



THE IMPLEMENTATION OF SPELLING BEE GAME IN VOCABULARY MASTERY AT X CLASS OF MA MIFTAHUL ULUM BETTET PAMEKASAN

Riyan fitri seregar¹, Dinar Vincy YB²

¹Universitas Islam Madura

e-mail: yf2922599@gmail.com

²Universitas Islam Madura

ABSTRACT

The aim of this research is to know the implementation of spelling bee game in mastering students' vocabulary and to know the difficulties faced by students in developing vocabulary. In This research, research design used descriptive qualitative. The way the researcher obtained data was by using observations, interviews, questionnaires and documentation, while the research subject was class X MA Miftahul Ulum Bettet Pamekasan students consisting of 28 students. while the results of this research are the process of implementing the spelling bee game with 4 steps, namely; form a group, practice, apply it, the one who gets the highest points is the winner. from data obtained from field research regarding the difficulties faced by students in developing vocabulary, namely the problem of the difference between pronunciation and writing in English consisting 8 students, the problem of using vocabulary in English consisting 7 students, the problem of differences in writing and spelling consisting of 9 students. and finally the problem of difficulty distinguishing Indonesian letters from English was 4 students.

Keywords: Vocabulary Mastery; Spelling Bee Game

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui implementasi permainan lebah ejaan dalam menguasai kosakata siswa dan untuk mengetahui kesulitan yang dihadapi siswa dalam mengembangkan kosakata. Dalam penelitian ini, desain penelitian menggunakan deskriptif kualitatif. Cara peneliti memperoleh data adalah dengan menggunakan observasi, wawancara, kuesioner dan dokumentasi, sedangkan subjek penelitian adalah mahasiswa kelas X MA Miftahul Ulum Bettet Pamekasan yang terdiri dari 28 mahasiswa. Sedangkan hasil penelitian ini adalah proses penerapan permainan spelling bee dengan 4 langkah, yaitu; Bentuk kelompok, berlatih, menerapkannya, orang yang mendapat poin tertinggi adalah pemenangnya. dari data yang diperoleh dari penelitian lapangan mengenai kesulitan yang dihadapi siswa dalam mengembangkan kosakata yaitu masalah perbedaan pengucapan dan penulisan dalam bahasa Inggris yang terdiri dari 8 siswa, masalah penggunaan kosakata dalam bahasa Inggris yang terdiri dari 7 siswa, masalah perbedaan penulisan dan ejaan yang terdiri dari 9 siswa. dan terakhir masalah kesulitan membedakan huruf Indonesia dari bahasa Inggris adalah 4 siswa.

Kata Kunci: Penguasaan Kosakata; Permainan Spelling Bee

INTRODUCTION

English is one of the most important languages in life in the era of globalization, because English is a language Internationally to support life in the future especially in the communication aspect (Suri, 2017). English is one of the most international languages widely studied and used in communication between nations. This is appropriate with the role of English as a global language as stated by Crystal (2003) that English acts as a global language or world because English is studied and used as a means of communication in various countries either as a first language, second language, or as foreign language. In Indonesia, English is the first foreign language studied as a compulsory subject from junior high school to College. English lessons include four language skills such as: listening, speaking, reading, and writing. As well as having three basic skills that become supports four language skills, namely vocabulary, pronunciation and grammar (Faturahman & et al,2016). These three basic skills support the four skills speaking English, Vocabulary because vocabulary is the core o language.

Wardani (2015) said that vocabulary is an important aspect in language, because it appears in every language skill including skills listening, speaking, reading and writing. Vocabulary is one component that has an important role in mastering English. Vocabulary is a collection of words belonging to language and provide meaning when used. Grammar is a pattern and rules to follow when studying language correctly. Pronunciation is a way pronounce the words of a language. Rusmidah (2013: 1) believes that Vocabulary teaching plays a big role very important in language learning England, which is directed to develop skills language so that students are able to communicate and discourse in English with Good. For this, mastery is required vocabulary in sufficient quantity. Vocabulary is an important part of the English learning process as stated by Fitriyani (2014). In the process of learning English, it is necessary to master vocabulary because without knowing vocabulary, students will experience obstacles in learning English. But in mastering vocabulary, there are difficulties that faced by the srudents or by people who learn foreign language.

However, there are several obstacles that are often faced in learning vocabulary. One of them is difficulty in remembering and applying new vocabulary in the sentences they make. Often, students find it difficult to fully understand the meaning of new vocabulary and use it correctly in the right context. Apart from that, the lack of time allocated to learning new vocabulary can also be an obstacle in the learning process. Therefore, it is important for educators to create interesting and effective learning methods so that students can overcome these obstacles and improve their

vocabulary skills better. According to Suyanto (2015:142) there are Several factors that become obstacles for students in increasing their vocabulary include: (1) lack of practice (2) limited learning resources difficulty in understanding meaning (4) lack of speaking practice. According to Suyanto (2015:142) vocabulary teaching aims to help students to understand the language and develop their spelling skills. Teaching spelling does not stand alone, but exists close relationship between spelling and context. By presenting the words you want spelled in a sentence can help students to connect one word with other. Therefore, it is necessary solution to overcome this problem. Vocabulary learning is an important part of the student education process in the classroom. By expanding vocabulary, students can better understand and communicate their ideas more clearly and precisely. However, there are several obstacles that are often faced in learning vocabulary. One of them is difficulty in remembering and applying new vocabulary in the sentences they make. Often, students find it difficult to fully understand the meaning of new vocabulary and use it correctly in the right context. Apart from that, the lack of time allocated to learning new vocabulary can also be an obstacle in the learning process. Therefore, it is important for educators to create interesting and effective learning methods so that students can overcome these obstacles and improve their vocabulary skills better. the Previous research was conducted by Pusparini (2020) about Improving Students' Vocabulary Mastery Using the Spelling Bee Game

This research was caused by students' lack of vocabulary mastery in English subjects. One method to improve vocabulary is the Spelling Bee game. Classroom action research aims to measure the effectiveness of using the spelling bee game method in improving students' mastery of English vocabulary and to determine students' motivated responses to the application of this game. This research uses classroom action research (PTK) on class V students at SDIT Ya Bunayya Pujon. The results showed that in cycle 1 the average score was 70.26 with classical completeness of 47.05%. . Furthermore, learning outcomes in cycle 2 received a significant increase where the average score obtained was 82.91 with classical completeness reaching 88.24%. The increase from cycle 1 to cycle 2 in classical completeness reached 41.19%. The difference between this research and this research is that previous research used classroom action research, but this research uses qualitative research.

The researcher was interested in increasing the vocabulary of MA Miftahul Ulum Bettet students because before conducting the research the researcher made observations at MA Miftahul Ulum Bettet. From observations, researchers obtained data that students' ability in vocabulary was still low. It was proven that most of them did not know the vocabulary given by the teacher. Based on the reasons stated above, the researcher is interested in conducting research entitled "Implementation of the Spelling Bee Game in Vocabulary Mastery in Class X MA Miftahul Ulum Bettet Pamekasan.

METHODS

In this research, the design used by researchers is descriptive qualitative. The way the researcher obtained data was by using observations, interviews, questionnaires and documentation, while the sub-research was class X MA Miftahul Ulum Bettet Pamekasan students consisting of 28 students.

FINDING AND DISCUSSION

1) Implementation of Spelling Bee Game in Vocabulary Mastery

in the process of implementing spelling bee game in vocabulary mastery Mr Ghafur using the spelling bee game method to improve vocabulary mastery in class X students there are four steps to the spelling bee game, the first is forming groups, the teacher provides an explanation regarding spelling bee game, the implementation of spelling bee game, the students with the highest points is the winner. According to (Qomariyah & Nafisah, 2020) Spelling Bee game is practicing in several steps : (a) Group A and B are chosen in this game, (b) Teacher give many themes on paper to the students including usually around them, for example, “Daily activity, family, etc”, it distributes, give time for students to remind those words. To avoid students will get the mistake of Spelling words, the teacher practice Spelling word first and students follow together later, (c) Teacher should be ensuring that students are ready this game, then students stand up and make a line dealing with group agreement. (d) The highest point is a winner.

The first step is Mr Ghafur instructed students to form groups as the first step in playing the spelling bee game.

The second steps is Mr. Ghafur gave an explanation about the spelling bee game and Mr. Ghafur also did practice spelling words first and students followed the practice to avoid students' mistakes in spelling words.

The third step is Mr Ghafur organized the spelling bee game very well, and the students formed a line to start the spelling bee game according to group agreement. By forming a line, students show their readiness to take part in the spelling bee game in an orderly and disciplined manner.

The last steps is Mr Ghafur to announce the students who got the highest points in the spelling bee game. This moment can be an inspiring and proud moment for students who succeed in achieving the highest grades.

This Spelling Bee game activity lasts for 30 minutes and the teacher will guide and give the students words that must be pronounced and spelled. A competitive and enthusiastic atmosphere will be felt throughout the session, encouraging students to demonstrate their spelling skills and mastery of vocabulary well.

2) Students Problem in Developing Vocabulary Mastery

In the learning process, researchers used interview instruments to obtain answers about the problems faced by students in mastering vocabulary interview from 28 students, the research get some students' problem as ;

1). Different between written word and the pronouncing in English

Data 1 ; interview result with anggun

“ Saya kesulitan mengucapkan kosakata bahasa inggris Dengan benar ”

By the meaning

“ I have difficulty pronouncing English vocabulary correctly ”

Data 2 ; interview result with darin

“ saya merasa kurang percaya diri dalam menggunakan kosakata baru dalam pengucapan atau tulisan dalam bahasa inggris ”

By the meaning

“ I feel less confident in using new vocabulary in pronunciation or writing in English”

Data 3 ; interview result with hesti

“ Saya kesulitan menghafal kosakata karena cara penulisan dan pengucapannya berbeda dalam bahasa Inggris ”

By the meaning

“ I have difficulty memorizing vocabulary because the way to write and pronounced is different in English ”

Data 4 ; interview result with novi

“ saya mengalami kesulitan dalam pengucapan kosakata bahasa inggris ”

By the meaning

“ I have difficulty in pronunciation English vocabulary ”

Data 5 ; interview result with laily

“ Saya kesulitan menghafal kosakata karena cara penulisan dan pengucapannya berbeda dalam bahasa Inggris ”

By the meaning

“ I have difficulty memorizing vocabulary because the way to write and pronounced is different in English ”

Data 6 ; interview result with mutim

“ Saya kesulitan mengucapkan kosakata bahasa inggris Dengan benar ”

By the meaning

“ I have difficulty pronouncing English vocabulary correctly ”

Data 7 ; interview result with nurul laili

“ Saya kesulitan menghafal kosakata karena cara penulisan dan pengucapannya berbeda dalam bahasa Inggris ”

By the meaning

“ I have difficulty memorizing vocabulary because the way to write and pronounced is different in English ”

Data 8 ; interview result with khofifah

“ Saya kesulitan menghafal kosakata karena cara penulisan dan pengucapannya berbeda dalam bahasa Inggris ”

By the meaning

“ I have difficulty memorizing vocabulary because the way to write and pronounced is different in English ”

3) Difficulty in using vocabulary.

Data 9 ; interview result with Jamila

“ saya tidak memiliki banyak kesempatan untuk menggunakan kosakata dalam percakapan sehari-hari dalam bahasa inggris ”

By the meaning

“I don't have many opportunities to use vocabulary in daily conversation in English”

Data 10 ; interview result with arianti

“ saya tidak memiliki banyak kesempatan untuk menggunakan kosakata dalam percakapan sehari-hari dalam bahasa inggris ”

By the meaning

“I don't have many opportunities to use vocabulary in daily conversation in English” Data 11 ; interview result with matus

Data 11 : interview result with

“ saya tidak memiliki banyak kesempatan untuk menggunakan kosakata dalam percakapan sehari-hari dalam bahasa inggris ”

By the meaning

“ I don't have many opportunities to use vocabulary in daily conversations in English ”

Data 12 ; interview result with hikmah

“ saya tidak konsisten dalam belajar kosakata setiap hari dalam bahasa inggris sehingga saya sering lupa kosakata yang sudah saya hafal ”

By the meaning

“ I am not consistent in learning vocabulary every day in English so I often forget the vocabulary that I have memorized ”

Data 13 ; interview result with sakdiyah

" saya tidak memiliki banyak kesempatan untuk menggunakan kosakata dalam percakapan sehari-hari dalam bahasa inggris "

By the meaning

"I don't have many opportunities to use vocabulary in daily conversation in English"

Data 14 ; interview result with arianti

" saya tidak memiliki banyak kesempatan untuk menggunakan kosakata dalam percakapan sehari-hari dalam bahasa inggris "

By the meaning

"I don't have many opportunities to use vocabulary in daily conversation in English"

Data 15 ; interview result with matus

" saya tidak memiliki banyak kesempatan untuk menggunakan kosakata dalam percakapan sehari-hari dalam bahasa inggris "

By the meaning

" I don't have many opportunities to use vocabulary in daily conversations in English "

4) Different between written word and the spelling word in English.

Data 16 ; interview result with cantika

" saya mengalami kesulitan dalam menghafal karena terkadang penulisannya dan cara mengejanya tidak selalu sama"

By the meaning

" I have difficulty memorizing because sometimes the writing and spelling are not always the same "

Data 17 ; interview result with desyi

" saya mengalami kesulitan dalam mengeja kata-kata dalam bahasa inggris "

By the meaning

" I have difficulty about spelling words in English "

Data 18 ; interview result with hanifa

" saya mengalami kesulitan dalam mengeja kata-kata dalam bahasa inggris "

By the meaning

" I have difficulty relate with spelling words in English "

Data 19 ; interview result with ismawati

" saya mengalami kesulitan dalam menghafal karena terkadang penulisannya dan cara mengejanya tidak selalu sama"

By the meaning

" I have difficulty memorizing because sometimes the writing and spelling are not always the same "

Data 20 ; interview result with wati

“ saya mengalami kesulitan dalam mengeja kata-kata dalam bahasa inggris ”

By the meaning

“ I have difficulty spelling words in English ”

Data 21 ; interview result with lisna

“ saya mengalami kesulitan dalam menghafal karena terkadang penulisannya dan cara mengejanya tidak selalu sama”

By the meaning

“ I have difficulty memorizing because sometimes the writing and spelling are not always the same ”

Data 22 ; interview result with nor

“ saya mengalami kesulitan dalam menghafal karena terkadang penulisannya dan cara mengejanya tidak selalu sama”

By the meaning

“ I have difficulty memorizing because sometimes the writing and spelling are not always the same ”

Data 23 ; interview result with hidayati

“ saya mengalami kesulitan dalam menghafal karena terkadang penulisannya dan cara mengejanya tidak selalu sama”

By the meaning

“ I have difficulty memorizing because sometimes the writing and spelling are not always the same ”

5) The difficulty in distinguishing between English and Indonesian letters.

Data 24 ; interview result with Maryam

“ Saya kesulitan mengeja kata karena masih bingung membedakan huruf Indonesia dan Inggris ”

By the meaning

“ I have difficulty spelling words because I am still confused about different between the Indonesian and English alphabets ”

Data 25 ; interview result with mufar

“ Saya kesulitan mengeja kata karena masih bingung membedakan huruf Indonesia dan Inggris ”

By the meaning

“ I have difficulty spelling words because I am still confused about different between the Indonesian and English alphabets ”

Data 26 ; interview result with aisyah

“ Saya kesulitan mengeja kata karena masih bingung membedakan huruf Indonesia dan Inggris ”

By the meaning

“ I have difficulty spelling words because I am still confused about different between the Indonesian and English alphabets ”

Data 27 : interview result with ais

“ Saya kesulitan mengeja kata karena masih bingung membedakan huruf Indonesia dan Inggris ”

By the meaning

“ I have difficulty spelling words because I am still confused about different between the Indonesian and English alphabets ”

Data 28 : interview result with sulis

“ Saya kesulitan mengeja kata karena masih bingung membedakan huruf Indonesia dan Inggris ”

By the meaning

“ I have difficulty spelling words because I am still confused about different between the Indonesian and English alphabets ”

Increasing vocabulary in English is important to improve communication skills and language understanding because increasing vocabulary can help someone to communicate more fluently, understand more complex texts, and increase confidence in using English. However, mastery of vocabulary does not guarantee that class X students can master English as a whole. Researchers have found several common obstacles that are often experienced by students in developing vocabulary mastery such as difficulty remembering vocabulary.

DISCUSSION

1) The Implementation of Spelling Bee Games in Students Vocabulary Mastery

Based on the research findings above using the observation instrument, So in the process of implementing spelling bee game in vocabulary mastery Mr Ghafur using the spelling bee game method to improve vocabulary mastery in class X students there are four steps to the spelling bee game, the first is forming groups, the teacher provides an explanation regarding spelling bee game, the implementation of spelling bee game, the students with the highest points is the winner.

In the Spelling Bee game, the topic used is everyday vocabulary about in the kitchen and vocabulary at home . In this game, there are 3 groups of participants, where each group consists of

9 students except for one group which consists of 10 students. Each group will compete intensely to spell words correctly and quickly, demonstrating their understanding and mastery of vocabulary. A fun competitive atmosphere and a spirit of collaboration between groups will be an interesting part of this game.

The description above is adjusted by the opinion of (Qomariyah & Nafisah, 2020) Group A and B are chosen in this game, in this case the teacher instructs students to form groups as the first step in playing the spelling bee game.

The second step is the teacher provides an explanation regarding spelling bee game and the teacher does word spelling practice first and the students follow the practice.

The statement above can be adjusted by (Qomariyah & Nafisah, 2020) Teacher give many themes on paper to the students including usually around them, for example, "Daily activity, family, etc", it distributes, give time for students to remind those words. To avoid students will get the mistake of Spelling words, the teacher practice Spelling word first and students follow together later. in this case the activities carried out by the teacher towards students are very good and in accordance with existing theory so that the game goes well.

The third step is the implementation of spelling bee game, and students form a line to start the spelling bee game according to group agreement.

The statement above can be adjusted by the opinion of (Qomariyah & Nafisah, 2020) Teacher should be ensuring that students are ready this game, then students stand up and make a line dealing with group agreement. in this case by forming a line students show their readiness to participate in the spelling bee game in an order and discipline

The last step is the students with the highest points is the winner. The student who gets the highest score is the winner.

The description above is in accordance with the opinion of (Qomariyah & Nafisah, 2020) The highest point is a winner. In this case, the teacher will announce the students who get the most points as a form of their achievement.

Based on the explanation above the researcher concludes that the application carried out by the Mr. Ghafur in the class is all in accordance with (Qomariyah & Nafisah, 2020) theory, which consists of implementation of spelling bee game in vocabulary mastery.

2) Students Problem in Developing Vocabulary Mastery

Based on the research result, the problem by students in vocabulary mastery is The problems faced by students in increasing their vocabulary include differences in pronunciation and writing of words, rarely using English vocabulary, difficulties in distinguishing between writing and spelling of words, as well as the presence of words that are similar but have different meanings. Apart from that, students also often feel confused in spelling words between the Indonesian and English alphabets. The first factor is the difference in writing and pronouncing of words. When students memorize vocabulary, students experience difficulty in pronunciation is not clear.

As what has been said by reskiawan (2020) about difficulties in vocabulary some difficulties that many faced by students in learning vocabulary as follow ;

1. different between written word and the pronouncing in English
2. rarely to interact using English, it's rarely to practice,
3. the writing the word or sound-spelling mismatches
4. some word similar but different meaning,
5. wrong pronunciations are often caused by a lack of similarity between sounds English and Indonesian.

Based on research findings regarding students' difficulties in learning vocabulary, the researcher will give more detail explanation and discussion about each problem that had been classified before.

1). Different between written word and the pronouncing in English.

Data from interviews discussing student difficulties regarding student difficulties in pronunciation and writing vocabulary as many as 8 students.

Data 2, 4, 9, 14, 15, 20, 24, 27

“ Students have difficulty memorizing vocabulary due to differences in writing and pronunciation in English”

By the meaning

“Siswa mengalami kesulitan menghafal kosakata karena perbedaan penulisan dan pengucapan dalam bahasa Inggris”

in this case, students must improve it by diligent practicing reading, listening and speaking English .

2). Difficulty in using vocabulary.

Data from interviews discussing student difficulties regarding student difficulties in using vocabulary as many as 7 students.

Data 1, 5,7, 10, 11, 16, 26

``Students often lack opportunities to apply vocabulary in daily conversations in English"

By the meaning

`` siswa seringkali kurang kesempatan untuk mengaplikasikan kosakata dalam percakapan sehari-hari dalam bahasa inggris "

The next problem is students rarely use english in everyday so students often forget the vocabulary they have memorized as a result, the number of vocabulary they master becomes limited.in this case students can record the vocabulary they learn and repeat it and students are advised to diligently practice using English vocabulary in everyday .

3). Different between written word and the spelling word in English.

Data from interviews discussing student difficulties regarding student difficulties in writen and the spelling word as many as 9 students.

Data 3, 6, 8, 12, 13, 17 21, 23

" Kesulitan siswa dalam menghafal kosakata disebabkan oleh perbedaan antara penulisan dan cara mengeja kata-kata, yang kadang tidak konsisten "

By the meaning

"Students' difficulties in memorizing vocabulary are caused by differences between writing and spelling words, which are sometimes inconsistent"

Another problem also comes from students' difficulties in spelling and writing vocabulary. When students spell their vocabulary, they are very slow in spelling words. In this case, students should practice regularly by regularly practicing spelling words to improve their spelling ability and memory.

4). The difficulty in distinguishing between English and Indonesian letters.

Data from interviews discussing student difficulties regarding student difficulties in distinguishing between English and Indonesian letters. as many as 4 students.

Data 18, 19, 25, 28

" Kesulitan siswa dalam mengeja kata seringkali disebabkan oleh kebingungan dalam membedakan antara huruf dalam Bahasa Indonesia dan Bahasa Inggris "

By the meaning

"Students' difficulties in spelling words are often caused by confusion in distinguishing between letters in Indonesian and English"

The fact is that students in class X in the problems they experience when memorizing, of course experience many problems and these problem arise while memorizing vocabulary , the researcher can classify these problems with the result of interviews with students . There are several general problems that often arise when students memorize vocabulary, such as the problem of difficulty in with writing and pronunciation of vocabulary which consists of 8 students, the problem of difficulty in in using English which consists of 7 students, the problem of difficulty in writing words and spelling sounds that are not the same which consists of 8 students and finally the problem of difficulties in pronunciation between the sounds of Indonesian and English letters. There are 4 students.

CONCLUSION

Based on the results of the research using a qualitative approach, namely by using the implementation of spelling bee game method by using the observation design, questionnaire and interview of the problems experienced by students in the implementation of spelling bee game in vocabulary mastery, it can be concluded that in the implementation of spelling bee game in vocabulary mastery at class X MA Miftahul Ulum Bettet Pamekasan, namely the first instructed students to form groups, the second give an explanation about the spelling bee game and practice spelling words, the third organized the spelling bee game game, and the last one gives points. organized the spelling bee game game, and the last one gives points

In other matters, based on research on the problem face by students in vocabulary mastery, it can be concluded that, the problems experienced by students in different between written word and the pronouncing consisted of 8 students, problems in difficult use vocabulary consisted of 7 students, problems in different between written word and the spelling consisted of 9 students, and finally about difficulty in distinguishing between English and Indonesian letters consisted of 4

students. Using the spelling bee game can help increase students' vocabulary through interactive and fun spelling practice.

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