

IMPLEMENTING BACKWARD SPELLING QUIZ IN TEACHING ENGLISH VOCABULARY AT THE SECOND YEAR STUDENTS OF SMP NEGERI 1 BUMI NABUNG LAMPUNG TENGAH

Ervina Natalia, Sudirman, Huzairin
FKIP Universitas Lampung
Email: vinanatalia@rocketmail.com

Abstract: This research was intended to find out whether there was a significant difference of vocabulary achievement of students before and after being taught through backward spelling quiz. One group pretest-posttest, pre-experimental design was applied. The subject of the research was the grade VIII students of SMP Negeri 1 Bumi Nabung Lampung Tengah in the year 2011/2012. Vocabulary test in the form of multiple choices was used as the instrument of the research and repeated measures t-test was accomplished to analyze the data.

The results show that the students taught through backward spelling quiz seemed to be more enjoyable and interested in learning vocabulary since the students could provide a good response during teaching learning process. The teaching learning process challenged and involved all students in the game. It can be seen from the increase of the students' mean score. The students' mean score of the pretest was 57.19 while the mean score of the posttest was 79.30. After comparing the result of the pretest and the posttest scores, it was found that there was a significant difference, the mean score of the students increased 22.10 after the treatments. The total number of items of the students' correct answer for the three aspects (noun, verb, adjective) in the pretest was 570 while on the posttest was 874, and the increase was 304. Based on the data analysis the significant level accepted/proposed in this research was of 0.05, it was noted that $p=0.000$. It proves that the students' scores were significantly different ($p<0.05$, $p=0.000$) and the students' active learning was better. So the hypothesis (H) proposed in this research was accepted. Having conducted the observation, it was found that this game help teacher to create could good atmosphere in the classroom. It was proven since 91% students responded lesson enthusiastically, 91% worked cooperatively and 96% were able to create their own sentences by using vocabulary they had just learnt.

Key Words: *backward spelling, increasing, vocabulary achievement*

PENERAPAN KUIS EJAAN TERBALIK DALAM MENGAJAR KOSAKATA PADA SISWA KELAS DUA SMP NEGERI 1 BUMI NABUNG LAMPUNG TENGAH

Ervina Natalia, Sudirman, Huzairin
FKIP Universitas Lampung
Email: vinanatalia@rocketmail.com

Abstrak: Penelitian ini bertujuan untuk menemukan yang mana ada perbedaan yang sangat penting pada penilaian vocabulary terhadap siswa sebelum dan sesudah diajarkan dengan menggunakan teknik permainan pengejaan terbalik. Ujian awal dan ujian akhir, gambaran sebelum percobaan diterapkan. Bahan penelitian ini menggunakan kelas VIII siswa dari SMP Negeri 1 Bumi Nabung Lampung Tengah pada tahun 2011/2012. Ujian vocabulary ini menggunakan pilihan ganda yang digunakan sebagai alat penelitian dan pengukuran perulangan t-test di dalam ahlinya untuk menganalisa data ini.

Penelitian ini menunjukkan bahwa siswa diajarkan dengan permainan pengejaan terbalik memberi kesan lebih santai dan menarik pada pembelajaran vocabulary ketika siswa bisa memberikan sebuah kesan yang baik selama proses belajar mengajar. Proses belajar mengajar di permainan ini untuk semua siswa menantang dan rumit. Ini bisa dilihat dari peningkatan kelompok penilaian siswa. Skor peningkatan kelompok penilaian tes awal adalah 57.19 sedangkan ketika skor penilaian pada ujian akhir adalah 79.30. setelah membandingkan penilaian hasil ujian awal dan akhir, ditemukan bahwa ada perbedaan yang sangat penting, penilaian kelompok peningkatan siswa 22.10 setelah diajarkan. Jumlah total semua jawaban siswa yang benar untuk 3 unsur yang dipakai (noun, verb, adjective) di test awal 570 sedangkan ketika ujian akhir adalah 874. Jadi peningkatannya adalah 304.

Berdasarkan analisa data level penelitian diterima bertujuan di penelitian ini adalah 0.05, bahwa catatannya $p=0.000$. ini membuktikan bahwa penilaian siswa perbedaannya sangat penting ($p<0.05$, $p=0.000$) dan pembelajaran siswa yang giat sangat baik. Jadi hipotesis (H) dimaksudkan di dalam penelitian ini diterima. Setelah dilakukan observasi, ditemukan bahwa game ini menolong guru untuk menciptakan suasana yang baik di dalam kelas. Ini dibuktikan ketika 91% siswa merespon antusias Pelajaran, 91% bekerjasama dan 96% dapat menciptakan kalimat sendiri dengan menggunakan pelajaran yang sudah dijelaskan.

Kata Kunci: *ejaan terbalik, kosakata, , peningkatan, permainan*

INTRODUCTION

Vocabulary was chosen as a topic of this research because vocabulary is an important part in learning a language, mastery vocab supports the four skills: listening, speaking, reading and writing. Therefore, vocabulary is the knowledge of words, not only the meaning of the words but also the words from spelling and pronunciation and they way to use it in a sentence or daily conversation. Without mastering English vocabulary, it is difficult for learners to study and use the language.

Teaching learning process which emphasizes only on memorizing the list of vocabulary without training the students to develop their vocabulary and involving them in activity can also make students difficult to learn vocabulary. Cedder (1987:136) states that learning vocabulary is not only a matter of memorizing a number of words, but how to present them in various communications set. It is difficult for the students to keep in mind and reproduce the words they have learnt from a list of words. They will forget them soon. In memorizing word list, students cannot remembering the words from the list of words, students are able to remember them. It is because learning word list does not pass through some steps or strategies that make the meaning of target words will stay in students' mind. The lack of students' vocabulary is also caused by the lack of strategy to arouse their attention and motivation to study, so they are bored in learning English.

It is teacher's responsibility to determine an appropriate technique which is easier and more useful for teaching vocabulary so that the students will be interested and

enjoyable in learning English. In addition, an alternative way of teaching vocabulary is really needed. The researcher realizes that an interesting way will encourage students to learn vocabulary more easily. According to Napa (1991), there are many ways which can be used to develop students' vocabulary achievement, such as flashcard, game, picture, text, translation, etc. A suitable technique should be chosen to make the material interesting, challenging and enjoyable so that the teacher can motivate the students to study and help them to lessen their boredom and laziness.

Backward spelling quiz was used in this research. According to Watson and Sulaeman (2004), this is a new game in which students must answer the questions given per letter from backside by the teacher. The question will encourage the students to recall their knowledge about sports. The questions given deal with the characteristics of recreational tool, the function, etc. This game includes competitive game since students must work in group and compete with other groups to get the score and to be the winner. Therefore, students will be interested in the learning process because there is a challenge for them to be involved in the activity.

In addition Damanik (2000) shows that backward spelling quiz in teaching English vocabulary is one of the effective and interesting ways that can be applied in any classrooms. A significant result proved that game activity can help teacher to teach vocabulary. The problem may occur in the teaching learning process in the classroom management since it was really hard for teacher to handle a class consisting of many students. However, this problem can be overcome if the instruction given is clear.

Setyawati (2000) also conducted a research to find out whether game is an effective media to teach vocabulary. Her research also shows that game can help teacher to motivate students in learning vocabulary since it can help the teacher to create good atmosphere in the classroom. Considering these reasons, the researcher choose games to motivate students in increasing their vocabulary.

Based on the statement and explanation above, the researcher was interested to apply backward spelling quiz as a technique in teaching English vocabulary in order to know whether there was a significant difference of vocabulary achievement of students before and after being taught through backward spelling quiz at the second year of SMPN 1 Bumi Nabung and how the process of teaching vocabulary of sports through backward spelling quiz at the second year students of SMPN 1 Bumi Nabung.

METHODS

This was a quantitative research using one group pretest-posttest, pre-experimental design. The researcher used one class where the students received pretest before three-time treatments and after the treatments they received posttest. The pretest was used to find out the students' preliminary ability and the posttest was used to see how far the English vocabulary learning achievement after the treatments. The treatments were given to the students by applying backward spelling quiz. The research was intended to find out whether there was a significant difference of vocabulary achievement of students before and after being taught through backward spelling quiz to describe at the second year of SMPN 1 Bumi Nabung.

The research design is described as follows:

TI X T2

Where

TI : pretest

T2 : posttest

X : treatments (using backward spelling quiz)

RESULTS AND DISCUSSIONS

The pretest was administered before conducting the treatments while the posttest was administered after conducting the teaching through backward spelling quiz. Comparing the result of the pretest and the posttest from this research in which the mean score of the pretest was 57.195 (see appendix 12) and the mean score of the posttest was 79.300 (see appendix 13), it could be seen that the mean of the students' scores in the pretest and the posttest were significantly different, it increased from 57.195 to 79.300. There was an increase for about 22.1053 point after being given the treatments (see appendix 14). The highest score of the pretest was 80.0 and the highest score of the posttest was 100. The gain score was 20.0 (see appendix 10). The lowest score of the pretest was 33.3 and the lowest score of the posttest was 56.7. The gain score was 23.4 (see appendix 10). It was also found that the total number of items of the students' correct answer for the three aspects (noun, verb and adjective) on the pretest was 570 while on the posttest was 874. It indicates that there was a significant difference from the pretest 570 to the posttest 874. The increase was 304 (see appendix 9). In testing the hypothesis repeated measures t-test was used.

Table 6. The Mean Scores of the Pretest and the Posttest

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	57.1947	38	10.91805	1.77114
	Protest	79.3000	38	12.49800	2.02744

Table 7. The Increase of Vocabulary Achievement

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Protest	-2.21053E1	3.51091	.56954	-23.25927	-20.95126	-38.812	37	.000

Seeing the result from the pretest and the posttest scores, see table 7 the students' scores increased significantly ($p < 0.05$, $p = 0.000$). It means that the hypothesis (H) proposed in this research was accepted. It can be stated that there was a significant difference of vocabulary achievement of students before and after being taught through backward spelling quiz.

The research result shows that there was difference of vocabulary achievement in class VIIIB before and after the treatments, the difference is considered significant ($p < 0.05$, $p = 0.000$). It was taken from hypothesis testing. It indicates that the hypothesis proposed was accepted. In other words, backward spelling quiz can significantly increase students' vocabulary achievement. The increase can be seen

from the mean score between the pretest and posttest. It is shown that there was a significant difference after being taught through backward spelling quiz because the students' learnt English vocabulary easier since it was interesting and challenging so that it encouraged the students' motivation from both slow and fast learners. It can be seen from their enthusiasm when doing the game. They snatched away to ask the representative student coming in front of class. They even stood up while asking their questions. It supported Damanik (2000:7) says that teaching vocabulary through game has two main reasons: first an increasing emphasizes on the importance of motivation and of the appropriate mind of positive effective atmosphere in the classroom, second, an increasing emphasizes on the importance of real communication. In this condition, the students could understand the meaning of the words easier since they learnt English vocabulary in a good atmosphere so that their vocabulary would stay longer in their mind and increased their vocabulary.

This research gives advantages, it can be used as information for English teachers, especially about the achievement of teaching English vocabulary through backward spelling quiz and also to know the increase students' vocabulary achievement after the treatments. Besides that, disadvantages are also found in this research. Improvement is really needed as reference to next research. This research needs more than three time treatments in order that the increase students' vocabulary achievement will be more significant and the students can get much vocabulary. Not all students gave good result because some students were buy with themselves. It might be caused by

the lack of strategy to arouse their attention, so it needs more rules to make the teaching learning process run well.

Firstly, try out was conducted in order to measure the quality of the test used as the instrument and to determine which items should be revised for the pretest and the posttest. The result shows that the highest score was 85 and the lowest score was 42.5. Reliability of the the try out was 0.98. It means that the test was high, while the criterion for high reliability is in the ranger 0.90-1.00. So the test was reliable. Based on the result of the try out related to criteria of the level of difficulty, it can be inferred that there were ten items had the result more than 0.70. It means that the items were easy. Therefore, those items were dropped. No, item was less than 0.30. So, there was no difficult item. Meanwhile, 30 average items were administered to be the reference for the pretest and the posttest. Seeing the discrimination power, there was four items had zero discrimination, so these items were dropped. One item was dropped since the discrimination result was negative, five items were dropped since these items had discrimination inder under 0.20. Meanwhile 30 items had good discrimination power, so these were administered to be reference for the pretest and the posttest.

Having conducted the try out, the pretest was administered at class VIIIB. It was administered to know the increase students' vocabulary achievement before the treatments. It was found that the highest score was 80.0 and the lowest score was 33.3. The mean score of he pretest was 57.195 and the mode score was 60.0 (see appendix 12). It was also found that the total number of items of the students' correct answer on the pretest for noun was 228, verb was 190 and adjective was 152. So, the

total number of items of the students' correct answer for those three aspects was 570 (see appendix 9). After administering the pretest, the treatments were conducted for three times at class VIIIB. During the treatments, interesting backward spelling quiz was presented, so that the students became interested to the materials. The backward spelling quiz was presented with clear procedures.

In the first treatment, the students were told first what backward spelling quiz is and what yes/no question is. The rules in doing the game were also introduced, and then the game was demonstrated. It seemed that they were very enthusiastic. The students became good participants in giving response toward the material. Making sure that the students had understood the game and the procedure involved the rules, the teacher let them practiced their game after grouping them. The material related to vocabulary of sport was given, it focused on "names of sports and its description". At that first chance, it was found that there were some students who made mistakes since they did not pay attention when the teacher explained the game and the rules. All students should make note to come to the answer. They shouted the answer loudly. Some students even guessed before the teacher finished spelling the words. When all students had understood the principle of backward spelling quiz, the teacher started the game, each group was equipped with a marker which would be given in turn. Every students had to take note when the teacher read the questions. They could not make any noise since the teacher would not replay the spelling, students focused on the teacher's questions. The clues given were about the vocabulary they had just learnt, for example:

a. Badminton is a game played with.....(a shuttlecock)

This clue is spelled: *h-t-i-w d-e-y-a-l-p e-m-a-g a s-i n-o-t-n-i-m-d-a-b*

b. Surfing is sport of riding on top of the waves using(a board)

This clue is spelled: *g-n-i-s-u s-e-v-a-w e-h-t f-o p-o-t n-o g-n-i-d-i-r f-o
t-r-o-p-s s-i g-n-i-f-r-u-s*

Considering it, their activity was interrupted to explain more the rules and then the game was continued. In the second treatment, the material was still about vocabulary related to sport. Focused on “sports equipment”. It was found that they were still enthusiastic in doing the game. To start the class, the teacher came to teach vocabulary related to sport, in this occasion, a picture of surfer was brought into the class to show to students. Again, the class showed interest since all students replied teacher’s greeting enthusiastically. They also paid great attention to the picture displayed on the whiteboard, all students were curious to the picture and asked the teacher what material they would learn that day. They also mentioned guessed some activities or things that have relationship with sports, such as: scuba diving, golf, surfing and running. To lead the students to some new vocabularies, the teacher drew some pictures on the whiteboard, for example: surfing, golf and if the teacher was unable to draw the picture, she would explain some characteristics that would lead the students to the words, for example:

- It is fast or quick sport, to describe “running”

- It is usually played in a green and large field, to describe “golf”

When the teacher showed how to pronounce, all students imitated teacher’s pronunciation. They spoke loudly and pronounced each word well. The next step was to see whether the students still remembered all alphabets or not. The teacher

wrote all alphabets on the whiteboard and pointed the alphabets one by one while the students were mentioning the letters respectively. Next, the teacher asked the students to mention the alphabet randomly. All students were able to do this exercise well, while one student was unable to differentiate 'j' and 'g'. The teacher did this activity for several times until the teacher thought the students were able to mention alphabet precisely. Since the rules of the game were exactly the same as what the students had done in the previous meeting, the teacher did not explain too detail about the rules. She just gave some examples by spelling the vocabularies backward. All students paid attention to the examples and they answered each question well. They were also able to give precise prediction of what the teacher wanted to say. When the teacher spelled the questions, some students work cooperatively and compare their notebook. When they had been sure enough about the answer, the secretary came in front and wrote the answer of the questions. Some questions were incorrect. Such as:

- They answered 'running' when the researcher asked "this game needs an air tank and mask"
- Instead of writing 'running' to answer "it is fast or quick sport" they wrote 'runing'

When the students were asked to make their own questions, some students were able to do this activity. Most of their questions were about the criterion or the function of the things. Here are some examples of their questions.

- This game played using a racket
- There are two teams and have six players in this game

Some other clues were not specific. It built ambiguity in students' mind, such as:

- Instead of giving specific clues about tennis: this game played using a racket, they said this game played using a rock
- Instead of giving specific clues about basketball: there are two teams and have six players in this game, they said they are two teams and has six players in this game

To overcome this problem and other groups' complains, the teacher asked students to specify the clues and give further explanation so that the other groups could answer the questions well. In the third treatment, it seemed that the students had known how to play the game and they could do it smoothly. They were active in the activity since they worked in a group not individually. It supported Watson and Sulaeman (2004) backward spelling quiz is one game in which they must compete with other groups. However, some students were bored with the activity since they had ever conducted it twice before and the topic was the same. Considering it, the students were helped to be more active in playing the game. For example, the students' chair position was rearranged into a semicircle. It helped them to focus their attention. It was noted that backward spelling quiz was easily conducted in small or big classes since it can involve all the students in class. As stated by Huyen and Khuat (2003:3), learning vocabulary through backward spelling quiz is one effective and interesting way that can be applied in any classroom.

In the end of each treatment, some students were asked to make sentences by using the words that they had already learnt in the game. It was intended to know whether they had known the meaning of the words or not. Then, they were asked to decide the words into noun, verb and adjective to enrich their vocabulary knowledge.

They discussed it together so that the students not only knew the meaning of the words but also the form. There were some difficult words to be guessed by the students. But, the representative of a group coming in front of the class tried to give another clue in order to make the students from other groups had the description of the word proposed. After three times conducting the treatments, the posttest was administered to know the vocabulary achievement after the treatments. The highest score was 100 and the lowest score was 56.7. The mean score of the posttest was 79.300 and the mode score was 80.0 (see appendix 13). It was also found that the total number of items of the students' correct answer on the posttest for noun was 380, verb was 266 and adjective was 228. So, the total number of the students' correct answer for those three aspects was 874 (see appendix 9).

There was a significant difference seen from the mean and the mode of the pretest and the posttest results. The students' scores in the posttest were higher than the students' scores in the pretest. The total number of items of the students' correct answer for the three aspects (noun, verb and adjective) on the pretest was 570 while on the posttest was 874. It indicates that there was a significant increase from the pretest (570) to the posttest (874). It increased 304 points (see appendix 9). This mean that backward spelling quiz give a good contribution to the attainment of teaching learning of English vocabulary. It helped English teachers arise the students' interest and motivation in learning English vocabulary. In other words, the students could improve their performance in learning English through backward spelling quiz.

CONCLUSIONS

Having conducted the research at the eighth grade of SMP Negeri 1 Bumi Nabung Lampung Tengah and analyzing the data, some conclusions were given as follow:

1. There was a significant difference of vocabulary achievement of students before and after being taught through backward spelling quiz at the second year of SMPN 1 Bumi Nabung. It can be proved from the increase of the students' mean score in the pretest and the posttest. The result of the posttest was higher than the result of the pretest. There was an increase from the mean of the pretest (57.19) to posttest (79.30). The significant difference can also be seen from the total number of items of the students' correct answers on the pretest and the posttest. The total number of items of the students' correct answer for noun on the pretest was 228 and the posttest was 380, the gain was 152. For verb on the pretest was 190, the posttest was 266, the gain was 76. Meanwhile for adjective on the pretest was 152, the posttest was 228, the gain was 76. The result of the hypothesis test shows that the hypothesis was accepted ($p < 0.05$, $p = 0.000$)
2. Seeing the teaching learning process in class VIIIB, it was noted that learning vocabulary through backward spelling quiz could motivate, challenge and involve all students in the game. It can be seen from their enthusiasm and participation in doing the game. They became active during the teaching learning process. Teaching English vocabulary through backward spelling quiz with an interesting way, enjoyable situation, cooperative and competitive situation improved the students' interest in learning English and helped them understand the vocabularies of sport. It is good result because they got new English vocabularies. The researcher concluded that backward spelling quiz helped the students memorize the

words, the pronunciation, the meaning and enabled the students to work cooperatively in a group, share ideas, obey the rules and appreciates other groups.

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