

## THE STUDENTS' PERCEPTIONS TOWARD THE USE OF SPELLING BEE IN ENGLISH VOICE AND ACCENT SUBJECT OF TIDAR UNIVERSITY

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### Abstract

English Voice and Accent becomes new subject for the students of the first semester of English Education in Tidar University. Since this is a new subject, an appropriate touch is needed. Spelling Bee game can be used as the solution. This research is aimed to know and explore the students' perceptions toward the use of Spelling Bee game in English Voice and Accent Subject of the English Department Students in Tidar University. The subjects of this research were the English Department students of Faculty of Education and Teachers' Training of Tidar University. The data collection techniques used for knowing the students' perceptions in this research is taking questionnaires. The data analysis of this research was qualitative-descriptive.

**Keywords:** perception, Spelling Bee, English Voice and Accent

### Introduction

English Voice and Accent becomes new subject for the students of the first semester of English Education in Tidar University. Since this is a new subject, an appropriate touch is needed. Spelling Bee game can be used as the solution.

Spelling Bee can be applied for any level. It can be elementary, intermediate, and advance level. Sharma, Barret, and Jones (2015: 247-258) explain that it can be used to practice spelling, maximize individual interactions, and the language focus is spelling. Further procedures can be seen below.

### SPELLING BEE FORMAT

The competition consists of four parts:

1. **Practice Round:** (Round 1) Each student will spell one practice word. There can be more than one practice round if the group is small and consists of younger students. No one is to be eliminated from the competition as a result of a practice round.

2. **Elimination Rounds:** (Rounds 2 and up) Students are eliminated at the end of the round IF they spelled the word incorrectly. Eliminations will continue until only four spellers remain.

3. Four Spellers Remaining:

a) Fourth and third places will be determined by the next spellers to be eliminated. All four spellers complete each round. When one contestant misspells a word they are declared fourth. The next speller to make an error will be declared third.

b) If two (or three) contestants misspell a word in the same round there will be a consolation spell-off between those students to determine third and fourth places. They will continue to participate in the following rounds until one of them misspells another word.

4. Two Spellers Remaining:

a) To decide first and second places – when one contestant misspells a word, the spelling master will give the correct spelling. If the other contestant spells his word correctly he will be declared the winner.

b) If both contestants misspell their word, the judge will give the correct spelling and both contestants will start another round. This continues until one contestant misspells a word and the other spells his correctly.

## SPELLING MASTER'S PROCEDURES

### (NO PERSON WITH AN ACCENT)

\* Cell phones off and all word lists in the garbage please\*

1. **Pray, congratulate students, check attendance.** Students face the spelling master and judges, or the audience. Tell contestants that the words will not be in the same order as the lists the students studied. Words the students have not studied will be used if the competition warrants it.

The **Spelling Master (SM)** should explain clearly to the contestants the SAY - SPELL - SAY procedure to be followed. Judge #1 calls out students by name and the student stands. As each word is given to a contestant, the student should repeat the word, spell it out slowly and distinctly, and then repeat the pronunciation of the word (example):

SM: "TABLE"

STUDENT: "TABLE" "T-A-B-L-E" "TABLE"

NOTE:

a) Failure to say-spell-say will **not** eliminate the speller but it will reduce problems with arbitrating.

b) Canadian spellings are preferred but a student will not be eliminated if he/she uses an American spelling.

2. The SM does not have to give the word in a sentence unless there is any possibility of misunderstanding such as homonyms, verb tenses, similar words and plurals. Before beginning to spell, the student may ask for the definition, sentence or pronunciation to be repeated. Reasonable time should be given to the contestants to give their answer. **The SM should give a few seconds to the student before declaring the word correct or incorrect in case a contestant having started to spell a word may stop and start over**, retracing the spelling from the beginning. **This is allowed once.**

3. When a word is misspelled, the spelling master will say, "Sorry, that is incorrect," then correctly spell the word for the contestant, and give the next word to the next speller. If in doubt, err on the side of the student.

4. The SM needs to use their judgement when no students are being eliminated. Move on to more difficult words. Words can be checked off when used. Please follow the order of the words as much as possible. If a word "sticks out" as being much easier than other words in the difficult and unpublished words skip it.

5. **HAVE A WASHROOM/STRETCH/DRINK BREAK WHEN NECESSARY!**

6. Please encourage each student.

## THE JUDGES

Judge # 1 must be a teacher.

The two judges are to assist the Spelling Master run the competition. Their primary task is to listen very carefully and record how the students spell each word and confer together when making decisions. They will place the contestants in order according to the list on the tally sheets and call out the name of the student whose turn is next. ***They make sure students are encouraged for their efforts.*** When a student is eliminated they do not have to leave but can stay and watch the competition. Make sure they receive a participation ribbon before they leave.

They also help maintain order, eliminate distractions and help to decide when the students need a break.

It is the job of both judges to tally the score sheets and fill in the sheet which declares the winners. Please hand it in at registration as soon as the competition of your grade level is finished. Thank you.

**Judge #2** can be a reliable high school student, secretary, or a school parent as long as this person does not have a relative or friend in the particular competition that they are judging in.

## **RULES**

- If there is some confusion or the authority of the judges is questioned, please call in the coordinators.
- In fairness to all students, the Spelling Master must not have an accent or dialect that is unfamiliar to Ontario students.
- People should be as quiet as possible and not be moving in and out of the room.
- The judges' decisions are the final.

## **METHOD**

This was a qualitative research. It is aimed to know and explore the students' perceptions toward the use of Spelling Bee game in English Voice and Accent Subject of the English Department Students in Tidar University. The subjects of this research were the English Department students of Faculty of Education and Teachers' Training of Tidar University. There were 44 students involved in this research. The data collected through questionnaire. The data were analyzed qualitatively.

## **FINDING(S) AND DISCUSSION**

This research shows that students perceptions toward the use of Spelling Bee can be said as a way to maximize the students' involvement in the learning process. It can be said that students enthusiastic in joining the activity. It can be seen in the figure below.



Fig. 1. Students' enthusiasm



Fig. 2. The judgement process



Fig. 3. The Spelling Bee activity

## **CONCLUSION(S)**

It can be concluded that Spelling Bee can be applied for any level. It can be elementary, intermediate, and advance level. It can be used to practice spelling, maximize individual interactions, and the language focus is spelling.

## **REFERENCES**

Sharma, P., Barrett, B., & Jones, F. (2015). *400 Ideas for interactive whiteboards. Instant activities using technology*. MacMillan Books for Teachers: Thailand