

**TEACHING STUDENTS' VOCABULARY USING SPELLING  
LOTTO COMMUNICATION GAME**

**AN ARTICLE**

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## TEACHING STUDENTS' VOCABULARY USING SPELLING LOTTO COMMUNICATION GAME

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**Abstrak:** Penelitian ini bertujuan untuk mengetahui hasil peningkatan penguasaan kosa kata siswa SMP Negeri 3 Ketapang melalui tehnik permainan *Spelling Lotto Communication Game* pada tahun ajaran 2012/2013. Karena tujuan penelitian ini adalah untuk meningkatkan penguasaan kosa kata siswa dalam proses belajar, maka metode penelitian yang digunakan adalah penelitian tindakan kelas dengan siklus yang meliputi perencanaan, tindakan, pengamatan dan pengrefleksian. Setelah data terkumpul, penulis menemukan bahwa *Spelling Lotto Communication Game* meningkatkan penguasaan kosa kata siswa. Berdasarkan hasil yang diperoleh dari tes, penulis menemukan kemajuan siswa yang ditunjukkan dengan hasil tes yang meningkat dari siklus pertama ke siklus kedua. Nilai rata-rata kelas meningkat dari 71,53 pada siklus pertama menjadi 80 pada siklus kedua dan dari siklus pertama ke siklus kedua yang mencapai kriteria ketuntasan minimum (KKM) meningkat dari 22 siswa menjadi 31 siswa. Proses pembelajaran dan siswa yang mencapai kriteria ketuntasan minimum meningkat dan proses belajar mengajar menjadi lebih baik.

**Kata Kunci:** kosa kata, ejaan, lotto, permainan

**Abstract:** The purpose of this study was to investigate how Spelling Lotto Communication Game could improve vocabulary mastery of seventh grade students of SMP Negeri 3 Ketapang in academic year 2012/2013. Since it was to improve vocabulary mastery in learning process, the appropriate technique that was applied in this research was a classroom action research with the cycle of planning, acting, observing, and reflecting. After collecting the data, the writer found out that the Spelling Lotto Communication Game improved the students' vocabulary mastery. Based on the achievement test's result, the writer discovered the students' progress, which was shown by the scores of the students from cycle to cycle, had increased. The mean score increased from 71.53 in the first cycle to 80 in the second cycle and from first cycle to second cycle, the students who reached the passing grade increased from 22 students to 31 students. The process of teaching and students who reached the passing grade increased and teaching learning process became better.

**Key words:** vocabulary, spelling, lotto, game

Vocabulary mastery is one part of the languages to facilitate the ability in four skills namely listening, speaking, reading and writing. Therefore, vocabulary is the important aspect in language learning. Communication is strongly conditioned by the level of vocabulary. When students have limited vocabulary, they become less able to communication. On the other hand, having wide vocabulary students can communicate effectively even though they may be weak at grammar. It means that teachers need to pay more attention on enriching students' vocabulary. One of the aims of teaching vocabulary is to improve the student's ability to understand English words that they face in their daily communication.

During the process of teaching English in class 7E of SMP Negeri 3 Ketapang on the first semester in academic year 2012/2013, the researcher found that the students often make mistakes in spelling words. For example the word "one" is spelled as "wan". Another example, the word "nice" is spelled as "nais". And the other example, the word "rise" is spelled as "rais". One of the analysis to the result of students daily test at class E in the first semester shown that about sixty percent of the students choose the wrong answer for one question about understanding the right spelling for the word "juice". It can be that the students are still weak in mastering vocabulary.

Increasing the students' ability in vocabulary mastery, the teachers have to think how to make students master English for their own purposes. There are many approaches, methods, and techniques that can be used by the teacher. Based on the background above, the writer used Spelling Lotto Communication Game by Hadfield (1999:12) to teach students' vocabulary of shopping items in class 7E at SMP Negeri 3 Ketapang in Academic Year 2012/2013. The game is an activity that can interest the students in learning vocabulary by matching the word cards that should be spelled by a student to other students alternately with the pictures on their own lotto board in a small group. In this game, the language practice is on spelling words. The words of shopping items are chosen because there is a material about shopping items in school syllabus for seventh grade students.

Through the communication game there are some advantages for students in learning process. The students can be more motivated and challenged to communicate using English in their daily life because they have practice it in their classroom. Games provide language practice in various skills of speaking, listening, writing, and reading. Spelling lotto game also encourages students to interact and communicate. Therefore, this research focused on the use of Spelling Lotto Communication Game to teach vocabulary particularly of shopping items vocabulary. This research is a classroom action research to seven E students of SMP Negeri 3 Ketapang in academic year 2012/2013.

The general purpose of the research conducted was to get the data of improving students' vocabulary mastery by the technique of Spelling Lotto Communication Game on seventh grade students of class E at SMP Negeri 3 Ketapang in academic year 2012/2013. The specific purposes of this study are to know the process of applying the Spelling Lotto Communication Game in improving English vocabulary seventh grade students of class E at SMP Negeri 3 Ketapang in academic year 2012/2013 and to know the improvement results of

English vocabulary mastery of the seventh grade students of class E at SMP Negeri 3 Ketapang in Academic Year 2012/2013 through Spelling Lotto Communication Game.

One of the important aspects in teaching English as foreign language is vocabulary. Folse (2008:12) state that basic level of vocabulary will allow learners to communicate some ideas to certain degree and better communication—whether in speaking, listening, reading and writing can be accomplished when learners have acquired more vocabulary.

Vocabulary is an essential part of communication that is important for someone or learners to master it. Communication will be ineffective when learners lack the necessary words. Wu (2009) in Zawahreh (2012:36) said that vocabulary is the tool of thought, self-expression, translation and communication. The major aim of most teaching program is to help students to gain large vocabulary of useful words. In addition, a strong vocabulary can be a valuable asset, both in school and later in our career (Allen, 1983:5). It can be concluded that vocabulary is one of elements of language that cannot be separated from language teaching. Vocabulary mastery plays important role to express someone's idea and build the chance of understanding between people in communication.

Teaching vocabulary is one of the important factors in forming up sentence or passage to achieve the form and meaning of the language correctly so that the communication among others happen clearly and easy to understand. Techniques of vocabulary teaching by Oztruk (2011:22-23) are presentation strategies, practice strategies and strategy training strategies. Presentation strategies are those that introduce the target vocabulary for the first time. Form presentation focuses on the pronunciation or spelling of word and includes strategies like the teacher's modeling of the target words. Practice strategies involves classroom review of the previously introduce vocabulary as well as homework (e.g. classroom tests, game, semantic maps, written repetition). Strategy training is to teach learners strategies for independent vocabulary learning like guessing from context, word-building, dictionary use and keeping vocabulary note.

One of the specific objectives of teaching English is to enable the students to spell words correctly (Patel and Praveen, 2008:55). As Bos and Vaughn in Owens, Laura and Margaret (2004:153) said that the ability to spell correctly is critical for success in education activities. Spelling errors may distract a reader from intended message (Jennings in Owens, Laura & Margaret, 2004:154). Spelling has a big rule in mastering vocabulary.

Game is considered as a good technique in teaching English, especially vocabulary. Games will make the students understand the material easier and it can motivate them to learn vocabulary more. As Uberman (1998:20) says in teaching experience, students are very enthusiastic practicing language using game. She believes that games help the students learn without conscious analysis or understand of the learning process while they acquire communicated competence as second language uses.

According to Hadfield (1999:8), "A game is an activity with rule, a goal and an element of fun." It means teacher could use game in teaching learning

activity to attract students' interest in learning. One of the beginners' communication games by Hadfield is Spelling Lotto. The type of activity in this game is matching which is played by a small group. The function practice is on spelling words. The topic area is letters of alphabet. The essential vocabulary is the words of shopping items. Lotto is also known as Bingo. The other game that similar to the Spelling Lotto Communication Game is Food Lotto Spelling Game by Jamiaca in Lowe (1988:68). The materials that were used are pictures and the correspondent cards. The activity was also spelling some words in finding the matching pictures to the words. The difference between both games is in the kind of vocabulary.

The effectiveness of using Spelling Lotto Communication Game can be elaborate as follows: First, the materials that the students learn were vocabulary of shopping items that can be use in their daily life, e.g. shampoo, sugar, coffee, etc. Second, group of students consist of 3 or 4 person, students are expected to communicate with other in the process of understanding the numbers of words. Third, the activity of spelling the words can help students in learning the correct way of spelling words. Fourth, the weakness of this game was less in words that learn by students. However, the game was expected to increase the students' vocabulary mastery especially by spelling words because the game is simple and easy to play. By playing the game, the students can match the words with the pictures.

Being fun in the classroom can help maintain a friendly classroom environment where students can learn and discover interest in schoolwork through activities and games. There are a number of activities that a teacher can try in the classroom to create learning atmosphere and to teach students a variety of things. In this research, fun activity that a teacher can apply in the classroom was Spelling Lotto Communication Game.

The Materials and preparation of Spelling Lotto game were designed based on Hadfield's theory (1999:12). First, teacher prepared one set of word cards and one set of lotto boards for each group. The word cards were the words of shopping items vocabulary and the lotto boards contained some pictures of shopping items. Second, teacher divided the class into groups of three or four students and chooses: the first player, second player, third player and the fourth player in each group. Third, teacher demonstrated how to do the game with the whole class before letting them play in groups by themselves.

The following is the steps of how to play the game by Hadfield (1999:12): First, teacher gives out a set of lotto boards (boards that have different pictures of shopping items for each player in a group) and a set of word cards to each group (cards with the words of shopping items which related to the pictures). For groups of three, remove one lotto board and the corresponding word cards. Second, students should take a boards each (hide it from other player) and place the word cards face down in the middle. Third, the first player takes a word card and spells it out to the group. Fourth, the player with the matching picture on her board should ask for the card by saying "the card is mine" and cover her picture with the word card. Fifth, when the word which is spelled could not be guessed by all the players, the card should be placed on the bottom of the word cards. Sixth, then it

is the next player's turn to take and spell a word card. Do the activity from the first to the fourth player continuously. Seventh, the player who covers all his pictures first is the winner.

In this game, the communication was happened when the students response the words that were spelled by saying "the card is mine". They could say the words after understanding the meaning of the words that were spelled which is suitable with their pictures.

The object of the game is to cover all the pictures on their lotto boards with matching word cards. When one of the players wins the game, the game is over. Then, all of the players show their boards to one another in order to check the result. Besides they have to learn all of the vocabulary about shopping items that they have played in their group. After the entire group finished the activity, the teacher shows the pictures which they have just learned in front of the class and ask them to spell the name of the pictures together. The aim of this activity is to clarify the students' understanding to the meaning of the pictures and how to spell the name of the pictures correctly.

In this research, the vocabulary focus is on shopping item words that can be found in students daily life, e.g. shampoo, sugar, coffee, toothpaste, jam, soap, etc. The list of words were developed by the teacher in reference to the material in school handbook that also related to the syllabus. There were twenty four words that are given to students to be learned for one meeting. From the words, there were twenty words chosen randomly for the test.

## **METHOD**

In this research the writer used a classroom action research. This research was aimed to improve the quality of teaching and learning process. In this case, the writer attempted to improve the students' vocabulary of seventh grade students of SMP Negeri 3 Ketapang by implementing Spelling Lotto game through a classroom action research.

Kurt Lewin in Arikunto (2006:92) describes that action research are cycle or steps which consist of four stages: planning, acting, observing and reflecting. Planning was done in the early stage of the research. The writer prepared lesson plan, lotto boards and words card for the game, observation checklist, and written test and collaborators. Those were the things that the researcher needs in doing the action research. Acting was the implementation of the planning that had been already made by the writer. In this step, the writer presented the material which was prepared in the lesson plan to the students in the classroom. Observing was used as one of instruments in collecting the data. The writer as the teacher observed all the activities in the teaching learning process with her collaborators. The results of observation were written on observation checklist and field notes. The collaborator also gave inputs and suggestions to the teacher researcher dealing with the teaching and learning process. In reflecting, the writer analyzed the result of the observation. Writer evaluated the teaching learning process during implementation of the action and observation by identifying the field notes and observation checklist which are made during the action. The result of the



reflection used to determine what should be done in the next cycles. The reflection was one to get feedback of the teaching learning process. From this activity, the researcher expected to find out the benefit or the strength and the weakness, the writer then decided what action would be treated in the classroom to improve the teaching learning process.

The data were collected and analyzed using quantitative and qualitative analysis. The objective test analyzed in quantitative as follow:

- 1) To get students' score from students objective test, the researcher used formula as follows:

$$\text{Students' score} = \frac{\text{Students correct answer}}{\text{Number of questions}} \times 100$$

- 2) To get students' mean score, the researcher measured the raw data by using the following formula:

$$M = \frac{\sum FX}{N}$$

Notes:

$M$  = Mean score

$\sum FX$  = The sum of individual score

$N$  = The number of students

- 3) To know the students' ability in mastering the material, the researcher measured it by using the passing grade (Kriteria Ketuntasan Minimum). In SMP Negeri 3 Ketapang, the passing grade for English is 70.

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Students' score < 70 (reaching passing grade)

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Students' score  $\geq$  70 (not reaching passing grade)

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The students score showed the number of vocabulary that each student had master related to the subject material. The mean score showed classification of the classroom in mastery the vocabulary. The passing grade showed the students' ability in mastering the study.

The observation checklist analyzed in qualitative. From the result of observation checklist explained effectiveness or ineffectiveness of the technique. If most of the students obey the rules of the activity, spell the word correctly and enjoy the teaching learning process, they will master the vocabulary. It can be mean the technique was effective to improve the students' vocabulary mastery.

## RESEARCH FINDINGS

The purpose of this research is to investigate how Spelling Lotto Communication Game improves the seventh grade students' vocabulary mastery of class E at SMP Negeri 3 Ketapang. The writer applied classroom action research in which researcher pays more attention in teaching learning process.

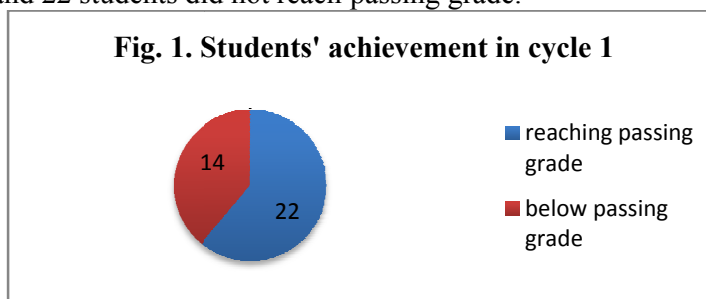
This research was conducted in two cycles. Each cycle consisted of planning stage, acting stage, observing stage, and reflecting stage. The acting was conducted in one meeting (2x40 minutes). While doing the teaching learning process, the writer as a teacher researcher was helped by an English teacher as a



collaborator to do the classroom action research. The writer showed the planning and the materials that would be taught. The writer collected data based on observation checklist, field note and students' written test.

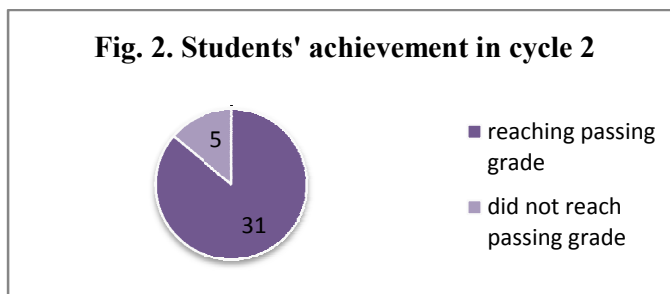
The first cycle was conducted on November 27, 2012. The problems that happened in this cycle were some students did not follow the rules of the game because they did not pay attention to the teacher explanation, some students were still poor in spelling letter, and some students seem not to enjoy the game.

After the teacher and collaborator finished their first cycle, they discussed about something that must be changed before conducting the next cycle. The teacher checked the students' worksheets and gave score. The result was unsatisfactory. The research finding showed that the students' mean score was 71,53 and 22 students did not reach passing grade.



The second cycle was conducted on December 5, 2012. The teacher and collaborator was discussed some strategies to minimize the problems before they came into the class. First, the teacher attracted the students' attention to the rules of the game by playing the game with some students as an example. Second, the teacher reminded the students to spell the alphabet correctly by asking them to spell the letters after her. Third, the teacher gave reward for the winner of each group by saying "congratulation" and gave applauses in order to motivate them to finish the game in happy feeling.

After observing the process and interpreting the data, both the teacher and collaborator decided to stop the actions because the data showed that the indicators of success were fulfilled.



In the second cycle the students' mean score increased to 80 and 31 students reached the passing grade. Whereas, five students still not reach passing grade but the writer had to stop the cycle. It is because over all the process in teaching learning had big improvement. The five students need to be treated

separately. It can be seen from their behavior in observation checklist and field note. They need personal help or assistance by the teacher.

In addition, the research findings of the classroom action research were satisfactory. All the indicators of success had been fulfilled. The teaching learning process became better. Spelling Lotto Game helped students in improving their vocabulary mastery.

## **CONCLUSIONS**

Based on this action research, the writer found that the teaching and learning activity by using spelling lotto communication game showed the improvement on the students' vocabulary achievement. It means that spelling lotto communication game is possibly used to teach English vocabulary for junior high school students, especially in seventh grade. Besides, most of students were excited playing the game, moreover it can increase the students' attention in learning. It can be seen from the result of observation checklist and field note.

It is effective to use spelling lotto communication game to improve students' vocabulary. It was supported by the significant improvement between the result of the test in cycle 1 and cycle 2. The main score increased from 71.53 in the first cycle to 80 in the second cycle. From first cycle to second cycle, the students who reached the passing grade increased from 22 to 31. Besides considering the score, the researcher also found the positive aspect from the students that they can learn how to communicate with other in finding the meaning of words spelled other students.

Spelling Lotto Communication Game led the students to have more attention in spelling process. In understanding the words, students have to master the sound of alphabet. According to this finding, the seventh grade students of class E in SMP Negeri 3 Ketapang in academic year 2012/2013 can improve vocabulary mastery of shopping items by using Spelling Lotto Communication Game.

## **SUGGESTIONS**

From the conclusions above, the writer would like to offer some suggestions to improve the students' vocabulary. First, the use of spelling lotto communication game is recommended to the teachers as an alternative technique to teach seventh grade students of junior high school for improving students' vocabulary especially in understanding the meaning and spelling of the word. Second, the use of spelling lotto communication game in teaching learning activities should be adjusted to the topic of related unit. Third, hopefully there would be further studies that explore on teaching English using spelling lotto communication game for special needed students that have extraordinary problem in attention and personality. So, it can make the teaching English effective for all students.

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