins spelling a word, he or she cannot change his or her answer.

- 2) The teacher determines if the word was spelled correctly.
- 3) The speller stays in the game if they provide the correct spelling.
- 4) If there is a spelling mistake, the speller is disqualified from the game.

b. The Importance of Spelling Bee Game

Spelling is a sub-skill of reading, and the ability to pronounce words correctly based on their written form is a valuable aspect of reading proficiency. It is crucial to provide robust support to the younger generation in developing a strong foundation in spelling and vocabulary, which ultimately contributes to improved literacy skills. (Payra & Cardona, 2015).

The Spelling Bee Game is an engaging method to assist students in overcoming challenges they face in spelling difficult words. This can lead to improved vocabulary as students learn and memorize numerous words through spelling bees. It's believed that these bees can greatly benefit children learning English. Although the spelling of more than seventy percent of English words follows predictable patterns, approximately three percent of words are irregular and require individual learning. These irregular spellings often include very common words such as "one," "two," "would," "are," "was," and "were." (Firdaisy, F., 2023).

c. Advantages and Disadvantages of Spelling Bee Game

The following are some of the advantages of using Spelling Bee Game according Anggraeni R., (2022).

- 1) First, The Spelling Bee Game can help students spell words correctly as they engage in the game, studying how to spell the words, recognizing symbols, understanding pronunciation, and grasping the meanings of words provided by the teacher. Through this game, teachers can effectively aid students in improving their vocabulary knowledge by focusing on studying various words.
- 2) Second, The Spelling Bee Game involves friendly competition and captures learners' interest. This creates motivation for English learners to actively participate in studying activities.

- 3) Third, Learning vocabulary through Spelling Bee Games can help students better grasp words in texts that are relevant to the context, whether in the classroom or outside of it.

A competitive game such as the Spelling Bee Game also comes with certain drawbacks. Rahayu (2009) identified some challenges encountered while implementing the Spelling Bee in the classroom setting.

- 1) The first one is time allocation. Learning new words through Spelling Bee games in the classroom requires more time than studying them directly from a textbook.
- 2) The second stage involves the difficulty level of the words, which also influences students' motivation. Students tend to believe that longer words have a higher level of difficulty.

Based on the advantages and disadvantages when considering the use of the Spelling Bee Game, we can identify both advantages and drawbacks. On the positive side, the game helps students spell words accurately, teaches them spelling rules, familiarizes them with symbols, pronunciation, and word meanings as guided by the teacher. This contributes significantly to improving students' vocabulary skills.

2.2 Previous Studies

The writer has conducted numerous studies related to strategies, approaches, methods, techniques, or media used to motivate learners to acquire English vocabulary. Several of these studies are outlined below:

1. Marita Samosir, et al (2017). "Improving Students' Vocabulary Mastery Through Spelling Bee Games at Five Grade of Private to Kalampian Kunto Darrusalam". The study's findings showed a notable improvement in students' mastery of vocabulary during teaching and learning sessions. Moreover, the game serves as an alternative activity that enhances students' memory retention of the vocabulary they've learned and their ability to spell out vocabulary items.
2. Yunisrina Qismulah Yusuf, et al (2017). "The Use of Speeling Bee Game in Teaching Vocabulary to Junior High School 4 Banda Aceh Student". The

outcome revealed that the Spelling Bee game was a valuable vocabulary tool that could be incorporated into the teaching and learning curriculum. It aids in memorization, engagement, and enhancement of students' vocabulary, among other benefits. Vocabulary is a crucial component in foreign language acquisition, particularly in English. However, Grade VIII students at Banda Aceh State Junior High School 4 faced challenges in mastering English vocabulary, with many struggling to grasp word meanings. This difficulty with vocabulary hindered their enthusiasm for learning English, particularly in speaking skills.

3. Ratna Juwita Ningsih (2013), "The study titled "The Use of the Spelling Bee Game to Enhance Class 8 Students' Vocabulary Proficiency" aimed to examine how effective the use of spelling bee games is in enhancing students' mastery of vocabulary and to explore students' feedback regarding the integration of this game into their English classes.

According to the research above, both our research and theirs employed an engaging strategy by using the Spelling Bee Game as a teaching medium to improve vocabulary skills. However, our research differs in terms of research methodology and data analysis, as we utilized a pre-experimental approach compared to their conventional methods. Additionally, their study focused on elementary school students, while ours was conducted with senior high school students. That the research can help students to improve vocabulary and other skill. In this research, the writer used Spelling Bee Game to increase students' vocabulary at second grade students of SMAN 6 Palopo for teaching vocabulary.

2.3 Conceptual Framework

Vocabulary is a fundamental component that underpins various English language skills. A rich vocabulary enables students to express ideas, emotions, and thoughts more effectively. Conversely, a lack of vocabulary can impede English language learning, highlighting the crucial importance of vocabulary in the learning processed.

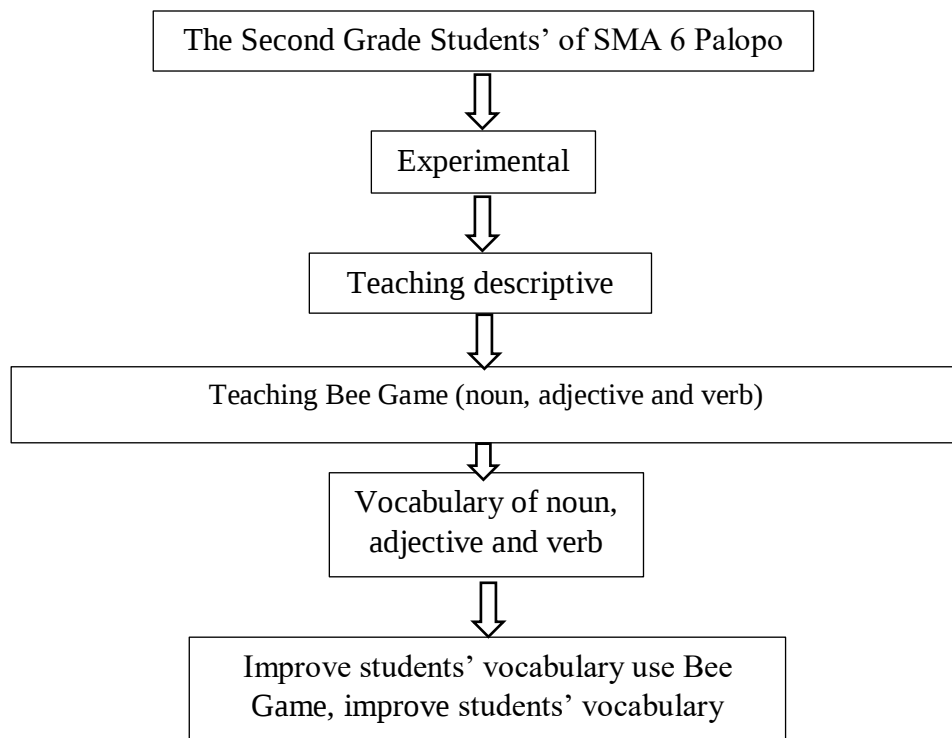
Spelling Bee is an entertaining game used for teaching English vocabulary. It helps enhance students' spelling and vocabulary skills, improves their comprehension of given words, and serves as a practice tool for concentration and

memorization. Moreover, the game encourages students to speak confidently in public. Beyond just memorizing words letter by letter, students also have the opportunity to practice speaking and understanding the meanings of words, thus developing their language skills further.

From the fact above, The writer conducted research on utilizing the Spelling Bee Game to teach vocabulary, aiming to raise awareness among both students and English teachers regarding effective vocabulary teaching methods. The writer implemented the Spelling Bee Game in an experimental class focused on teaching vocabulary. Vocabulary is one of problem in improve English especially at Second grade students of SMAN 6 Palopo.

From the statement above, the research concentrates on enhancing vocabulary through the use of the Spelling Bee Game. In this study, students were administered a pretest to determine their initial proficiency before receiving the treatment involving learning vocabulary through the Spelling Bee Game.

Following this initial phase, the researcher then administered a posttest to determine if there was any significant improvement in the students' vocabulary skills or output after undergoing the treatment.



Gambar 2.3 Conceptual Framework

The writer employed the Spelling Bee Game as a method for teaching vocabulary to second-grade students at SMAN 6 Palopo. The Spelling Bee Game is designed to stimulate students to memorize vocabularies, encouraging active participation in the classroom. The main objective of utilizing the Spelling Bee Game is to enhance students' vocabulary skills.

2.4 Hypothesis

1. The hypothesis of the research is formulated as follows:

H_0 : The use of Bee game is not effective to increase students' vocabulary at second grade Students of SMAN 6 Palopo

H_1 : The use of Bee game is effective to increase students' vocabulary at second grade Students of SMAN 6 Palopo.

2. The hypothesis acceptability criteria as follows:

- a. If $p\text{-value} \geq \alpha 0,05$ H_0 is rejected and H_1 is accepted

- b. If $p\text{-value} \leq \alpha 0,05$ H_0 is accepted and H_1 is rejected