

**ARTICLE APPROVAL SHEET**

**IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH SPELLING  
BEE GAME AT FIFTH GRADE OF SD SWASTA KALAMPAIAN  
KUNTO DARUSSALAM**

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By:

Advisor I



**Pipit Rahayu, M.Pd**  
NIP.19860111200932002

Advisor II



**Andri Donal, M.Pd**  
NIP.197912092009031002

The Head of English Study Program



**Pipit Rahayu, M.Pd**  
NIP.19860111200932002

# **IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH SPELLING BEE GAME AT FIFTH GRADE OF SD SWASTA KALAMPAIAN KUNTO DARUSSALAM**

**Marita Samosir\*), Pipit Rahayu ,<sup>1</sup> Andri Donal <sup>2</sup>**

**English Study Program, Faculty of Teacher Training and Education, University of Pasir Pengaraian**

**E-mail: [Marithavanheutz@gmail.com](mailto:Marithavanheutz@gmail.com)**

## **ABSTRAK**

Penelitian ini menggunakan spelling bee untuk meningkatkan penguasaan kosa kata siswa. Penelitian ini bertujuan untuk mengetahui sejauhmana penggunaan spelling bee dapat meningkatkan penguasaan kosa kata. Penelitian ini menggunakan penelitian tindakan kelas di SD Swasta Kalampaian Kunto Darussalam. Penelitian ini dilakukan dalam 2 siklus, setiap siklus terdiri dari 3 pertemuan dengan kegiatan perencanaan, tindakan, observasi, dan refleksi. Hasil penelitian ini menunjukkan adanya peningkatan penguasaan kosa kata siswa dalam kegiatan belajar mengajar. Hasil skor rata – rata penguasaan kosa kata siswa dalam siklus 1 adalah 65,19 dan siklus 2 adalah 82,03. Dari hasil analisa tersebut dapat disimpulkan bahwa peningkatan hasil belajar siswa mencapai 16,84.

Kata Kunci: Penguasaan Kosa Kata, Spelling Bee, Penelitian Tindakan Kelas (PTK)

## **ABSTRACT**

The research uses spelling bee in improving students' vocabulary mastery. The research aims to find out what extent the use of spelling bee can improve students' vocabulary mastery. The research uses classroom action research in SD Swasta Kalampaian Kunto Darussalam. The research was conducted in two cycles, every cycle consisted of three meetings with the activities; plan, action, observation and reflection. The finding of research shows that there was improvement in students' vocabulary mastery in learning and teaching activity. The result of mean's score in cycle 1 was 65,19 and cycle 2 was 82,03. From the result of analyzing can be concluded that the improvement of students' learning outcomes reached 16,84.

Keywords; Vocabulary Mastery, Spelling Bee, Classroom Action Research (CAR)

## **INTRODUCTION**

Mastery of foreign languages becomes a necessity in the era of globalization. It is caused language is an important instrument for communication with others or also can be called with a tool a communicated. English is one of the most important languages to be mastered because it is a tool for communication in verbal and written form. English is a language which could help us in all life as a means of communication, trade, social, cultural, science, education, entertainment and technology. On learning English in the elementary school has been arranged grouping the material that has systematically for students. However the main obstacle is the lack of ability vocabulary. There are some components that must be mastered in English such as grammar, vocabulary, and pronunciation. For understandable and accepted as students learn English, the three components must be studied properly.

Based on the preliminary study conducted at SD Swasta Kalampaian Kunto Darussalam, one of Elementary School in Kunto Darussalam, Rokan Hulu, the researcher found out some problems related to the instructional activities in this school. Those problems were; (1) the students have low vocabulary skill; (2) the instructional of media used were less varied and often not using relevant media; (3) the learning process is still monotonous and less interesting; (4) the students were still less active; (5) the students' motivation were low; (6) the students got low score in English. Considering the problems faced, the researcher interested to do a research in applying spelling bee game in the learning and teaching activity. This study will be conducted to serve the purpose and aimed to explore the use of spelling bee in improving the students' vocabulary mastery and to find out the factors that influence the change of students' vocabulary mastery.

The formulation of the problems can be formulated as follows:

- a. To what extent the spelling bee can improve vocabulary mastery at fifth grade of SD Swasta Kalampaian Kunto Darussalam?
- b. What factors influence the students' vocabulary mastery by using spelling bee at the fifth grade students of SD Swasta Kalampaian Kunto Darussalam?

This research was conducted to found out :

1. To explain whether spelling bee improves the students' vocabulary mastery at fifth grade of SD Swasta Kalampaian Kunto Darussalam.
2. To explain the factors influence the students' vocabulary mastery by using spelling bee at fifth grade of SD Swasta Kalampaian Kunto Darussalam.

## REVIEW OF RELATED THEORIES

Vocabulary is very important in developing English skills. It is one of the important components in English because it used with oral and written text. Vocabulary can make some influence in the skills of someone have in foreign language.

Harmand and stork (1976:250) stated that vocabulary is a stock of words which are at the disposal of speaker or writer. In addition, Hornby in Prayitno (2015) stated that vocabulary is the total of numbers of words (with rules for combining them) that make up a language. It means vocabulary is a list of word that has meaning. In other words, Febrisma in Astuti (2015) stated that vocabulary is owned a whole world of one's own language or also one's own speaker. This vocabulary has a very important role in language teaching because the vocabulary is very influential on language skill. Steven Stahl in Wahyu (2015) added that vocabulary is the knowledge of words and words meanings. Vocabulary mastery is not something that can ever be fully mastered. It is something to expand over the course of a life time. Based on all the theories above, it can be concluded that vocabulary is the collection of words used in speaking and writing, everyone must have enough words in order understand in daily communication, because vocabulary is the first key in communication.

## RESEARCH METHODOLOGY

This research employed a Classroom Action Research (CAR). Classroom action research derives from Action Research. This research carried out through two cycles. Each cycle consists of three meetings. In every cycle there are four steps namely plan, action, observation, and reflection. This research was carried out at SD Swasta Kalampaian Kunto Darussalam, Rokan Hulu Regency.

To collect the data, this research employed four data collection techniques. They were observation, interview, field notes and test. Observation was done during the treatment or ongoing way in this case during teaching vocabulary by using spelling bee. The interview was done after completing the treatment. Meanwhile, writing field notes was done during the process of teaching. Furthermore, evaluation test I, II, and III were conducted after the teaching in every meeting to see whether or not there was an improvement in their vocabulary mastery.

The data of this research was analyzed based on quantitative and qualitative forms.

### 1. Quantitative Data

To analyzed qualitative data which were in form of test I, II, and III, the researcher found students' score by using this formula:

$$P = \frac{F}{N} \times 100 \%$$

(Adopted from Sudjana, 2002)

P = Percentage of students' vocabulary mastery successfulness.

F = Number of students who are able to reach vocabulary mastery.

N = Total number of students.

**Table.1**

**The percentage of indicators vocabulary mastery**

No	Indicators of Vocabulary Mastery	Percentage
1	Pronunciation	40 %
2	Spelling	20 %
3	Meaning	20 %
4	Grammar	20 %

(Adopted from Cameron, 2001: 81)

Furthermore, to know the category level of the students' vocabulary mastery this following theory was applied:

**Table. 2**

**The level of students' vocabulary indicators**

No	Classification	Score
1	Good to Excellent	80 – 100
2	Average to Good	60 - 79
3	Poor to Average	50 - 59
4	Poor	0 - 49

(Adopted from Harris, 1974)

**2. Qualitative Data**

To analyze qualitative data which was taken from observation sheet, interview and field notes. This study conducted the steps proposed by Gay in Elisha (2015) suggested some strategy in analyzing the data as follows:

**a. Data Managing**

The data should be managed in observation, checklist and test form, in order to get good result and easy to analyze.

**b. Reading The Note**

The researcher read and analyzes deeply the data from observation checklist and test.

**c. Describing**

The data which are getting during the research activities will describe in order to provide detail information about the setting, the participants, and the activities. The aim of this step is to provide a true picture of setting and events that take place in the research.

**d. Classifying**

The data is categorize into smaller unit based on the data from observation and result of the during the research activities.

**e. Interpreting**

After classifying the data, the next step is to interpret into general conclusion or understanding.

**FINDINGS AND DISCUSSION**

The implementation of spelling bee game was found to be able to help the students to improve their vocabulary mastery. The researcher would like to analyze each data of the gathered from the action research activities. The data was attained from the teaching learning process and evaluation. One of the aims of giving and evaluation was to know how far the students mastered the words given in this action research. The analysis of each activity started from test of first meeting to test of sixth meeting.

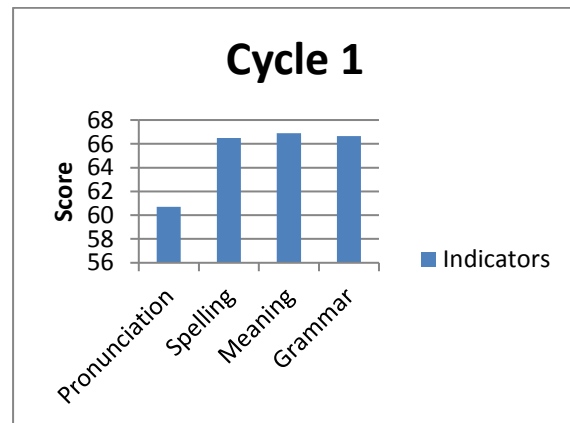
**Table. 3**

**The Average Score of the Students' Vocabulary Mastery of Each Indicator in Cycle 1**

No	Indicators of Vocabulary Mastery	Score
1	Pronunciation	60,71
2	Spelling	66,50
3	Meaning	66,90
4	Grammar	66,65

**Diagram.1**

**The Average Score of the Students' Vocabulary Mastery of Each Indicator in Cycle 1**



Based on the table.3 and diagram.1 above, it can be seen that in this cycle the vocabulary mastery of students showed the improvement. In this cycle the lowest indicator was pronunciation (60,71). The highest indicator was meaning (66,90). The criterion of score in cycle 1 was average to good.

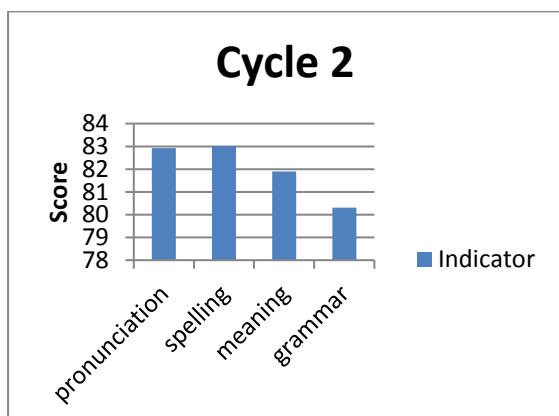
**Table.4**

**The Average Score of the Students' Vocabulary Mastery of Each Indicator in Cycle 2**

No	Indicators of Vocabulary Mastery	Score
1	Pronunciation	82,93
2	Spelling	83,01
3	Meaning	81,90
4	Grammar	80,31

**Diagram.2**

**The Average Score of the Students' Vocabulary Mastery of Each Indicator in Cycle 2**



Based on the table.4 and diagram.2 above, it can be seen that in this cycle the vocabulary mastery of students showed the improvement significantly. In this cycle the lowest indicator was grammar (80,31). The highest indicator was spelling (83,01). The scores of cycle 2 have been reached the learning mastery. It means the spelling bee game could improve the vocabulary mastery of students. The criterion of scores was good to excellent. It was expected result.

This following table shows the improvement of the average scores of students' vocabulary in cycle 1 and cycle 2.

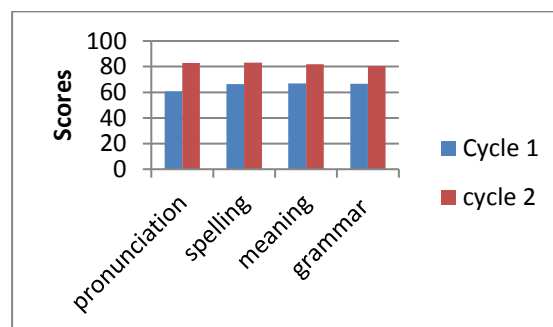
**Table. 5**

**The improvement of the average scores of students' vocabulary mastery**

No	Indicators of vocabulary	Cycle 1	Cycle 2
1	Pronunciation	60,71	82,93
2	Spelling	66,50	83,01
3	Meaning	66,90	81,90
4	Grammar	66,65	80,31

**Diagram.3**

**The improvement of the average scores of students' vocabulary mastery**



**Table. 6**

**The category level of students' vocabulary mastery in cycle 1 and cycle 2**

No	Indicators of Vocabulary	Cycle 1	Cycle 2
1	Pronunciation	Average	Good
2	Spelling	Average	Good
3	Meaning	Average	Good
4	Grammar	Average	Good

The tables and diagrams above showed that there was the increasing of students' vocabulary mastery for each indicator in cycle 1 and cycle 2. The average score of students' pronunciation of cycle 1 (60,71) improved become (82,93) in cycle 2. It also found out that the average score of students' spelling of cycle 1 (66,50) improved in cycle 2 (83,01). The average score of students' meaning in cycle 1 (66,90) improved in cycle 2 (81,90). The average score of students' grammar in cycle 1 (66,65) improved (80,31) in cycle 2.

After conducting this research, it was found out that there were two factors influenced the improvement of students' vocabulary mastery.

1. Internal Factor
  - a. Age of students

Talking about age, the way of learning of teenage students will be different from adults, so the teacher must be aware of this difference. Young children tend to have limited attention span whereas the adults ten to pay attention longer to the lesson. English need to apply early for example in kinder garden, so that when they are in elementary level, they did not feel confuse and difficult in learning of English subject.

#### b. Motivation

Strongly motivated students will likely achieve better grade than non-motivated students. It is the job of the teacher to give stimulus so that the non-motivated students will have a spirit to learn English. The motivation was given in the starting the lesson by giving the example and support was also given if students face there was difficulty in learning process.

#### c. Behavior

Considering students' behavior, teachers must also know whether the students are diligent enough or not in reviewing the material, since memorizing vocabulary is essential for them to develop their ability in mastering English.

### 2. External Factor

#### a. Time

Time is the key word in determining what level students can achieve. How many hours in a day and what proper material to be learned, can determine the measurement of the students' progress. If there is limited time, it is the job of the teachers to make a summary and teach the students the most important material within the time allocated. It might happen that regarding the examination, teachers only give exercises, which is actually beyond the material being prepared. Because of "mark-oriented", students will be lacking of theoretical material. In this condition, teachers only focus on achievement and neglect the process of language learning.

#### b. Frequency of the learners' Contact with the language

The significant factor beside time is the frequency of the learners' contact with the language. It means that regardless the time available, the teaching and learning process will be effective or not. If it is a short period of time, but with the right objectives, the result will be likely better than learning in a long period of time with the wrong one to be set.

#### c. The Number of Students in The Classroom

The number of students in the classroom played a significant role. The research has proven that a class with limited number of students is better than the class with a large number of students. The teachers can recognize the students easily and the material will likely be inserted into all the students' mind effectively, in a small number of students in class.

## CONCLUSION AND SUGGESTION

As mentioned in the introduction, this research was intended to find out to what extent can use of spelling bee improve the students' vocabulary mastery at fifth grade of SD Swasta Kalampaian Kunto Darussalam and what factors influence the change in the process of students vocabulary mastery of using spelling bee at fifth grade of SD Swasta Kalampaian.

Based on the result of the findings, here are some conclusions:

1. The students' vocabulary mastery in English had improved and increased from each meeting. It was supported by average score of students' test in cycle 1 of each indicators: pronunciation 60,71 (average), spelling 66,50 (average), meaning 66,90 (average) and grammar 66,65 (average) and the average score of students' test in cycle 2 of each indicators: pronunciation 82,93 (good), spelling 83,01 (good), meaning 81,90 (good) and grammar 80,31 (good) that was obvious that there was a significant improvement from each cycle.
2. There were two factors influences in this research based on the interview of students, field note and observation sheet. They were internal factor which consist of age, motivation and behavior, external factor which consists of time, frequency of learners' contact with language and the number of students in the classroom.

Based on the conclusion above, there are some suggestions that might be helpful for the teacher, students and readers.

1. The researcher suggested for English teacher, especially for elementary school. Teacher to be creative in selected the words in material. In order to made students interesting and enjoying to followed the study.
2. It was better for the next researcher to used spelling bee as the media used in conduct the research. The research also suggested conduct the action research by using spelling bee and made improvement or innovation of teaching English especially elementary school.
3. The researcher suggested to the teacher to cooperate and change idea with the other teacher to overcome the problems in the class.

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