

ENRICHING STUDENTS' VOCABULARY MASTERY THROUGH SPELLING BEE GAME

Wintarsih

wintarsih2010@gmail.com

Dhea Hilma

dehilbua22@gmail.com

Universitas Bale Bandung

Abstract

The research entitled "Enriching Students' Vocabulary Mastery Through Spelling Bee Game". It was conducted in the first semester of the second grade of SMP BPPI Baleendah. The study used quasi experimental design with the treatment held in three meetings, and the total sample in this research was 50 students' that were taken from two classes, VIII A and C. In collecting the data, were applied as the instruments, pre-test, post-test and questionnaire. From the test, it can be seen that with the $df = N1+N2-2 = 50-2 = 48$, at $P= 0.05$ of two tailed of significance, the critical value of t is 2.009. As the value of the derived t (to) exceeds or is higher than that of the critical value of t ($4.505 > 2.009$). Thus, H_0 is rejected and H_a is accepted. This means that the use of Spelling Bee Game method to enrich students' vocabulary mastery is effective. Furthermore, based on the questionnaire, the students' response to the use of Spelling Bee Game method to enrich students' vocabulary mastery is good and positive. All of the students' found it easy to learn vocabulary and learn to spell after participating in the Spelling Bee Game method. Moreover, most of the students felt that the Spelling Bee Game method was a fun way to learn new words and a useful tool to improve vocabulary.

Keywords: *spelling bee game, vocabulary.*

INTRODUCTION

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Vocabulary is the important aspect in a language because vocabulary is the core component of language and one of the important of language elements (Rahayu, 2016, p. 3). Underscoring the importance of vocabulary acquisition, Schmitt (2000, p. 55) emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of a second language". Thus, the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts.

To make it easier for students to understand or memorize a lot of vocabulary, teachers or instructors need to master strategies to enrich students' vocabulary. They should be able to develop any kind of materials that make learning vocabulary will not become such boring and monotonous thing. Moreover, in teaching English vocabulary, there are many methods that could help the students to enrich and improve their vocabulary. The teacher has to choose an appropriate method in teaching vocabulary, because it is not easy to teach English especially vocabulary without using a suitable method.

The student is a human who can easily catch the thing, and it is easy for students to learn something new. There are many ways to learn English, like reading, watching movies, listening to music, etc. But their importance is vocabulary and remembering it (Handayani & Zaharani,

2021, p. 41-49). There are many ways to learn vocabulary, like taking notes while reading or listening to music, or maybe you see the translation subtitle while watching the movie.

In this study, the researcher will research how to memorize vocabulary by using a game. One kind of games is Spelling Bee Game. Besides, kids love playing games and easily remember. The Spelling Bee Game is a game with rules where the player has to speak the words or mention the letter of the word. Besides saying the word's notes, this game also has to pronounce the word.

In this research, the reason why the writer uses Spelling Bee Game as a technique in teaching vocabulary is because Spelling Bee Game is fun activity so that it is probably increase the students' interest to learn English. Based on the background describe above, the writer interested to know whether there is any significant difference in the result of teaching vocabulary by using Spelling Bee Game.

METHOD

Research Design

Creswell (2014, p. 5) states that research design is the plan or proposal to conduct research, involves the intersection of philosophy, strategies of inquiry, and specific methods. It is essentially a blueprint that ensures the research questions are answered systematically and the study's objectives are achieved effectively. The design also addresses how to control and manage variables to ensure the validity and reliability of the results.

From the explanation above, the researcher use quasi-experimental design to collect data and analyze data. According to Cohen (2018, p. 295) , the quasi experimental research design framework is as follows:

Framework of Quasi-Experimental Research Design

Experimental	O1	X	O2
Control	O3	O	O4

Where:

O1 : Pre-test

O3 : Pre-test

O2 : Post-test

O4 : Post-test

X : Treatment

O : No Treatment

Population and Sample

Creswell (2014, p. 142) stated that a population is a group of individuals who have the same characteristic(s). The population of this research is the second grade of SMP BPPI Baleendah consists of class A and C. Which in total there are 50 students.

Besides that, Creswell (2014, p. 142) defines sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. The researcher took two classes as research samples. The researcher choose VIII A for experimental group and VIII C for the control group. The researcher took 25 students for each group as the sample of the research. So the total sample of this research is 50 students.

The Instrument of The Research

A research instrument is a tool used to collect, measure, and analyze data related to your research interests (Creswell, 2014, p. 157). In this research, the researcher used a vocabulary test as an instrument and used questionnaire to collect the data. The test is divided into two parts: pre-test and post-test.

The Procedure of Data Analysis

The Test

The data were collected through pre-test and post-test in first group and second group was analyzed by using t-test. Independent t-test was used to compare the means from two group. Here is the t-test formula for independent groups according to (Shadish, 2002, p. 73) :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{\sum X_1^2 - \frac{(\sum X_1)^2}{N_1} + \sum X_2^2 - \frac{(\sum X_2)^2}{N_2}}{N_1 + N_2 - 2} \right)}} \cdot \left(\frac{1}{N_1} + \frac{1}{N_2} \right)$$

Where :

$\bar{X}_1$ = the mean of the scores of the first group

$\bar{X}_2$ = the mean of the scores of the second group

$\sum X_1^2$ = the sum of the squares of the first group

$\sum X_2^2$ = the sum of the squares of the second group

$(\sum X_1)^2$ = the squares of the sum of the scores of the first group

$(\sum X_2)^2$ = the squares of the sum of the scores of the second group

N_1 = the total number of scores in the first group

N_2 = the total number of scores in second group

Questionnaire

The data analysis on questionnaire is using percentage formula based on Sudjana (2001, p. 129) as follow:

$$X = \frac{Y}{Z} \times 100$$

Where:

X = Percentage (quality of the answer)

Y = Give amount (total of the respondents' answer)

Z = Total amount (total of the respondent)

After getting the result of percentage for calculating the questionnaire, the researcher categorized it into the standard validity as follow:

Percentage of Calculating Questionnaire

Percentage	Categorize
1 – 25%	A small number of the students
26 – 49%	Nearly half of the students
50%	Half of the students
51 – 75%	More than half of the students
76 – 79%	Almost all of the students
100%	All of the students

RESULTS AND DISCUSSION

The Data of Pre-Test

No	Experimental Group		Control Group	
	Sample	X ₁	Sample	X ₂
1	Students 1	86	Students 1	78
2	Students 2	64	Students 2	50
3	Students 3	74	Students 3	36
4	Students 4	58	Students 4	40
5	Students 5	66	Students 5	66
6	Students 6	44	Students 6	58
7	Students 7	50	Students 7	74
8	Students 8	82	Students 8	50
9	Students 9	48	Students 9	50
10	Students 10	58	Students 10	72
11	Students 11	50	Students 11	54
12	Students 12	54	Students 12	72
13	Students 13	72	Students 13	68

14	Students 14	70	Students 14	50
15	Students 15	68	Students 15	50
16	Students 16	72	Students 16	46
17	Students 17	50	Students 17	58
18	Students 18	48	Students 18	74
19	Students 19	66	Students 19	36
20	Students 20	58	Students 20	66
21	Students 21	54	Students 21	54
22	Students 22	68	Students 22	44
23	Students 23	70	Students 23	70
24	Students 24	36	Students 24	40
25	Students 25	24	Students 25	20
		$\bar{X}_1 = \frac{\sum X_1}{N_1} = \frac{1490}{25} = 59.6$		$\bar{X}_2 = \frac{\sum X_2}{N_2} = \frac{1376}{25} = 55.04$

From the table above, the highest score of the experimental group in pre-test was 86 which was got by one student and lowest score is 24 which was one student. While the highest score of the control group in pre-test was 78 which was got by one student and lowest score is 20 which was got by one student. The mean score of the experimental group was 59.6 and control group was 55.04. In the other hand it can be said that the study had not reached the minimal standard criteria of the students' vocabulary based on the KKM in SMP BPPI Baleendah. So, it means that the students vocabulary mastery is needed to be improved. Therefore, the researcher gave the treatment using Spelling Bee Game method for experimental group and conventional method for control group.

The Computation Process of The Pre-test Data

No	Experimental Group			Control Group		
	Sample	X ₁	X ₁ ²	Sample	X ₂	X ₂ ²
1	Students 1	86	7396	Students 1	78	6084
2	Students 2	64	4096	Students 2	50	2500
3	Students 3	74	5476	Students 3	36	1296

4	Students 4	58	3364	Students 4	40	1600
5	Students 5	66	4356	Students 5	66	4356
6	Students 6	44	1936	Students 6	58	3364
7	Students 7	50	2500	Students 7	74	5476
8	Students 8	82	6724	Students 8	50	2500
9	Students 9	48	2304	Students 9	50	2500
10	Students 10	58	3364	Students 10	72	5184
11	Students 11	50	2500	Students 11	54	2916
12	Students 12	54	2916	Students 12	72	5184
13	Students 13	72	5184	Students 13	68	4624
14	Students 14	70	4900	Students 14	50	2500
15	Students 15	68	4624	Students 15	50	2500
16	Students 16	72	5184	Students 16	46	2116
17	Students 17	50	2500	Students 17	58	3364
18	Students 18	48	2304	Students 18	74	5476
19	Students 19	66	4356	Students 19	36	1296
20	Students 20	58	3364	Students 20	66	4356
21	Students 21	54	2916	Students 21	54	2916
22	Students 22	68	4624	Students 22	44	1936
23	Students 23	70	4900	Students 23	70	4900
24	Students 24	36	1296	Students 24	40	1600
25	Students 25	24	576	Students 25	20	400
Σ		$\Sigma X_1 =$ 1490	$\Sigma X_1^2 =$ 93660	Σ	$\Sigma X_2 =$ 1376	$\Sigma X_2^2 =$ 80944

From the data above, the researcher did some steps to compute the data using t-test formula, the steps are:

Step 1: Calculate the $\bar{X}_1$ (the sum of mean of experimental group)

$$\bar{X}_1 = \frac{\sum X_1}{N_1}$$

$$\bar{X}_1 = \frac{1490}{25}$$

$$\bar{X}_1 = 59.6$$

Step 2: Calculate the $\bar{X}_2$ (the sum of mean of control group)

$$\bar{X}_2 = \frac{\sum X_2}{N_2}$$

$$\bar{X}_2 = \frac{1376}{25}$$

$$\bar{X}_2 = 55.04$$

Step 3: Calculate the $\sum X_1^2$ (the sum of square of experimental group)

$$\sum X_1^2 = 93660$$

Step 4: Calculate the $\sum X_2^2$ (the sum of square of control group)

$$\sum X_2^2 = 80944$$

Step 5: Calculate the $(\sum X_1)^2$ (the square of sum of the score of experimental group)

$$(\sum X_1)^2 = (1490)^2$$

$$(\sum X_1)^2 = 2220100$$

Step 6: Calculate the $(\sum X_2)^2$ (the square of sum of the score of group group)

$$(\sum X_2)^2 = (1376)^2$$

$$(\sum X_2)^2 = 1893376$$

Step 7: Calculate Df (sum the number of experimental and control group)

$$N_1 = 25$$

$$N_2 = 25$$

$$Df = N_1 + N_2 - 2$$

$$Df = 25 + 25 - 2 = 48$$

Step 8: Enter the values obtained in steps 1-7 into the formula for the t test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[\frac{\sum X_1^2 - \frac{(\sum X_1)^2}{N_1} + \sum X_2^2 - \frac{(\sum X_2)^2}{N_2}}{N_1 + N_2 - 2} \right] \cdot \left[\frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

$$t = \frac{59.6 - 55.04}{\sqrt{\left[\frac{93660 - \frac{2220100}{25} + 80944 - \frac{1893376}{25}}{25 + 25 - 2} \right] \cdot \left[\frac{1}{25} + \frac{1}{25} \right]}}$$

$$t = \frac{4.56}{\sqrt{\left[\frac{93660 - 88804 + 80944 - 75735.04}{48} \right] \cdot \left[\frac{2}{25} \right]}}$$

$$t = \frac{4.56}{\sqrt{\left[\frac{4856 + 5208.96}{48} \right] \cdot \left[\frac{2}{25} \right]}}$$

$$t = \frac{4.56}{\sqrt{\left[\frac{10064.96}{48} \right] \cdot \left[\frac{2}{25} \right]}}$$

$$t = \frac{4.56}{\sqrt{[209.68] \cdot \left[\frac{2}{25} \right]}}$$

$$t = \frac{4.56}{\sqrt{16.77}} = \frac{4.56}{4.09} = 1.114$$

The Data of Post-Test

No	Experimental Group		Control Group	
	Sample	X ₁	Sample	X ₂
1	Students 1	100	Students 1	90
2	Students 2	86	Students 2	60
3	Students 3	54	Students 3	74
4	Students 4	84	Students 4	80
5	Students 5	84	Students 5	76
6	Students 6	96	Students 6	48
7	Students 7	76	Students 7	56
8	Students 8	88	Students 8	68

9	Students 9	76	Students 9	66
10	Students 10	72	Students 10	68
11	Students 11	82	Students 11	60
12	Students 12	100	Students 12	50
13	Students 13	96	Students 13	54
14	Students 14	92	Students 14	56
15	Students 15	88	Students 15	70
16	Students 16	86	Students 16	74
17	Students 17	84	Students 17	76
18	Students 18	76	Students 18	70
19	Students 19	60	Students 19	76
20	Students 20	68	Students 20	50
21	Students 21	64	Students 21	46
22	Students 22	62	Students 22	64
23	Students 23	84	Students 23	62
24	Students 24	100	Students 24	44
25	Students 25	50	Students 25	42
$\bar{X}_1 = \frac{\sum X_1}{N_1} = \frac{2008}{25} = 80.32$		$\bar{X}_2 = \frac{\sum X_2}{N_2} = \frac{1580}{25} = 63.2$		

Notes:

$\bar{X}_1$ = the mean of the scores of the experiment group

$\bar{X}_2$ = the mean of the scores of the control group

From the table above, the highest score of the experimental group in pre-test was 100 which was got by three students and lowest score is 50 which was one student. While the highest score of the control group in pre-test was 90 which was got by one student and lowest score is 42 which was got by one student. The mean score of the experimental group was 80.32 and control group was 63.2.

The Computation Process of The Post-Test Data

No	Experimental Group			Control Group		
	Sample	X_1	X_1^2	Sample	X_2	X_2^2
1	Students 1	100	10000	Students 1	90	8100
2	Students 2	86	7396	Students 2	60	3600
3	Students 3	54	2916	Students 3	74	5476
4	Students 4	84	7056	Students 4	80	6400
5	Students 5	84	7056	Students 5	76	5776
6	Students 6	96	9216	Students 6	48	2304
7	Students 7	76	5776	Students 7	56	3136
8	Students 8	88	7744	Students 8	68	4624
9	Students 9	76	5776	Students 9	66	4356
10	Students 10	72	5184	Students 10	68	4624
11	Students 11	82	6724	Students 11	60	3600
12	Students 12	100	10000	Students 12	50	2500
13	Students 13	96	9216	Students 13	54	2916
14	Students 14	92	8464	Students 14	56	3136
15	Students 15	88	7744	Students 15	70	4900
16	Students 16	86	7396	Students 16	74	5476
17	Students 17	84	7056	Students 17	76	5776
18	Students 18	76	5776	Students 18	70	4900
19	Students 19	60	3600	Students 19	76	5776
20	Students 20	68	4624	Students 20	50	2500
21	Students 21	64	4096	Students 21	46	2116
22	Students 22	62	3844	Students 22	64	4096

23	Students 23	84	7056	Students 23	62	3844
24	Students 24	100	10000	Students 24	44	1936
25	Students 25	50	2500	Students 25	42	1764
	Σ	$\Sigma X_1 =$ 2008	$\Sigma X_1^2 =$ 166216	Σ	$\Sigma X_1 =$ 1580	$\Sigma X_1^2 =$ 103632

From the data above, the researcher did some steps to compute the data using t-test formula, the steps are:

Step 1: Calculate the $\bar{X}_1$ (the sum of mean of experimental group)

$$\bar{X}_1 = \frac{\Sigma X_1}{N_1}$$

$$\bar{X}_1 = \frac{2008}{25}$$

$$\bar{X}_1 = 80.32$$

Step 2: Calculate the $\bar{X}_2$ (the sum of mean of control group)

$$\bar{X}_2 = \frac{\Sigma X_2}{N_2}$$

$$\bar{X}_2 = \frac{1580}{25}$$

$$\bar{X}_2 = 63.2$$

Step 3: Calculate the ΣX_1^2 (the sum of square of experimental group)

$$\Sigma X_1^2 = 166216$$

Step 4: Calculate the ΣX_2^2 (the sum of square of control group)

$$\Sigma X_2^2 = 103632$$

Step 5: Calculate the $(\Sigma X_1)^2$ (the square of sum of the score of experimental group)

$$(\sum X_1)^2 = (2008)^2$$

$$(\sum X_1)^2 = 4032064$$

Step 6: Calculate the $(\sum X_2)^2$ (the square of sum of the score of group group)

$$(\sum X_2)^2 = (1580)^2$$

$$(\sum X_2)^2 = 2496400$$

Step 7: Calculate Df (sum the number of experimental and control group)

$$N_1 = 25$$

$$N_2 = 25$$

$$Df = N_1 + N_2 - 2$$

$$Df = 25 + 25 - 2 = 48$$

Step 8: Enter the values obtained in steps 1-7 into the formula for the t test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[\frac{\sum X_1^2 - \frac{(\sum X_1)^2}{N_1} + \sum X_2^2 - \frac{(\sum X_2)^2}{N_2}}{N_1 + N_2 - 2} \right] \cdot \left[\frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

$$t = \frac{80.32 - 63.2}{\sqrt{\left[\frac{166216 - \frac{(2008)^2}{25} + 103632 - \frac{(1580)^2}{25}}{48} \right] \cdot \left[\frac{1}{25} + \frac{1}{25} \right]}}$$

$$t = \frac{17.12}{\sqrt{\left[\frac{166216 - 161282.56 + 103632 - 99856}{48} \right] \cdot \left[\frac{1}{25} + \frac{1}{25} \right]}}$$

$$t = \frac{17.12}{\sqrt{\left[\frac{4933.44 + 3776}{48} \right] \cdot \left[\frac{2}{25} \right]}}$$

$$t = \frac{17.12}{\sqrt{\left[\frac{8709.44}{48} \right] \cdot \left[\frac{2}{25} \right]}}$$

$$t = \frac{17.12}{\sqrt{181.44 \cdot \frac{2}{25}}}$$

$$t = \frac{17.12}{\sqrt{14.51}} = \frac{17.12}{3.80} = 4.505$$

Step 9: Interpret the result of computation

With the degree of freedom / $Df = N1 + N2 - 2 = 25 + 25 - 2 = 48$ at $p = .05$ of two tailed, the critical value of t is 2.009. As the value of t is bigger than that of the t -table ($4.505 > 2.009$), the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted, stating that there is significant difference in result between Spelling Bee Game method and the conventional method in vocabulary mastery to the second grade of SMP BPPI Baleendah. This also means that this method is effective.

The Result of Questionnaire

No	Questions	Yes	No	Percentage	Percentage
				Yes	No
1	Do you think vocabulary is difficult? (Apakah menurut Anda vocabulary itu sulit?)	8	17	32%	68%
2	Do you think spelling is difficult? (Apakah menurut Anda Spelling itu sulit?)	1	24	96%	4%
3	Do you find Spelling Bee game to be a fun way to learn new words? (Apakah Anda menganggap permainan Spelling Bee sebagai cara yang menyenangkan untuk mempelajari kata-kata baru?)	25	0	100%	0%
4	Do you feel that your vocabulary has improved since you started participating in Spelling Bee games?	25	0	100%	0%

	(Apakah Anda merasa kosakata Anda telah meningkat sejak Anda mulai berpartisipasi dalam permainan Spelling Bee?)				
5	Have you noticed an improvement in your spelling skills after participating in Spelling Bee game? (Apakah Anda melihat peningkatan dalam kemampuan mengeja Anda setelah berpartisipasi dalam permainan Spelling Bee?)	24	1	96%	4%
6	Do you feel more confident in using new words after the Spelling Bee? (Apakah Anda merasa lebih percaya diri dalam menggunakan kata-kata baru setelah mengikuti Spelling Bee?)	25	0	100%	0%
7	Do you think that Spelling Bee game is a useful tool for enriching your vocabulary? (Menurut Anda, apakah game Spelling Bee merupakan alat yang berguna untuk meningkatkan kosakata Anda?)	25	0	100%	0%

8	Are you more motivated to learn new vocabulary after the Spelling Bee? (Apakah Anda lebih termotivasi untuk mempelajari kosa kata baru setelah mengikuti Spelling Bee?)	24	1	96%	4%
9	Have you recommended Spelling Bee game to your friends or classmates as a way to improve their vocabulary? (Sudahkah Anda merekomendasikan permainan Spelling Bee kepada teman atau teman sekelas Anda sebagai cara untuk meningkatkan kosakata mereka?)	23	2	92%	8%
10	Do you want the Spelling Bee to continue in your school? (Apakah Anda ingin kegiatan Spelling Bee terus dilaksanakan di sekolah Anda?)	17	8	68%	32%

DISCUSSION

The research investigated enriching students' vocabulary mastery through Spelling Bee Game. After the treatments done, the result of the study showed the score of experimental group increased. It can be seen the mean of experimental group was 80.32 and control group 63.2. The t-test both groups was 4.505. The degree of freedom (*Df*) was 48 and the table of critical - t that is got from 48 and .05 level of significance was 2.009.

After got the result by did some tests to the students both to experimental and control group, the research showed teaching vocabulary by using Spelling Bee Game method to improve students' vocabulary mastery. It means that the alternative hypothesis (H_a) that said 'there is significant difference in the result between the Spelling Bee Game method and the conventional method to the students' is accepted and the null hypothesis (H_o) is rejected. It can be concluded that the Spelling Bee Game method as means of vocabulary mastery to the second grade of SMP BPPI Baleendah have significantly better results than the conventional method. Besides being proven by test, the researcher proved that this research received several positive response from the questionnaire that had been given.

The researcher got the data from the questionnaire and the result was almost all of students answered liked being taught vocabulary by using Spelling Bee Game method. It was shown by the result of the questionnaire that was 90% of the students answered that learning vocabulary through Spelling Bee Game method are effective. It can be concluded that students' response were positive and can enrich students' vocabulary mastery.

Furthermore, the research result of using the game in teaching vocabulary confirmed the finding of previous studies conducted by Ismah (2022), and Navindri Dwi (2016). These studies proved that teaching using the game in teaching vocabulary was effective.

However, this study differed from Ismah's (2022) in that the subject of the Ismah's research is elementary school and the subject of this research is junior high school. Also Ismah's study was focused on the students' pronunciation, while this study was focused on the students' vocabulary.

Another result of this finding is in line with Dwi (2016) have said, saying that the research is to find out whether there is any significant difference between the vocabulary mastery of second grade of Junior High School before and after being taught by using Spelling Bee Game method.

In conclusion, based on the result, the use of Spelling Bee Game method is effective to enrich students' vocabulary mastery to the second grade of SMP BPPI Baleendah. This is supported by evidence from statistical calculation. In addition, most of the students give positive response to the Spelling Bee Game method to improve vocabulary mastery.

CONCLUSION

Based on the finding research from chapter IV, it can be concluded that using Spelling Bee Game method is effective to enrich students' vocabulary. From the result of the research describe that there was a significant different post-test in control group and experimental group. It can be proven that the mean score of post-test experimental group was bigger than control group. The Null Hypothesis (H_o) is rejected and the Alternative Hypothesis (H_a) is accepted, stating that there is significance difference between Spelling Bee Game method and conventional method in teaching vocabulary in eight grade of Junior High School.

It can be seen on questionnaire that almost all of students like learning vocabulary with Spelling Bee Game method. It was shown by the result of the questionnaire that was 90% of the students answered that learning vocabulary through Spelling Bee Game method are effective. It can be concluded that students' response were positive, good and can enrich students' vocabulary mastery. The Spelling Bee Game method was a method that very helpful for students learning in vocabulary, because students can more easily add stock of words. Therefore, the use of Spelling Bee Game method was effective to enrich students' vocabulary mastery at the eight grade of SMP BPPI Baleendah.

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