

IMPLEMENTING BACKWARD SPELLING QUIZ IN TEACHING ENGLISH VOCABULARY AT THE JUNIOR HIGH SCHOOL

Habi Septiawan, Khairun Nisa, Uswatun Hasanah, Sudirman Husin

UIN Raden Intan Lampung, Universitas Lampung, SMA S YP Unila

e-mail: habi.septiawan@gmail.com, khairun.nisa@fkip.unila.ac.id, uh190990@gmail.com.

Abstract

The purpose of this study was to find differences in students' vocabulary before and after being taught using the reverse spelling game technique. This study shows that students taught by reverse spelling games give a more relaxed and interesting impression on vocabulary learning. The initial test score is 57.19 while the final test score is 79.30. The results of the assessment of the initial and final exams, it was found that there was a very important difference, the group assessment of the student's improvement was 22.10 after being taught. The total number of all students' correct answers for the 3 elements used (noun, verb, adjective) in the initial test was 570 while the final test was 874. So, the increase was 304.

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

Tujuan penelitian ini adalah untuk menemukan perbedaan vocabulary siswa sebelum dan sesudah diajarkan dengan menggunakan teknik permainan pengejaan terbalik. Penelitian ini menunjukkan bahwa siswa diajarkan dengan permainan pengejaan terbalik memberi kesan lebih santai dan menarik pada pembelajaran vocabulary. Skor penilaian tes awal adalah 57.19 sedangkan ketika skor penilaian pada ujian akhir adalah 79.30. Hasil penilaian 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.

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

I. 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.

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.

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 Bandarlampung and how the process of teaching vocabulary of sports through backward spelling quiz at the second year students of SMPN 1 Bandarlampung.

II. 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 Bandarlampung.

The research design is described as follows:

TI X T2

Where

TI : pretest

T2: posttest

X : treatments(using backward spelling quiz)

III. 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 and the mean score of the posttest was 79.300, 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.

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 8.B 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.

Having conducted the try out, the pretest was administered at class 8.B. 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 the 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 8.B. 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.

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. 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.

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. 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 Bandarlampung Lampung and analyzing the data, some conclusions were given as follow: 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 Bandarlampung. 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 ($p < 0.05$, $p = 0.000$)

REFERENCES

- Arikunto, S. 1997. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bina Aksara.
- Depdiknas. 2006. *Curriculum for Junior High School Students*. Jakarta: Depdiknas.
- Damanik, I. 2000. *Increasing Students' Vocabulary Achievement through Games Activity at Class IA (Unpublished Script)*. Bandar Lampung. Lampung University.
- Fies, Charles. C. 1970. *Teaching and Learning as Foreign Language*, Ann Arbor: The University of Michigan Press.
- Hatch, Evelyn and Farhady. 1982. *Research Design and Statistic for Applied Linguistic*. London: New Burry House, Inc.
- Hadfield, J. 1991. *Intermediate Vocabulary Games*. Harlow, Essex: Longman.
- Krashen, Stephen D and Tracy D. Terrel. 1983. *The Natural Approach Language Acquisition in the Classroom*. Hayward. Elemany Press.

- McCallun, G.P. 1980. *101 Words Games*, Oxford University Press. <http://www.teflgame.com/index/html>.
- Napa, Pieter A. 1991. *Vocabulary Development Skill*. Jakarta: Yayasan Kanisius.
- Nation, ISP. 1978. *Teaching and Learning Vocabulary*. Boston. Heinle and Heinle.
- Nurzaman. 2004. *A-Three-Day-In-Service Training for Teachers on Teaching English for Communication (Unpublished Material)*. Puncak. Intensive English Course.
- Rivers, Wilga M. 1970. *Teaching Foreign Language Skill*. Chicago.
- Shohamy, E. 1985. *A Practical Handbook in Language Testing for the Second Language Teacher*. Tel Aviv: Tel Aviv University.
- Sutarjo, S. 1988. *Reading Technique for College Students*. Jakarta. Depdikbud. Dikti.
- Soedjatmiko, W. 1991. *Pengajaran Bahasa Inggris di Sekolah*. Jakarta. PT. Raya Grafindo Persada.
- Wikipedia. 2008. *Backward Spelling Quiz* Free Documentation License, July 18, 2008. http://en.wikipedia.org/wiki/backward_spelling_quiz#search_input.
- Watson, Stuart and Sulaeman, 2004, *Make English Fun*. Jakarta. PT. Grafindo Media Pratama.