

**THE EFFECTIVENESS OF SPELLING BEE GAME IN ENHANCING
STUDENTS' VOCABULARY MASTERY AT 8 GRADE JUNIOR HIGH
SCHOOL**



MUH. TEDY FIRANSYAH

NIM : H0121518

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MUH. TEDY FIRANSYAH

H0121518

Has successfully defended the thesis in front
of the Examiner Team of Faculty of Teacher
Training and Education on : 23 October 2025

EXAMINATION

Chair of the examiner	: Dr. Nur Aisyah Humairah, S.Si., M.Pd.	(.....)
Secretary of Exam Committee	: Amrang, S.Pd., M.Pd.	(.....)
Supervisor I	: Dr. Adi Isma, S.Pd., M.Pd.	(.....)
Supervisor II	: Ahyadi, M.Pd.	(.....)
Examiner I	: Dwi Adi Nugroho, S.S., M.Hum.	(.....)
Examiner II	: Ridwan, S.Pd.I., M.Pd.	(.....)

Majene, 23 October 2025

**FACULTY OF TEACHER TRAINING
AND EDUCATION, UNIVERSITAS
SULAWESI BARAT**



Prof. Dr. H. Ruslan, M.Pd.
NIP. 196312311990031028

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Student's Name : Muh. Tedy Firansyah
NIM : H0121518
Study Program : English Education

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Muh. Tedy Firansyah

ID.H0121518

ABSTRAK

Muh. Tedy Firansyah: Efektivitas Permainan Spelling Bee dalam Meningkatkan Penguasaan Kosakata Siswa Kelas VIII SMP. **Skripsi, Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.**

Penelitian ini bertujuan untuk mengetahui efektivitas permainan Spelling Bee dalam meningkatkan penguasaan kosakata siswa serta minat mereka dalam pembelajaran bahasa Inggris. Spelling Bee merupakan metode pembelajaran berbasis permainan yang menekankan aspek kompetitif, interaktif, dan menyenangkan untuk meningkatkan kemampuan mengeja, mengingat, dan menggunakan kosakata. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi-eksperimen berupa pre-test dan post-test control group. Sampel penelitian adalah siswa kelas VIII SMPN 4 Pamboang, dengan kelas VIII B sebagai kelas eksperimen dan kelas VIII A sebagai kelas kontrol. Data penelitian diperoleh melalui tes kosakata dan kuesioner respon siswa. Hasil penelitian menunjukkan bahwa nilai rata-rata kelas eksperimen meningkat signifikan dari 46.6 pada pre-test menjadi 79.5 pada post-test, sedangkan kelas kontrol hanya meningkat dari 47.25 menjadi 66.5. Hasil uji-t independen menunjukkan nilai signifikansi $< 0,05$, sehingga hipotesis alternatif (H1) diterima. Selain itu, kuesioner yang diberikan kepada 19 siswa kelas eksperimen menghasilkan skor rata-rata 86.2 (kategori Sangat Baik), dengan mayoritas siswa menyatakan bahwa Spelling Bee membuat pembelajaran lebih menyenangkan, membantu mengeja kosakata dengan benar, serta meningkatkan motivasi dan kepercayaan diri mereka. Dengan demikian, dapat disimpulkan bahwa penerapan Spelling Bee Game efektif dalam meningkatkan penguasaan kosakata siswa sekaligus meningkatkan minat dan keterlibatan mereka dalam proses pembelajaran bahasa Inggris. Hasil penelitian ini berkontribusi pada pengembangan metode pembelajaran berbasis permainan dan mengimplikasikan bahwa guru dapat menggunakan Spelling Bee Game sebagai alternatif strategi efektif dalam meningkatkan penguasaan kosakata siswa.

Kata kunci: *Spelling Bee Game, penguasaan kosakata, minat belajar, pembelajaran berbasis permainan, siswa SMP*

ABSTRACT

Muh. Tedy Firansyah: The Effectiveness of Spelling Bee Game in Enhancing Students' Vocabulary Mastery at 8 Grade Junior High School. **Thesis, Majene: Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2025.**

This research aims to investigate the effectiveness of the Spelling Bee Game in improving students' vocabulary mastery as well as their interest in learning English. The Spelling Bee is a game-based learning method that emphasizes competitive, interactive, and enjoyable aspects to enhance students' ability to spell, memorize, and use vocabulary. This study employed a quantitative approach with a quasi-experimental design using a pre-test and post-test control group. The research sample consisted of 8th-grade students of SMPN 4 Pamboang, with class VIII B as the experimental group and class VIII A as the control group. Data were collected through vocabulary tests and student response questionnaires. The findings revealed that the experimental group's mean score significantly increased from 46.6 in the pre-test to 79,5 in the post-test, while the control group only improved from 47.25 to 66.5. The independent t-test result showed a significance value of < 0.05 , indicating that the alternative hypothesis (H1) was accepted. In addition, the questionnaire administered to 19 students in the experimental class yielded an average score of 86.2 (Excellent Category), with the majority of students stating that the Spelling Bee made learning more enjoyable, helped them spell vocabulary correctly, and enhanced their motivation and confidence. Therefore, it can be concluded that the implementation of the Spelling Bee Game is effective in improving students' vocabulary mastery as well as increasing their interest and engagement in English learning. This research contributes to the development of game-based learning methods and implies that teachers can adopt the Spelling Bee Game as an effective alternative strategy to enhance students' vocabulary mastery.

Keywords: *Spelling Bee Game, vocabulary mastery, learning interest, game-based learning, junior high school students*

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is a set of words used in language, including knowledge of meaning, pronunciation, and usage in communication. Afifah et al. (2025) state that vocabulary covers word and their meanings in speaking, writing, reading and listening. Vocabulary knowledge is very important for academic success and effective communication. Vocabulary knowledge has two dimensions: breadth (the number of words known) and depth (understanding meaning, use, and nuances) (Aljasir, 2025). It plays a vital role in comprehension and communication in language learning introduces learners to new vocabulary that is crucial for their language development.

In learning English, vocabulary is essential because it serves as the foundation of language acquisition. A wide vocabulary helps individuals communicate effectively, understand complex texts, and express ideas clearly (Chiriac, 2021). Vocabulary mastery refers to the ability to understand and use various words appropriately and is crucial for improving all four language skills. According to Rahmawati et al. (2023), vocabulary mastery plays an important role in both productive and receptive English skills, helping students understand meaning, function, and context. Without adequate vocabulary, students may face difficulties in comprehension and critical thinking.

However, the process of learning and teaching vocabulary presents challenges, especially for students new to English (Alharbi, 2023). Most of students feel overwhelmed by the large number of words they must learn in a short time, often without a strong foundation. This causes confusion and frustration that hinders progress. Students unfamiliar with real language use struggle to connect new words to meaning (Rahman et al, 2024). The lack of meaningful interaction in class worsens the problem, as students rarely get the chance to practice and apply vocabulary in real contexts.

Based on the problems described above, similar issues were found at SMPN 4 Pamboang. Preliminary observations and interviews with English teachers and also students revealed several key problems in learning vocabulary. The first problem is

students have limited vocabulary mastery and struggle to recognize, understand and remember even basic vocabulary, which affects others skills are reading and speaking. During the lessons, they are often passive and guess word meaning randomly. Although vocabulary is taught in class, many students do not review or use the words outside the classroom, indicating insufficient vocabulary to comprehend texts or construct proper sentences.

The second problem found was the teacher's difficulty in teaching vocabulary and delivering English lessons. Teacher stated that students often lacked enthusiasm during vocabulary learning, and limited class time made it difficult to focus on vocabulary development. They also mentioned the lack of engaging media to make lessons interactive. The third issues relates to the conventional methods still used, such as writing on the board or rote learning. As a result, students quickly felt bored and unmotivated. This was confirmed through informal interviews with several students, who admitted that they often lost focus and forgot new vocabulary because the activities felt monotonous and less engaging.

In teaching vocabulary, various methods can help students enhance their words knowledge. Imani et al. (2023), emphasize the importance of using diverse strategies, including game-based learning, to enhance students morale and enthusiasm. Games have been proven effective in increasing motivation and engagement in vocabulary learning. Game-based learning positively impacts students' cognitive, social, and emotional development (Debrenti, 2024; Alotaibi, 2024). It allows students to be actively involved in learning, making them feel more excited and engaged through interactive and enjoyable experiences.

One educational approach that is still rarely used in EFL classrooms is the Spelling Bee Game. This game incorporates fun elements that create a relaxed and stress-free learning environment, making students more motivated (Fatmawati et al., 2024). Spelling Bee is a well-known competition in English-speaking countries that helps students recognize, spell, and understand word more effectively. It offers a promising strategy to overcome common challenges in vocabulary learning, such as low motivation and passive engagement. Aniza et al. (2021) stated that the Spelling Bee Game is effective in improving vocabulary mastery. It creates an

interactive, enjoyable atmosphere that enhance students' ability to spell, comprehend meaning, and apply vocabulary in the right context.

Students showed interest in participating in Spelling Bee Game to improve their vocabulary mastery, showing its potential in classroom learning. The researcher have previously implemented this game in class, and it proved effective in reducing students' stress and making them more active and confident in the learning process. Integrating the games like Team Games Tournament (TGT) has also shown positive results in students' learning outcomes (Azis et al., 2021). Games provide an interactive, competitive, and fun environment that increases students engagement. This method can overcome boredom from traditional teaching method and support meaningful, socially interactive learning experiences.

Although there have been many studies examining the use of Spelling Bee Game in enhancing students vocabulary mastery, most of these studies only use one type of Spelling Bee, such as Classic Spelling Bee, without exploring its variations. In fact, in classroom practice the use of different types of Spelling Bee such as Team Spelling Bee, and Visual Spelling Bee can have different impacts on students engagement and understanding. In addition, most of the previuos studies were conducted in the context of students who are already quite familiar with English in their dailiy lives. In this study, the researcher choose students in grade eight at SMPN 4 Pamboang, where the majority of students often use local language as the main language of communication. This challenge as well as an opportunity to apply learning methods that can encourage the active use of foreign languages. Therefore, this study seeks to examine, the effectiveness of Spelling Bee Game in three forms- Classic, Team, Visual-as an innovative effort to improve students vocabulary acquisition in the context of limited foreign language use.

Based on this findings, there is significant potential for integrating Spelling Bee Game into vocabulary learning in grade 8 junior high school. Therefore, This quasi-experimental study evaluates *The Effectiveness of Spelling Bee Game in Enhancing Students' Vocabulary Mastery at 8 grade Junior High School*. Employing a pre-test and post-test control group design. It is hoped that the results of this research can provide new insight and alternative effective teaching method for English teachers, especially in teaching vocabulary.

B. Problem Identification

The result of a preliminary study through observation and interviews with English teachers at SMPN 4 Pamboang showed several major problems in the vocabulary mastery of grade 8 students, including:

1. Students' limited vocabulary
2. Lack of student motivation and participation in the learning process.
3. Teaching methods are still conventional.

C. Problem Limitation and Formulation

In this research, focused on the effectiveness of Spelling Bee Game to enhancing students vocabulary mastery, this study focuses on 8th grade students of SMPN 4 Pamboang. Lack of vocabulary and interest in learning process is one of the obstacle of students in understanding English.

Based on the identification of the problem above, several research questions can be formulated that will be answered in this research, namely:

1. How effective is the Spelling Bee Game in enhancing vocabulary mastery at 8 grade junior high school students?
2. How are the students' interest in learning vocabulary through Spelling Bee Game?

D. Research Objective

Based on the research statement above, the objectives of the research are :

1. To examine the effectiveness of the Spelling Bee Game in enhancing vocabulary mastery of 8th grade junior high school students.
2. To identify students interest in learning vocabulary through Spelling Bee Game.

E. Research Benefits

The result of this study are expected to have theoritical and practical benefits:

1. Theoritically

This research is expected to contribute to the development of more effective game-based vocabulary teaching methods. In addition, this research can also add to the relevant literature on English teaching at the junior high school level and at other levels. As well as provide new insight into use of games in English learning.

2. Practically

This research can help teachers find more interesting teaching methods that suit students needs. This research can also enhancing students expand their vocabulary, motivation and participation in the learning process. In addition, this research can provide alternative teaching methods for curriculum developers to create more interactive and meaningful learning. Ultimately, this research can help students enhance their mastery of English vocabulary and improve their overall English language skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter outlines the conclusions derived from the research findings and discussions, which are further connected to relevant theories and prior studies. Referring to the investigation on the effectiveness of the Spelling Bee Game in improving the vocabulary mastery of eighth-grade students at SMPN 4 Pamboang in the 2025/2026 academic year, and based on the data analysis and discussion in the preceding chapter, the researcher draws the following conclusions:

1. Students' vocabulary mastery

Following the implementation of the Spelling Bee Game in vocabulary learning for the experimental class, it was revealed that this method significantly enhanced students' vocabulary mastery. This improvement was reflected in the increase of the experimental group's average score from 46.6 in the pre-test to 79.5 in the post-test, whereas the control group only rose from 47.25 to 66.5. Furthermore, the number of students achieving the Minimum Mastery Criteria (KKM) in the experimental class increased from 5 students in the pre-test to 16 students in the post-test, while in the control class only 7 students reached the criteria. The independent sample t-test result demonstrated that the significance value (Sig. 2-tailed) was below 0.05, indicating that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. Thus, it can be concluded that the application of the Spelling Bee Game had a significant positive effect on students' vocabulary mastery.

2. Students' Interest

From the questionnaire consisting of 15 statements completed by 19 students in the experimental group, it can be inferred that learners showed a strong interest in the Spelling Bee Game as a tool for vocabulary learning. The average score obtained was 86.2, which corresponds to the Excellent category in classification. Out of the total participants, 21.05% were classified as Excellent, 63.15% as Good, and 15.8% as Fair. These results highlight that most students viewed the Spelling Bee Game as a motivating and enjoyable learning method that effectively supported their vocabulary development. Therefore, it can be concluded that the application

of the Spelling Bee Game in English vocabulary learning is successful and positively impacts students' learning outcomes.

B. Suggestion

With reference to the conclusions reached, several recommendations are provided for English teachers, students, and researchers who may conduct related studies in the future.

1. For English Teachers

Teachers are encouraged to apply the Spelling Bee Game as an alternative strategy in teaching vocabulary. This method not only increases students' vocabulary mastery but also enhances their motivation and confidence. Teachers should design variations of Spelling Bee (Classic, Team, and Visual) to accommodate different learning styles and maintain students' engagement during lessons.

2. For Students

Students are advised to actively participate in Spelling Bee activities both in class and outside the classroom. By practicing spelling, memorizing, and using new vocabulary, students can improve their English skills in a fun and less stressful way. They should also consider using similar games or activities to reinforce their learning independently.

3. For Future Researchers

Future studies are recommended to examine the effectiveness of the Spelling Bee Game with larger sample sizes, longer treatment durations, and in different educational contexts. Researchers may also explore its impact on other aspects of language learning, such as spelling accuracy, reading fluency, or speaking skills. Comparative investigations with different game-based learning methods may also help to further clarify the effectiveness of games in enhancing students' English proficiency.

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