

CHAPTER II
STUDENTS' VOCABULARY MASTERY THROUGH
SPELLING BEE GAME

A. The Nature of Vocabulary

1. The Definition of Vocabulary

The vocabulary is of an important language component that needs to be learnt and mastered by the students in order to make their language skill improved. The vocabulary mastery will affect the students' language skills because without mastering the vocabulary, the students will be hard to process the sentence in written and spoken form. Because of this reason, it is important to define what absolutely the vocabulary mean is.

According to Hackman (2008:3) vocabulary is more than a list of words and although the size of one's vocabulary matters, it knows how to use it which matters most. Then, vocabulary is generically defined as the knowledge of words and word meanings. More specifically, researcher use vocabulary to refer to the kind of words that student must know to read increasingly demanding text with comprehension (Kamil & Hiebert, 2005).

Furthermore, Neuman and Dwyer in Bintz (2011:44) state that vocabulary can be defined as the words have to know to communicate effectively: word in speaking (expressive vocabulary) and words in listening (receptive vocabulary). Its mean that, the vocabulary is about

the word have to know and master in order to make us can communicate with the other people effectively. In addition, McCarten (2007: 3) states that the researcher can learn vocabulary from the corpus that essentially tells us about:

First is frequency; which words and expression are most frequent and which are rare. Second are differences in speaking and writing; which vocabulary is more often spoken and which is more often written. Third are contexts of use; the situations in which people use certain vocabulary. Fourth is collocation; which words are often used together. Fifth are grammatical patterns; how words and grammar combine to form patterns and the last is strategic use of vocabulary; which words and expressions are used to organize and manage discourse.

Based on the experts' opinion above, the researcher concludes that the vocabulary is amount of words which is used in a language by human being to communicate each other. Simply, the vocabulary is a component which contains the words, its form and its usage that can be applied to communicate in the daily life.

2. The Aspect of Vocabulary

In mastering vocabulary there are some aspects need to be learnt by the students. Coxhead (2010:2) states that the aspects of vocabulary can be classified as follows:

- a. Form
 - 1) Written
What does the word look like?
 - 2) Word Parts
What word parts are recognizable in this word?
- b. Meaning
 - 1) Form and Meaning
What meaning does this word form signal?
 - 2) Concepts and Referents
What is included in this concept?

3) Associations

What other words does this make us think of?

c. Use

1) Grammatical Function

In what patterns does the word occur?

2) Collocations

What words or types of words occur with this one?

3) Constraints of Use (register, frequency . . .)

Where, when and how often would we expect to meet this word?

According to Ur (1996: 60-62) there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language.

1. Form: pronunciation and spelling

The learner has to know what a word sound like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and one or the other will be preserved by the learner when encountering the item for the first time. In teaching, teachers need to make sure that other these aspects are accurately presented and learned.

2. Grammar

The grammar of new item will be necessary to be taught if this is not obviously covered by general grammatical rules. When teaching new verb, for example, teacher must give also its past form, if this irregular (think, thought). Similarly, when teaching noun, teachers may wish to present its plural form, if it is irregular (mouse, mice).

3. Aspect of meaning; meaning relationship

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships: here are some of the main ones.

(a) Synonyms: items that mean the same, or nearly the same; for example, bright, clever, smart may serve as synonym of intelligent.

(b) Antonym: items that mean the opposite; rich is an antonym of poor.

(c) Hyponyms: items that serve as specific examples of general concept; dog, lion, mouse are hyponyms of animal.

(d) Co-hyponym or co-ordinates: other items that are the 'same kind of thing'; red, blue, green and brown are co-ordinates.

(e) Super ordinates: general concepts that 'cover' specific items; animal is the super ordinates of dog, lion, mouse.

(f) Translation: word or expression in the learners' mother tongue that is more or less equivalent meaning to the item being taught.

4. Word formation

Vocabulary items, whether one-word or multi-word, can often be broken down into their component 'bits'. Exactly how these bits are put together is another piece of useful information-perhaps mainly for more advanced learners. The teacher may wish to teach the common prefixes and suffixes: for example, if learners know the meaning of sub-, un- and -able, this will help them guess the

meaning of words like substandard, ungrateful and untranslatable. Another way vocabulary items are built is by combining two words (two nouns, or gerund and noun, or a noun and verb) to make one item. For example: bookcase, follow-up, swimming pool.

From the explanation above it can be concluded that Vocabulary is one of aspects English learning very crucial and important to master. In this research, the researcher will use the meaning of word and the spelling of word as the advance aspects that want to be improved from the students. The researcher only focused on noun because referring to the pre-test given to the students which the test questions focused on noun that contain twenty questions with the specification of spelling and meaning, showed that the students had problem.

3. Vocabulary Mastery

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand others people saying. According to Webster (1992: 732) mastery refers to (1) a. the authority of a master: dominion, b. the upper hand in a contest or competition; superiority, ascendancy and (2) a. possession or display of great skill or technique, b. skill or knowledge that makes one master of a subject comment.

While Hornby (1995:721) defines mastery as complete knowledge or complete skill. From that definition, mastery means complete

knowledge or great skill that makes someone master in a certain subject. The specificity of any individual's vocabulary knowledge depends on the person and his motivation, desires, and need for the words (Hatch and Brown, 1995: 369). Vocabulary mastery refers to the great skill in processing words of a language. It is an individual achievement and possession (Rivers, 1989: 125). For that reason, the biggest responsibility in increasing the knowledge is in the individual. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language.

From the definition above, the researcher concluded that vocabulary mastery is an individual's great skill in using words of a language which is acquired based on their own interest, need and motivation. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.

B. The Nature of Spelling Bee Game

1. The Definition of Spelling Bee Game

One of the games that is appropriate in teaching spelling is Spelling Bee game since the purpose of this game is in line with two of language components of English, vocabulary and pronunciation. Rahayu (2009: 65), as the previous researcher who conducted the research on Spelling Bee game, found that Spelling Bee game was a complete package that can train students' spelling and vocabulary. According to Merriam-

Webster (2011:2), the purpose of Spelling Bee game is to help the students improve their spelling, increase their vocabulary, learn concepts, and develop correct English usage.

Spelling bee game is one of alternative techniques that can be applied to the students. This is one of the cooperative learning techniques that can be applied in the classroom. In order to overcome the difficulties with the spelling of the students' written works, it is necessary to improve the students' spelling ability as well as their vocabulary mastery. According to Yuni (2015) Spelling bee actually is a race that has often held in the State of origin is the United State. Spelling bee is defined spelling. So what to do with the spelling bee? His philosophy itself sound of bees buzzing "mmmmmm...." the younger generation is invited to spell correctly and precisely not just buzzed like bees, but speak loudly. Spelling Bee method for learning English is very good for our precision and accuracy in identifying word - a word of English. Which English language writing and pronunciation is very different. This is confusing not only for us learners of English as a foreign language, but also the case for a native English speaker. Example; HOUR said read / aʊər /, so if we use the method spelling bee, we stayed pronounce / aʊər / - (awer) then spell word by word [eɪt] - [oʊ] - [JU] - [r] / (H -O -U -R). Therefore, we will know how to pronounce and how detailed writings.

Ali (2012) states that Spelling bee is a spelling competition for children of participants are usually given about the form of words they had to spell correctly. Country Manager Education First (EF) Indonesia, Arleta Darussalam, believes spelling bee can help optimize the English language skills of children from an early age. Arleta states during a press conference in the building Smesco, spelling bee can practice pronunciation of the vocabulary of the English language quickly, precisely and accurately, children can also learn to increase self-confidence to speak English.

From the definition above, in the teaching learning process, the use of game is not something strange anymore, because the educators often use game as the technique to teach the students in the classroom. Because the teachers believe that through game, the students can explore themselves to be more active in the classroom with a happiness situation of the learning process.

2. Procedure of Spelling Bee Game

Team spelling

According to Fisher (2012:18), here is a simple fun game to help your students ready for a spelling bee. The only supplies you will need are the chalkboard and chalk (or whiteboard and marker) you can play this game anytime throughout the year, with any list of spelling words. There are many procedure of spelling bee game:

1. Students are divided into 4-5 people.
2. Divide the board into 4 sections and number them, so that each team has one section of the board on which to write.
3. To play, ask the first person on each team to come to the board. Student concerned should pronounce the word to be spelled, then spell it out correctly and write the first spelling word in a whiteboard. The first person to finish the word correctly wins a point for his team.
4. For the next spelling word, the second person from each teams come to the board and do the same as the first person with different words this is done until all participants have completed.
5. At the end of playing game, the team with the most point is the winner.

3. Advantages and Disadvantages of Spelling Bee Game

Huda (2014: 135) states that through this technique the students will find their partner while learning about certain topic and then, such cited in Pravita (2010) was found that:

1. The Advantages

The first advantage of applying some games in teaching vocabulary is the students could be more interested in learning the material. When the students are interested in learning the material, they would give more attention to the lesson given. That condition gave a good chance for both the teacher and the students. On the

occasion the teacher could deliver the material very well and the students could understand what they had learned on that day.

The second advantage of applying some games in teaching vocabulary was the teacher did not need to explain too many materials. The teacher just explained the materials needed by the students because they can understand the material on that day by doing the games. The games could give the students more chance to understand the materials given because through playing they can learned something without realized that.

2. The Disadvantages

The first disadvantage of applying games in teaching vocabulary is by attracting student's interest to games, all of them are active and made noisy. Sometimes they too much moved and spoke. That condition made the teacher difficult to control them.

The second advantage of applying some games in teaching vocabulary is by doing games the teacher only had a little time to explain the material and give some new vocabulary. So there is no longer time for teacher to explain more and help them to memorize all the new vocabulary.

From all the explanation above, it shows that the using of games is good technique for teaching English vocabulary especially by applying the creative activity one but there are also

some disadvantages in using games in teaching English vocabulary.

To overcome the disadvantages of this technique, the teacher can create a good vocabulary with the certain theme which is interesting for the students. In addition, the teacher can use a supporting sound such as music to make the learning process more exciting when the students playing the game. In the end of the learning process, the teacher can give the reward for the best team in order to motivate the students to be better in the next time.

