

CHAPTER II

LITERATURE REVIEW

This chapter provides theories from several literatures which includes vocabulary, teaching vocabulary, teaching media, teaching vocabulary using spelling bee, and previous study.

A. Vocabulary

This section explores the meaning and classification of vocabulary, focusing on the distinction between receptive and productive types.

1. The basic concept of Vocabulary

Vocabulary is the basis of any type of communication and language learning. It involves words and phrases that allow an individual to express their thoughts or ideas and perceive others. As Zimmerman (1997) emphasized, the acquisition of vocabulary is progressive and takes place with consistent exposure and practice. Mastering the words is not just memorizing their meanings but rather involves understanding their meanings, grammatical functions, and usages within different contexts. Furthermore, Webb (2005) seems to argue that besides learners practicing the vocabulary items actively-that is, speaking and writing-they should also do so passively: through reading and listening. Moreover, Rasyid (2019) states, the morphological structure and word relations or collocations also allow for better retention and use of vocabulary items by the learner.

2. Types of Vocabulary

Vocabulary is typically categorized into receptive and productive types. Receptive vocabulary consists of words that learners can recognize and

understand in context, usually through listening or reading, even if they cannot actively use them (Nation, 2001). Schmitt (2000) points out that receptive vocabulary involves passive understanding, often developed through consistent exposure to language in different forms. On the other hand, productive vocabulary encompasses the words that learners can actively recall and use in communication. Laufer (1998) notes that using productive vocabulary requires the learner to recall the correct word, follow grammatical rules, and apply it appropriately in speaking or writing. It is essential for fluent, accurate communication, allowing speakers to convey their ideas effectively (Zhang & Koda, 2017).

3. How to Master Vocabulary

Mastering vocabulary involves both recognizing words and knowing how to use them appropriately in various contexts. According to Zimmerman (1997), vocabulary learning is a continuous process that requires consistent exposure and the opportunity to practice words in meaningful ways. Webb (2005) argues that true vocabulary mastery encompasses understanding a word's form, meaning, grammatical behavior, and the ability to use it pragmatically in real-life situations. A significant challenge in vocabulary teaching is memorization; words taught separately are easily forgotten, which affects long-term memory and motivation (Thornbury, 2006). Stahl (2005) adds that vocabulary mastery involves not only knowing definitions but also understanding the nuances, connotations, and morphological structures of words. These aspects are discussed through application exercises, such as fill in the blanks and multiple choice involving spelling, matching word as understanding the meaning of

vocabulary.

B. Teaching vocabulary

This section explores the principles and strategies for teaching vocabulary, focusing on effective methods and learner autonomy in vocabulary acquisition.

1. Teaching Vocabulary Principles

Teaching vocabulary should be a balanced part of any language course, blending explicit and incidental learning methods. According to Ellis and Shintani (2014), effective vocabulary instruction integrates form-focused teaching, where learners are explicitly taught vocabulary items, with meaning-focused input, where vocabulary is acquired incidentally through activities like reading and listening. Laufer and Hulstijn (2001) emphasize the importance of explicit instruction, where learners focus on the formal aspects of words, such as pronunciation and spelling, while also ensuring that learners engage with words in meaningful contexts. By balancing these approaches, teachers can help learners internalize vocabulary more effectively, promoting both short-term retention and long-term recall.

2. Key vocabulary teaching strategies

Effective vocabulary teaching involves several strategies aimed at both understanding and retention. Schmitt (2008) argues that repeated encounters with vocabulary through different contexts—such as reading, listening, and communicative activities—are vital for learners to deepen their knowledge of words. Hulstijn (2001) highlights the value of context-based learning, where learners infer meanings from context, and word analysis, where they break down

words into their morphological components. High-frequency vocabulary should be emphasized, as these words are essential for both spoken and written communication (Nation, 2013). These strategies ensure that learners are not only introduced to vocabulary but also develop the ability to use words accurately and fluently in various contexts.

3. Encouraging learner autonomy in vocabulary learning

Fostering learner autonomy is essential for long-term vocabulary acquisition. According to Gu and Johnson (1996), self-directed learners use strategies such as flashcards, word lists, and dictionaries to enhance vocabulary acquisition independently. In addition to fostering classroom learning, the teaching and learning process must extend beyond the classroom. With tools such as the Word Club Spelling Bee app, teachers can not only create engaging classroom activities but also motivate students to complete independent tasks using the app. This dual-purpose approach ensures that language learning becomes more dynamic and engaging, making vocabulary acquisition a meaningful and enjoyable process.

C. Teaching media

This section discusses the role of teaching media in enhancing vocabulary acquisition, focusing on both traditional and modern tools integrated with technology.

1. Principles of Using Teaching Media

Teaching media play an important role in embedding the learning of a foreign language in a more creative way. Traditional media like books, flashcards, and charts introduce basic concepts and are effective for structured

vocabulary teaching (Bates, 2019), while modern media such as video, mobile applications, and interactive games provide interactivity to the learners for receiving a personalized learning experience (Azar & Nasiri, 2014). Combining traditional and digital media allows the teacher to provide a flexible learning environment favorable for better retention and understanding of vocabulary (Reeves, 1998).

2. Key Teaching Media for Vocabulary Instruction

Traditional media like word lists and flashcards give visual reinforcement, whereas digital ones, such as the "Word Club" Spelling Bee app, support independent learning through personal quizzes and tracking progress in real time (Scripps National Spelling Bee, 2019). With interactive media, such as game-oriented and video-based learning, students will be able to engage themselves meaningfully in vocabulary-related, context-based activities (Mayer, 2014). By using a mix of these media, educators can address many kinds of learning styles and work to increase student motivation.

3. Types of Media

Media for vocabulary instruction can be divided into traditional tools, such as textbooks and note cards, and technology-integrated media, such as educational apps and interactive digital games. Traditional media reinforce basic vocabulary in a structured way, while game apps such as the Spelling Bee app "Word Club" serve as media in form of interactive digital tools. These apps allow for flexible, self-paced learning, providing immediate feedback and tracking progress to support self-directed learning (Azar & Nasiri, 2014). Technology-based tools engage visual, auditory, and kinesthetic learners, supporting

vocabulary retention and improving overall language acquisition (Mayer, 2014).

D. Teaching vocabulary using spelling bee

This section explores the utilization of Spelling Bee competitions in the classroom as a tool for enhancing vocabulary acquisition, including its benefits and implementation strategies.

1. Definition of Spelling Bee

Wedhanti et al., (2021) describe it as an educational tool for enhancing vocabulary, as it encourages active learning and word recall. Students are challenged to retrieve word forms, which solidifies their understanding of spelling and pronunciation. Traditionally, Spelling Bees involve students being asked to spell increasingly complex words until they make an error, leading to elimination (González-fernández & Schmitt, 2020).

2. The Advantages of Spelling Bee

According to Graham (2014), spelling instruction, especially through activities like Spelling Bees, has a direct positive impact on vocabulary growth, as it helps students internalize word structures and spelling patterns. Additionally, Rohmawati, (2015) found that students who participate in Spelling Bee activities show significant improvement in their vocabulary and spelling accuracy, as the competition format motivates them to learn new words. In addition, studies by Wright (1984, as cited in Rahmawati, 2015) indicate that Spelling Bees are particularly effective in enhancing vocabulary recall because the combination of spelling and meaning helps cement word knowledge.

3. How to Teach Vocabulary Using spelling bee

To teach vocabulary using Spelling Bee, start by choosing word lists that match the students' level (Rohmawati, 2015). Introducing the words in context helps students understand their meanings and how to use them, making it easier to remember (Stahl, 2005). Practice sessions before the competition allow students to get familiar with the words and boost their confidence (Wright, 1984, as cited in Rahmawati, 2015). During the competition, giving immediate feedback on spelling and meanings helps students retain the words and improve their accuracy (Wedhanti et al., 2021).

4. How to Teach Vocabulary using “Word Club” Spelling Bee App

The Word Club Spelling Bee app provides an interactive platform for teaching vocabulary using digital devices. Teachers can use the app's spelling quizzes and word definition games to creatively introduce new words. Students receive immediate feedback which helps them correct errors and improve retention. In addition, this application also has several features such as flash cards in the game to find out what vocabulary will be learned, which in the flashcard there are definitions, parts of speech, and examples of word usage. In addition, there is another feature called fill in the blanks where students will be asked to listen to the pronunciation of the word provided by the application and then students must enter the correct letter. The next is multiple choice, which is almost the same as the previous one, only this time after listening to the pronunciation, students are asked to choose one correct word from four words. and the last one is Match Words where student must read the definition or meaning of the vocabulary, then student must match the vocabulary to it's correct meaning.

E. Previous studies

The first previous study was conducted by Saiya et al. (2022), using a pre-experimental design with a one-group pre-test and post-test method. The objective of the study was to investigate the effectiveness of the Spelling Bee game in enriching students' vocabulary at SMK Negeri 2 Tondano, focusing on 10th-grade tourism department students. The results showed that post-test scores were significantly higher than pre-test scores, indicating the effectiveness of the Spelling Bee game in improving students' vocabulary mastery.

The second previous study was carried out by W. J. Mayasari (2018). The study utilized a quasi-experimental design with a control and experimental group. The objective was to assess the use of the Spelling Bee game in increasing vocabulary mastery among seventh graders at SMPN I Bantan. The post-test results showed that the experimental group achieved higher scores (83) compared to the control group (67.5), demonstrating a positive impact of the Spelling Bee game on students' vocabulary acquisition.

The third previous study was written by Nila Mayasari and Yuli Mardi. This research employed a pre-test and post-test design to analyze the influence of Spelling Bee games on students' vocabulary mastery in the context of using ICD-10 at APIKes IRIS Padang. The findings showed a significant improvement in students' post-test scores, which ranged from 30.00 to 95.00, highlighting the effectiveness of Spelling Bee games in enhancing vocabulary skills.

Based on these previous studies, this research shares similarities in using Spelling Bee as a vocabulary teaching tool. However, it differs by focusing on the use of the Word Club Spelling Bee application with 7th-grade students, a

digital approach that has not been widely explored in previous studies. While earlier research primarily concentrated on traditional classroom games and older students, this study aims to explore the impact of a mobile application on younger learners, introducing technology-assisted language learning into the field.

The researcher is conducting a quantitative study with a quasi-experimental design. One class is assigned as the experimental group, where students will use the Word Club Spelling Bee application, while another class will serve as the control group, receiving traditional vocabulary instruction. The novelty in this study is that digital platforms, such as the Word Club application, can contribute to vocabulary development and, importantly, self-directed learning by letting the learners practice at their own pace and offering immediate feedback. The goal is to determine whether there is a significant difference in vocabulary mastery between students taught using the Word Club Spelling Bee application and those taught through conventional methods.