

THE EFFECT OF USING SPELLING BEE TECHNIQUE TOWARDS STUDENTS' LISTENING SKILL

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Abstract

The aim of this study was to determine whether there was a significant effect of using the Spelling Bee Technique on students' listening skills. This research method is quantitative with a quasi-experimental design. The population in this study was the entire population of class X SMA Negeri 2 Trenggalek, amounting to 313 students. The sample of this research is X MIPA 2 as the experimental class and X MIPA 4 as the control class. The number of students from both classes was 35 students, but the number of students who participated in this study was 25 students in each class. The instrument used is a test in the form of pretest and post test. This test was given to both classes. The data obtained will be analyzed using the paired sample t-test using the IBM SPSS 25 computer program. The results of the paired sample t-test calculations show Sig. (2-tails) is $0.000 < 0.05$. Thus, H_a is accepted. This means that there is a significant effect of using the Spelling Bee technique on the listening ability of class X students of SMA Negeri 2 Trenggalek.

Keywords: Effect, Listening Skill, Spelling Bee.

INTRODUCTION

English as the main capital for interacting internationally has become a foreign language that must be learned and mastered. This is in line with Lestari's statement (2016: 454) which states that in the 2013 curriculum functional English is a communication tool between teachers, students and various communities, depending on who is communicating. So, students must be able to master productive skills and receptive skills according to their level. Productive skills are for speaking and writing, while receptive skills are for listening and reading. We have learned English from Elementary School (SD), Junior High School (SMP), and High School (SMA). In social interactions through the real world and virtual social media, we have the greatest possibility to interact with people from other countries. Therefore, English is a second language that every student needs to master besides our mother tongue, namely Indonesian. To introduce the language and culture of our own country, of course, it is necessary to use a language that is known to the public. That's why English is very important to learn and master.

In learning English or other foreign languages, students need to learn 4 language skills, namely listening, speaking, reading and writing. Listening is the first language skill that must be mastered by students because if they have good listening skills, they will understand what is said or heard. This is supported by the statement of Heurbener (1959:28) that in processing a foreign language, learning listening skills, of course, must come first. In other words, before a person understands and begins to speak, he must first listen to the sounds, words and speech patterns. The general reason for this is that it is impossible for people to speak a language without hearing that language before, because the sound comes first to our brain. According to Helgesen (2003:24) listening is very active. When people listen, the process is not only what they hear but relating to other information that people already know. Because listeners combine what they hear (of their own) about ideas and experiences, in a very real sense, they "create meaning" in their own minds. Burely stated that more than 40% of daily communication is focused on listening, 35% on speaking, 16% on reading, and only 9% on writing. Unconsciously, in learning English students use 50% of their time to listen (Nunan in Solak, 1997). In everyday life, speaking and reading skills are still superior to listening and writing skills. A teacher cannot avoid a condition where students still experience difficulties in listening skills.

Harmer (1991:231) states that teaching listening can cause some problems for students. In addition, students hate doing listening skills in class because of the language they don't understand. Furthermore, Lynch & Mendelsohn (2002:101) say that listening is a complex process that is difficult mainly because of its impermanence, but also by the use of tone, loudness, tempo, and rhythm in speech to convey information and meaning of an utterance and by the need for assimilation, immediate processing and response. There are many other reasons why students have difficulty listening, some of which can be the students themselves, teachers, learning materials and teaching techniques.

"Spelling Bee" is a whimsical American spectacle where competitive fervor meets oddity in English. "Spelling Bee" is a type of competition where participants must compete to spell the words given correctly. The earliest known evidence of the actual phrase "Spelling Bee" is that used in 1850. The main impetus for this competition was Noah Webster's spelling book which dates back to 1786. Noah Webster is the one who invented many different ways of spelling. With "Spelling Bee" as one of the techniques in language learning, it is hoped that it can help increase students' sensitivity and focus in listening to English. This is because "Spelling Bee" requires more attention in terms of listening, sharpness in listening that plays an important role in this technique. The "Spelling Bee" technique can also arouse students' motivation in listening because it teaches an interesting and fun way of learning. Besides that, it doesn't need to be expensive to make learning media that will support this technique.

After making observations in class X SMA Negeri 2 Trenggalek, the author found several problems in learning to listen, many students in class X had difficulty understanding and capturing the information or questions given. The difficulties they experience can consist of several factors, such as the limited vocabulary they have, the text content is difficult to understand, feeling bored and what often happens is a sense of laziness or lack of motivation to listen to English audio. In other words, these students need a motivational boost in the form of listening learning techniques that are new or they have never received, which can challenge them to get out of their comfort zone. The "Spelling Bee" technique will force them to practice their listening skills by providing spellings of words that are actually familiar if pronounced perfectly but will be difficult to guess because sometimes in English the spelling of words and

the pronunciation of words are very different.

Based on the above background, the researcher is interested in conducting research using the title: The Effect Of Using Spelling Bee Technique Towards Students' Listening Skill At Tenth Grade of SMAN 2 TRENGGALEK to improve students' listening skills. And the tenth graders are the research sample that we will try out.

METHOD

The research method that will be used by researchers is quantitative research methods. The design of this research is quasai experimental. According to Creswell (2014:4) quantitative research is a research method used to test an objective hypothesis by evaluating the correlation between variables, then these variables are calculated with instruments, and number data will be checked by statistical processes. Rukminingsih et al (2020:28) define quantitative research as research based on the use of a deductive-inductive approach, departing from a theoretical framework, the ideas of experts, or the understanding of the researchers themselves based on their experiences. Understanding, according to Siyoto & Sodik (2015: 50), the notion of a variable is a trait, attribute, treatment, nature and factor of an object or activity with certain variations that have been determined by researchers who have the aim of studying and drawing conclusions. The sampling technique is purposive. Purposive Sampling is a sampling technique of data sources with certain considerations. The population is an area in general which consists of an object or subject with characteristics determined by the researcher to be studied and then the conclusion is set (Sugiyono, 2016:80). The population of this study were students of class X SMA Negeri 2 Trenggalek. In selecting the sample, the researcher used the Non Probability Sampling technique. The sampling technique is purposive sampling. Purposive Sampling is a sampling technique of data sources with certain considerations. So the samples that the researchers chose were all students of class X MIPA 2 and X MIPA 4 SMA Negeri 2 Trenggalek. Class X MIPA 2 as the experimental class and class X MIPA 4 as the control class. This study will use testing techniques as the data collection process.

This research uses test media as the instrument, pre-test and post-test. The test instrument given to students will first be tested for reliability. Creswell (2012:159) states that reliability is a stable and consistent score of an instrument. The reliability

test is used to measure the level of consistency of the instrument (Ary et al., 2010:236). After the reliability is complete, the test instrument is tested for difficulty and discriminating power before being distributed to students (Komarudin & Sakardi: 2017). The definition of pre-test according to Lodico et al (2006:178) is a test that will be given before the experimental group is given treatment. Post-test is a test that is given after the experimental group is given treatment. According to Creswell (2012:297) the purpose of the post-test is to measure some of the characteristics or attributes of students after being given treatment. The pre-test of listening was given to both classes (experimental and control classes). Students from the experimental class were treated using the Spelling Bee technique while the control class used the usual technique with a student handbook. Then, at the last meeting, students from both classes were given a listening post-test.

The data obtained were analyzed using a paired sample t-test with the IBM SPSS 25 program to determine whether there was a significant effect of using the Spelling Bee technique on students' listening skills in recount texts. Using SPSS 25, there are 13 steps that need to be done to operate SPSS 25 (Setyawan:2021). After the data analysis is complete, the next step is to draw conclusions or provide an explanation of the test results. Guidelines for drawing conclusions from the Kolmogorov-Smirnov test (Nuryadi, 2017:87). Next, use The paired t-test will be used to test the difference in mean between the two related samples and find out whether there is a significant effect on the dependent variable after being given treatment (Rachbini et al, 2018:44).

RESULT AND DISCUSSION

Result

In this research, the researcher used a test instrument to measure the effect of using Spelling Bee technique towards students' listening skill recount at grade X SMA Negeri 2 Trenggalek. The test in this research had two kinds of tests, namely pre-test and post-test. The analysis was carried out to determine the difference in student scores between the pre-test and post-test (before and after being given treatment). The types of tests used in this study were pre-test and post-test to listen to the audio recount text.

Table 4.1 Pre-test and Post-test Score of Students' Listening Skill

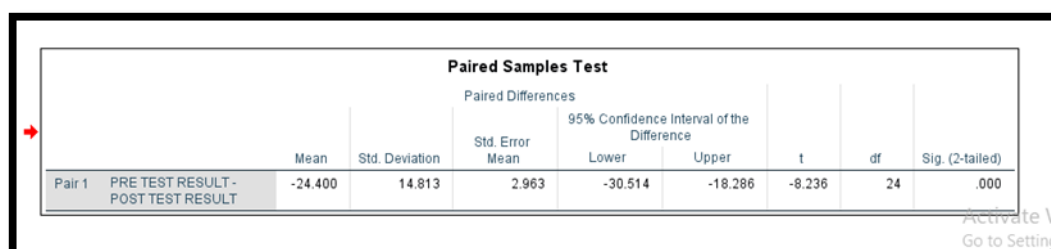
Experiment Class			Control Class		
Students			Students		
Score	Pre	Post	Score	Pre	Post
100	-	1	100	-	-
80-95	2	20	80-95	2	13
60-75	13	4	60-75	14	11
40-55	9	-	40-55	8	1
20-35	1	-	20-35	1	-
0-15	-	-	0-15	-	-

Paired sample t-test was conducted to determine the difference between the pre-test and post-test of each group in the use of the Spelling Bee technique. The results of the paired t-test were determined by the significance value. If the value of Sig. (2-tailed) < 0.05 then H_0 is rejected and H_a is accepted (Rachbini et al., 2018). Researcher formulate hypotheses to test paired samples, as follows:

H_a : There is a significant effect of the use of the Spelling Bee technique on the listening skill of 10th grade students of SMA Negeri 2 Trenggalek.

After the hypothesis was formulated, the researcher conducted a paired sample t test using the IBM SPSS 25 program. Below, below are the results of the paired sample t test that the researcher did.

The following are the results of the pre-test and post-test of the two classes in the form of t-test statistics:



		Paired Differences			95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PRE TEST RESULT - POST TEST RESULT	-24.400	14.813	2.963	-30.514	-18.286	-8.236	24	.000

Figure 1. Result of Paired Sample T-test

Based on the results of the data analysis above, it is known that the average value of the test in the experimental and control classes is 61 and 59.8. This means that the students' ability in listening skills in the experimental and control classes is almost the same. From the results of the pre-test, the researcher found that the students in the experimental and control classes had low abilities in the aspect of listening skills, in terms of the mean score of the pre-test. Then, both classes received a significant value of normality and homogeneity of Sig. value > 0.05 .

The results of the pre-test normality in the experimental class were 0.073 and the control class was 0.78. Furthermore, the homogeneity of the pre-test results in the experimental and control classes was 0.199. Thus, it can be said that the students' pre-test data came from a normal population distribution and had the same or homogeneous variance.

Discussion

After the students in the experimental class were treated using the Spelling Bee technique and the control class was not, the average post-test score in both classes showed an increase but the mean score in the experimental class was higher than the control class. Most of the students from both classes got better scores at the pre-test, although some students' scores were still below the minimum completeness criteria according to the 2013 curriculum. The mean post-test score in the experimental class was 82.8 and in the control class was 76.4. In addition, both classes received a significant value of normality and homogeneity > 0.05 . The normality results of the post-test in the experimental class were 0.131 and 0.330 in the control class. The results of post-test homogeneity in the experimental and control classes is 0.605. In conclusion, the students' post-test data came from a normal population distribution and had a homogeneous variance.

Another finding in this study shows that there is a significant effect of using the Spelling Bee technique on the listening ability of the tenth graders of SMA Negeri 2 Trenggalek. This is evidenced by the results of the paired sample t-test showing the value of Sig. (2-tailed) is $0.000 < 0.05$.

In line with the result of this research, Qomariyah & Nafisah (2020) revealed that Spelling Bee can be a learning media in the form of games that can be a good strategy in teaching English, although there are negatives and positives, it is the

teacher who plays a role in modifying it when applied. In addition, Mayasari & Mardi (2019) stated that spelling bee is a game that can help students master learning, provide motivational encouragement and give students a fun way of learning. Another similar statement was also put forward by Khasanah & Sabiq (2020) that the application of interesting, fun, and enjoyable teaching techniques can improve students' skills and activeness in learning and learning activities.

CONCLUSION

The purpose of the research is to know whether there is a significant effect of using Spelling Bee technique towards students' listening skill of tenth grade of SMA Negeri 2 Trenggalek.

Based on the previous chapter, the results and discussion of this research, it could be concluded that there was an effect of using the Spelling Bee Technique on students' listening skills. This can be proven by the finding that the mean post-test score is higher than the pre-test. The mean post-test score in the control group was 76.4 while the post-test mean in the experimental group was 82.8. Furthermore, based on the results of the paired sample test obtained the value of Sig. (2-tailed) $0.000 < 0.05$, it can be concluded that H_a is accepted.

In summary, based on the explanation above, the research has been able to answer the research questions and has achieved the research objectives that have been formulated in chapter 1 that there was a significant effect of using Spelling Bee technique towards students' listening skill of tenth grade of SMA Negeri 2 Trenggalek

The researcher gives some suggestions for people who find some benefits of this research, especially students, English teachers, and other researchers. For students, Spelling Bee Technique is a fun and competitive learning technique. Where students are required to guess every spelling that is heard correctly and must repeat if they fail to catch 2 to 3 words that appear. Each word that appears has a varying number of words and is scrambled when repeated, so students will not be bored repeating the same or new words. For English teachers, it is recommended for English teachers to use Spelling Bee Technique, the teacher can develop listening techniques more creatively and interestingly. For other researchers, who could use the results of this research as additional information and reference for their future research.

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