

Elevating Lexical Proficiency: Enhancing Students' Vocabulary Mastery with English Spelling Bee Challenges

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ABSTRACT

This study aims to determine if spelling bee competitions aid in vocabulary growth for SMP Negeri 3 Banawa class VIII students. This study uses a quasi-experimental research approach using both controlled and experimental categories. Purposive sampling was used to choose the sample. Class VIII A has twenty-four students, while Class VIII B and the control class also have twenty-four students. Vocabulary tests were administered both before and after therapy to gather data. There is a pre-test and a post-test for the test. The control class received 39.27 points, whereas the experimental class had an average projected score of 50.83. The experimental class's post-test score was 73.63, whereas the control group scored 49.86. The data analysis findings indicate $\alpha = 0.05$ and Sig. (2-tailed) based on the t-test, the predicated equality between the two means is 0.000. Sig.(2-tailed) $< \alpha = 0.05$. in light of this. H_0 was turned down, while H_a was accepted. Calculations show that SMP Negeri 3 Banawa class VIII students' vocabulary mastery has increased dramatically due to using the English Spelling Bee.

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1. INTRODUCTION

A crucial part of learning the English language is vocabulary. According to Pratiwi, Zasrianita, Akbarjono [1], and Useini [2], one of the most crucial aspects of learning English is developing one's vocabulary. The normal language learner places excellent attention on vocabulary [3]. The more words they know, the better they understand what they read and listen to Dauletova and Rahimova [4]; [2]. Vocabulary also plays a crucial role in language learning. Bhatti et al. [5]. Vocabulary is central to language and is significant to language learners [6]. This limited vocabulary makes students unable to state their ideas and opinions well, either in speaking or writing. People with limited vocabulary find it challenging to comprehend what others are saying and communicate with others through sentences.

Learning a new language requires us to think about the vocabulary. The eight categories of sounds in English are nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. The researcher only presented three speech segments as this study's main focus. These are adjectives, verbs, and nouns.

It is challenging to teach vocabulary. Teaching vocabulary is more than just presenting new words. Nevertheless, the teacher should deliver a clear meaning and make students clearly understand the new vocabulary [7]. Students must be familiar not only with the words but also with their definitions. Wafa [8] asserts that too many students struggle to pick up English. One problem was that the teachers had only given each student a list of terms to memorize, which left the students with a restricted vocabulary and made the students bored and uninterested in the lessons.

Playing games is one method of learning or remembering language, among other methods. According to Umulaika [9], a game is an activity with set guidelines, objectives, and competitive elements. Richards and Renadya [10], it ought to be enjoyable and fun. Spelling bee games are one example of a game that is good for helping students. Playing the Spelling Bee Game is entertaining and educative. Improving students' language mastery is one of its advantages [11]–[17]. Megawani claims there are several advantages to using the Spelling Bee [18]. Students' spelling and vocabulary knowledge of the subject matter might benefit. Students may also use it to practice memorization and focus.

Playing spelling bee can have several benefits for children. These include improving spelling, increasing vocabulary, boosting confidence, encouraging healthy competition, and promoting goal setting [19]. A spelling bee is a tournament in which youngsters, typically kids in elementary school, must spell words in front of spectators [20]–[22]. In addition, Ratna [23] states, "A spelling bee is a competition, typically for students, in which participants are disqualified for spelling a word incorrectly". Teachers can train students' English language abilities using the techniques utilized in this competition [11], [20]. They can also be employed to persuade students to study neuroscience Nardoque et al. [24]. Wahidah [25] "It is thought that spelling bees can be very beneficial for students learning English." Students sometimes need a joyful ambience to relax their minds to get the lesson the teacher taught. Then, spelling bee games were used to get that [26].

Some researchers have studied the effects of students expanding their vocabulary by participating in English spelling bee. Haeiry [27] discovered that the spelling bee positively impacts seventh-grade students' vocabulary. There were significant differences in students' vocabulary skills based on whether or not spelling bee activities were used. Aniza et al. [28] found significant differences in students' vocabulary skills when using spelling bee activities. According to the final research by Nurjida [29], first graders at SMP Negeri 5 Palopo might benefit from using the spelling bee to increase their vocabulary.

This was chosen to investigate the usage of spelling bee activities to improve students' vocabulary knowledge in light of problems that eighth-grade students at SMP Negeri 3 Banawa are facing and by reviewing earlier research on the same issues.

2. METHOD

For this study, the researcher used two sets of coursing using a quantitative method. One group was considered the control group, and the other was the experimental group [30]. The researcher used spelling games to teach vocabulary in the experimental class, whereas a more conventional teaching method was used in the control group.

According to Arikunto [31], the research population is an entire number of study participants; the sample is a subset or representative of this population. Students from SMP Negeri 3 Banawa's eighth grade comprised the study's sample population. Because the students' vocabulary was so low, the researcher used classes VIII A and VIII B as examples to get representative data. The technique of purposeful sampling was used in this investigation.

An assessment of students' vocabulary competence served as the study's tool. A pre-test and post-test for the vocabulary test were used in this assessment; there were 30 numbers on each. The purpose of the pre-test is to assess students' English proficiency. However, the post-test aimed to assess students' post-treatment vocabulary growth.

3. RESULTS AND DISCUSSION

3.1. Results

a. Descriptive Statistics

Descriptive statistics can explain and describe research data comprising the mean, minimal, maximum, and standard deviation scores. The results of statistical analysis for both courses are displayed in the table below, which was created by the researcher using the SPSS 25 application to calculate the data:

Table 1. Descriptive Statistics

Class	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperimental	24	13	83	50.83	22.445
Post-Test Eksperimental	24	40	97	73.63	17.118
Pre-Test Control	22	17	63	39.27	14.887
Post-Test Control	22	30	93	49.86	16.117
Valid N (listwise)	22				

The test results for the experimental and control groups of students are displayed in the above table. Students in the experimental group benefit from spelling bees as they expand their vocabulary. The pre-test and post-test lowest, maximum, and average scores can be used to gauge the progress. With an average score of 50.83, the pre-test's minimum and maximum scores were 13 and 83, respectively. Aside from that, the mean value was 73.63, with 40 being the lowest number, and the greatest post-test score was 97. Statistics showed that the post-test scores were higher compared to pre-experiment test scores.

The control groups' minimum and maximum scores increased for the pre-test and post-test. The pre-test had a maximum score of 63 points and a minimum score of 17. Furthermore, the post-test has a minimum of 30 points and a maximum score of 93. 39.27 was the average pre-test score, whereas 49 was the mean post-test score. Based on the data, the control score improved between the pre-test and post-test.

b. Normality Test

The Shapiro-Wilk test in SPSS 25 was used in this investigation to examine the data's normality. If Sig. (P-value) > $\alpha = 0.05$, H_0 will be approved as the test's null hypothesis. The table below displays the normal test results.

Table 2. Test Normality

	Shapiro-Wilk		
	Statistic	Df	Sig
Pre-Test Experimental	.929	24	.091
Post-Test Experimental	.923	24	.067
Pre-Test Control	.932	22	.135
Post-Test Control	.912	22	.051

a. Lilliefors Significance Correction

Table 2 shows that, whereas the Sig. in the Post-test Experimental was 0.067, it was 0.091 in the Pre-Test Experimental. Pre-Test Control's significance level was 0.135, while Post-Test Control's was 0.051. H_0 is approved because the Sig. of experimental and control class > $\alpha = 0.05$. One may say there is a normal data distribution in the experimental and control groups.

c. Homogeneity Test

Checking the variances for data homogeneity was another necessity before evaluating a hypothesis utilizing a separate sample t-test. In this study, the researcher compared the post-test scores of the experimental and control groups using a One-Way ANOVA. When making decisions, importance is assumed to have a certain value. This homogeneity test hypothesizes that H_0 = the data's variances are homogenous and is accepted if Sig. (P-value) > $\alpha = 0.05$. the findings of the homogeneity test are shown in the table below.

Table 3. Homogeneity Test

	Levene Statistic	df1	df2	Sig.
Based on Mean	.463	1	44	.500
Based on Median	.393	1	44	.534
Based on the Median and with adjusted df	.393	1	43.914	.534
Based on trimmed mean	.575	1	44	.452

The Sig. Based on Table 3, the mean was 0.500, and $\alpha = 0.05$, as seen from the data above. In other words, the Sig. (p_{value}) $> \alpha = 0.05$ H_a is rejected. It means that the data are homogenous or have the same variance.

d. Hypothesis Test

The researcher computed data by using a t-test for independence in SPSS 25 after measuring the normality and homogeneity test to see if there was a difference of statistical significance between using the English Spelling Bee Game in the experimental class and the conventional method in the control class with an $\alpha = 0.05$ and a Sig. based in mean was to ensure that determine if using the English Spelling Bee Games in the experimental class differed statistically significantly from 0.500.

Table 4. Independent Sample 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
Equal variances assumed	.463	.500	4.836	44	.000	23.761	4.914	13.858	33.664
Equal variances are not assumed.			4.849	43.964	.000	23.761	4.901	13.885	33.638

According to Table 4, the Sig. (2-tailed) = 0.000, and $\alpha = 0.05$, respectively. Since Sig. (2-tailed) $< \alpha = 0.05$, H_0 is rejected. The study concludes that using a spelling bee game at SMP Negeri 3 Banawa to enhance eighth-grade students' understanding of vocabulary has a significant effect.

3.2. Discussion

Based on these findings, it can be said that playing English spelling bee games helps students learn how to correctly spell, comprehend the meaning of words, and apply vocabulary in sentences. It also improves students' vocabulary by emphasizing nouns, verbs, and adjectives.

There were gains in the experimental class's vocabulary usage, word meaning, and spelling. The prediction findings show that students struggle to comprehend how words are used in sentences. Students' lower scores in this area as compared to their spelling and meaning grades reflect this. However, following instruction employing the English Spelling bee, students' scores dramatically improved, even in sentence-level vocabulary use.

The final result answers the question, "Can the application of English Spelling bee games enhance the vocabulary mastery of eighth-grade students at SMP Negeri 3 Banawa?" It is related to the research title, "Enhancing Students' Vocabulary Mastery with English Spelling Bee Challenges."

The preceding findings show that this research's conclusions align with previous investigations. The researcher demonstrated that English Spelling Bee games favourably impact vocabulary mastering in seventh-grade students at SMP Aisyah Paccinongan, based on Haeri's study's conclusions [27]. The use of English Spelling Bee games was then demonstrated by Nurjidah [29] to successfully enhance eighth-grade students' vocabulary mastery at SMPN 5 Palopo.

4. CONCLUSION

After the study was finished and the data was examined, the researcher discovered that spelling bees were a good way for students to retain more vocabulary. The test findings indicated that their performance improved when vocabulary was taught to students through spelling bees. The experimental class's students' pre-test and post-test results differ significantly. The pre-test mean score was 50.83, while 73.63 was the average score for students on the post-test. Pre-test and post-test averages for the control class were 39.27 and 49.86, respectively. Students in the experimental class performed better in the pre-test and post-test than in the control class.

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