

# THE ACQUISITION OF ENGLISH VOCABULARIES BY FIVE YEARS OLD STUDENT THROUGH SPELLING BEE GAME AT DD2 EDUCATION CENTRE

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## Abstract

*The objective of this research was to find out how the process of mastering English vocabulary through spelling bee games in five-year-old students at the DD2 Education Centre. The objectives of this research were (1) to find out how the process of acquiring English vocabulary through spelling bee games for five-year-old students at the DD2 Education Centre (2) to describe the factors that influence students in acquiring English vocabulary at the DD2 Education Centre. This research uses a qualitative case research design with ethnography to find out the answer to the research problem. The population of the research was children attending the DD2 Education Centre. Researchers sampled one class where the CALISTUNG class consisted of four students. The authors make observations and documentation to identify all classroom activities and interviews to find out how the teaching and learning process is, and the development of children's English vocabulary mastery during their studies at the DD2 Education Centre. The samples in this research were determined using purposive sampling techniques with the results of the subjects being four children and four parents. The findings of this research show some of the following points: First, the teacher has an important role in the mastery of children's English vocabulary. secondly, In English teaching, the teacher teaches starting from how to pronounce and spell it, knowing its meaning, how to write and use it. Third, teachers become models and resources for children in learning English, making the material easy to understand and also using simple language for children and teachers use Spelling Bee Game as a learning method. Fourth, Spelling Bee Game is very effective in helping students improve students' language mastery.*

**Keywords: Second Language Acquisition, Vocabulary Acquisition, Child Language Acquisition Development, Spelling Bee Game**

## Abstrak

*Penelitian ini bertujuan untuk mengetahui bagaimana proses penguasaan kosakata bahasa Inggris melalui permainan spelling bee pada siswa usia lima tahun di DD2 Education Centre. Tujuan dari penelitian ini adalah (1) untuk mengetahui bagaimana proses perolehan kosakata bahasa Inggris melalui permainan spelling bee untuk siswa berusia lima tahun di DD2 Education Centre (2) untuk mendeskripsikan faktor-faktor yang mempengaruhi siswa dalam memperoleh kosakata bahasa Inggris di DD2 Education Centre. Penelitian ini menggunakan desain studi kasus kualitatif dengan etnografi untuk mengetahui jawaban dari permasalahan penelitian. Populasi penelitian ini adalah anak-anak yang bersekolah di DD2 Education Centre. Peneliti mengambil sampel satu kelas dimana kelas CALISTUNG terdiri dari empat siswa. Penulis melakukan observasi dan dokumentasi untuk mengidentifikasi seluruh aktivitas kelas dan wawancara untuk mengetahui bagaimana proses belajar mengajar, dan perkembangan penguasaan kosakata bahasa Inggris anak-anak selama mereka belajar di DD2 Education Centre. Sampel dalam penelitian ini ditentukan dengan menggunakan teknik purposive sampling dengan hasil subjek menjadi empat orang anak dan empat orang tua. Temuan penelitian ini menunjukkan beberapa poin sebagai berikut: Pertama, guru memiliki peran penting dalam penguasaan kosakata bahasa Inggris anak-anak. kedua, Dalam pengajaran bahasa Inggris, guru mengajar mulai dari cara mengucapkan dan mengejanya, mengetahui artinya, cara menulis dan menggunakannya. Ketiga, guru menjadi model dan sumber bagi anak-anak dalam belajar bahasa Inggris, membuat materi mudah dipahami dan juga menggunakan bahasa yang sederhana untuk anak-anak dan guru menggunakan Spelling Bee Game sebagai metode pembelajaran. Keempat, Spelling Bee Game sangat efektif dalam membantu siswa meningkatkan penguasaan bahasa siswa.*

**Kata kunci: Pemerolehan Bahasa Kedua, Pemerolehan Kosakata, Perkembangan Pemerolehan Bahasa Anak, Permainan Spelling Bee**

## 1. Introduction

We live in a world of languages. We talk to our friends, partners, wives and husbands, love, teachers, parents, rivals, and even our enemies using language (Fromkin et. al 2013: 1). In line with Yogatama (2011) stated that language is a rule or symbol system used in communicating and adapting to the environment that is carried out to exchange ideas, thoughts, and emotions. It meant that language is the ability that humans have to communicate with other humans Language is also a communication tool that can only be used by humans because only humans can use and understand language, it cannot be taught to other creatures.

However, people are not born full of words, mastering grammar and other language components. They have to get it from their parents, school, social life and environment. Every child has a long process to acquire a language. In the process of language acquisition, children must go through several stages. In general, every child on average will develop vocabulary

through the same stages, starting from crying, humming, babbling, saying one word, saying two words, and more than two words until they can compose sentences. This process is called language acquisition. Language acquisition is a complex process with developmental stages that an acquirer must follow to know the language.

The term acquisition is used to understand children's language naturally when they learn their mother language. Language acquisition can be distinguished from learning. Learning can be done using formal or non-formal education, and acquisition is made naturally. (Kemuning, 2017) in her research said that "Language acquisition is a human process to acquire the ability to capture, produce, and use words to understand and communicate". This capacity accommodates several skills and abilities such as syntax, phonetics, and extensive vocabulary.

Several factors can affect a person's language acquisition in learning a new language, such as age. Many researchers believe that children have more potential than adult in learning languages. For a child, learning a language is part of their brain chemistry. They are literally built to absorb information; they do this in an unconscious state of mind, like they are learning and they don't even know it.

When a child acquires a language, the first thing he gets is vocabulary. Language cannot separate from vocabulary. Vocabulary is a fundamental element for anyone who wants to learn a language, and it is one of the essentials of a language. Without acquiring or mastering the vocabulary of a language, a person will not be able to learn and use the language. Mastery of vocabulary can affect a person's language skills in the future, and mastery of vocabulary dramatically affects one's language learning and use.

However, many problems are found in the field; namely when a student already knows a lot of vocabulary, they find it difficult to write and answer exercises on vocabulary such as dictating, filling in missing words, arranging random letters and others correctly because they don't memorize the spelling of the vocabularies. Therefore, in this study, the researcher tried to analyze the English vocabulary acquisition of five years old student through the spelling bee game at the DD2 Education Centre. In this course, the teachers have a way to teach vocabulary to their students, one of them is by using games. The teachers used this game method because the game is very motivating and fun for language learners, games can also provide excellent practice to improve pronunciation, vocabulary, grammar and four language skills. Playing games is considered very effective and the teacher indirectly adds an element of fun and relaxation in vocabulary practice. The purpose of using games in the learning process is to make the material more interesting, fun and challenging, especially in introducing new vocabulary. One type of game is the Spelling Bee Game.

The spelling bee game is one of the activities that can provide fun. The spelling bee game can also be used as a technique for teaching English, especially vocabulary, because the spelling bee game is not only fun but also contains educational learning. This game also helps students with problems in completing exercises on vocabulary such as dictating, filling in missing words, arranging random letters and others correctly.

According to Payra & Stephani (2016 :1), Spelling bee is one of the oldest competitive educations in the United States. With the increasing number of young English learners from diverse socioeconomic backgrounds, it is becoming more and more important to adequately support this young generation in building a solid foundation in spelling and vocabulary, leading to greater literacy. Spelling bee, which is a spelling and vocabulary competition, can be a fun game and vocabulary enrichment. We look at the learning methods used by elementary and

junior secondary spellers to practice bee spelling to understand better how to help this young mind.

The spelling bee game is beneficial for five years old student in learning vocabulary at the DD2 Education Centre; by using this game, children can memorized vocabulary and completed exercises on vocabulary such as dictating, filling in missing words, arranging random letters and others correctly. Therefore, reseacher are interested in studying the title "The Acquisition of English Vocabularies by Five Years Old Student through Spelling Bee Game at DD2 Education Centre".

## 2. Literature Review

According to Halgunseth (2009), as she cites Tabors (2008). Argued that second language acquisition is learned by children in two ways, simultaneously and sequentially. Simultaneously is when children acquire L1 and L2 without any effort. Simultaneously, learners are children under three years old exposed to their mother tongue at home and other language in an early educational context in kindergarten. She points out that although being exposed to a different language at home, children learn both languages the same way without favouring one. Their brain mechanism allows them to learn more than one language, and they be able to construct two separate language systems in their brains for each language.

A sequential language learning environment is when a child speaks its native language but is also exposed or introduced to a second language for example when an Indonesian speaking child attend a class where English is the dominant language spoken. Halgunseth states that contrary to simultaneous language learning, sequential learning is not related to any age factor, but it can be stimulated or influenced by elements like motivation.

Although children are exposed to two languages at the same time at an early age, it does not have to mean that they confuse the languages easily. Children sometimes become bilingual when one parent converses in one language while the other converses in the second language. Additionally, parents might converse to each other in both languages, so children are exposed to both languages.

In this study, vocabulary acquisition is a process when children acquire words consciously during classroom activities. Children acquire vocabulary in written form, pronunciation, word meaning, and how to use words in sentences. The definition of vocabulary is critical importance to typical language learners. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form; having limited vocabulary has been a barrier that precludes learners from learning a foreign language

Komorowska (2001) cited in Rajudin (2018) believes that teaching English to children have to be connected with concrete objects and situations that can be found within the child's sight, teaching is focused on simple names of people, objects, phenomena; formal grammatical rules must not be taught, therefore, explaining of grammatical terms is useless, and even harmful; teaching must be organized on the basis of frequent repetition and revision of vocabulary; repeating different words should be attractive and stimulating, for instance, by means of songs, short poems for children, and the like; frequent changes of activities are indispensable; a wide diversity of stimuli for maintaining child's attention is necessary, e.g. image, sound, movement, games, plays, painting, watching video; language-based fun and

play must prevail over other forms of teaching; teaching should aim at physical movement, example clapping, jumping; language activity of the child should correspond with other actions, such as painting, colouring, cutting paper, gluing, moving, and the like; children need varying forms for expressing themselves by theatre, drama, art, music, dance.

According to Krashen (2013), in teaching English to children teacher help student make input comprehensible by provide context in the form of picture and realia. Teacher modifies their speech, tend to talk more slowly and also use somewhat less complex language as to make children understood. The organized of syllabus, where the syllabi are not based on points of grammar but based on activities examples games, discussion, stories and project. There is no requirement that the activity provide practice with a particular grammatical structure, he also believes beginning students are able to participate in activities while saying nothing. Complete sentences are not required, and errors are not corrected.

Over the past few years, studies have shown that the use of games, as a complement to traditional learning. games also can be effective educational tools, since they are fun motivate the user, facilitate learning an increase the storage capacity of what was taught (Paiva : 2016). "Game' to mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others". From the explanation above, it can be concluded that games are an effective language learning strategy and should be used at all stages of language learning development. Games help students learn with fun without getting bored.

An importance of games has highly been valued in teaching. This further uberemphasizes that when games are being used in class, they do not only help students to learn more effectively but also to have fun at the same time. Consequently, language instructors, specifically teachers, have started to acknowledge that, in terms of teaching techniques, games will serve not only as a 'fun activity but also as a technique to carry out tasks to learners in an amusing kind of way as well. However, even though many language instructors seem immensely enthusiastic about using games as educational tools, they normally still consider games mere time-fillers a break from the monotony drilling or frivolous activities (S.M. Silvers as cited in Uberman, 1998). The reason behind this, according to Silvers, should be the perception of those teachers who overlook the fact that within a relaxed atmosphere, real learning does take place; thus, students tend to use the language they have been given an instruction to and have practised earlier.

According to Sebba in Rohmawati (2015:6), A spelling bee is a competition in which the contestant must spell words. The spelling bee game can be used to teach vocabulary as an alternative activity. It's a fun way for students to improve their spelling skills.

### **3. Method of The Research**

#### **Research Design**

This research designed by using the descriptive qualitative data. Descriptiveresearch is research that is intended to investigate the circumstances, conditions or other terms that have been mentioned, the results are presented in the form of research reports (Arikunto, 2010). Therefore, the researchers choosen the direct observation way for get the data. This study is

a descriptive research, because the researchers tried to find the process and the factors influenced they used by the children to acquire English vocabulary.

### **Subject of Research**

This research is located at DD2 Education Centre Komp. Villa Gading Mas2 Blok DD2 Marendal. The students of DD2 Education Centre as the subject of this research.

### **Source of Data**

For the source of data, researcher got from the result of field observation in DD2 Education Centre, interview result of 4 parents and 1 teacher and from documentation result.

### **Instrument of Collecting Data**

The researcher chose some children and teacher in DD2 Education Centre. Interview, observe and documented them for 2 weeks.

#### ➤ Observation

To answer the first research problem, the researcher used observation. Arikunto (2006) argued that observation is all forms of obtaining data by recording, counting, measuring and recording all events that occur. The researcher used participant observation such as passive observation. Stainback (1988) said that in participant observation, the researcher observed what people do, listens to what they say, and participates in their activities.

Qualitative observation is when the researcher makes notes that are submitted, the researcher records, unstructured or semi-structured activities at the research site (Careswell, 2014). Archival notes are prepared to write down some important information that will help the researcher to analyze the data. The researcher will observe the students directly when they learn English and uses it in their class.

Through this technique, the researcher wants to know the data about:

1. How is the process of English vocabulary acquisition through spelling bee game for five years old student at DD2 Education Centre ?
2. What are the factors influence the student acquire their English vocabulary at DD2 Education Centre ?
3. General condition of DD2 Education Centre.

#### ➤ Interview

The Interview is a meeting of two people to expance information and idea through question and responses, resulting in communication and joined construction of meaning about a particular topic (Rahmiyanti, 2007). In this research researcher used unstructured Interview. For answer the both of research problem researcher used interview as instrument where the subject of interview here, only the teacher and student's parents not the student.

The researcher only interview one teacher in DD2 Education Centre and one parents of each students. Researcher used unstructured interview, because it was known exactly about what information would get or happened in the field. The data taken from the teacher interview technique as follows:

1. Describe how the teaching and learning process.
2. The media used by the teacher when teaching
3. Problems that occur in the teaching and learning process.

And for the parents researcher took the data as follow:

1. Tell how the development of their children's English vocabulary acquisition during their study at DD2 Education Centre
2. Tell about how often their children use English at home.

➤ Documentation

Documentation is searching for data about something or a variable through notes, transcripts, books, newspapers, magazines, and so on (Arikunto, 1998). This document is used in qualitative research to complement the interview and observation methods. This technique is used to collect data related to research which is used to support data through documents related to research. Data collection was carried out in several cases as follows:

1. Attendance list of children's daily activities at DD2 Education Centre.
2. Video recording and photos on the process of student learning activities at DD2 Education Centre.
3. Tape recording of the interview session.

#### 4. Data Collection Techniques

The data collection method in this research is the direct method. In this case the researcher got the data from interviews, observations and interviews documentary. The researcher used several procedures in collecting data, as follows:

1. The researcher doing observations to the DD2 Education Centre, the researchers do the observation directly using field notes to find information or general views about:
  - a. Location.
  - b. Number of classes.
  - c. Number of English teachers.
  - d. Total students.
  - e. Class activities.
2. After carrying out observation steps such as description, reduction and selection the researcher will make notes, the researcher determine the class to be the research sample, the researcher will asked the English teacher about the techniques and process of teaching English vocabulary in class.
3. While did observations, the researchers documenting student activities in class such as taking pictures and recording videos.
4. The researcher interviewed one of the teachers at DD2 Education Centre.
5. The researcher interviewed the parents of the subjects of this study.
6. The researcher analyzed the data obtained from observations and interviews.
7. The researcher interpreted the data obtained to conclude the results of the study.

## 5. Finding and Discussion

### Result of the Research

This research observation was conducted on 07th july to 10th July and by using observation the researcher found out if DD2 Education Centre has several learning classrooms that are facilitated with air conditioning, television to watch for English classes, and decorations that attract students to be enthusiastic about learning. So students who study in this course will feel very comfortable. DD2 Education Centre also provides:

- Mineral water.
- Playground
- Puzzles for children's play.
- Several bathrooms are comfortable and very clean.
- A kitchen for teachers and students who want to take a break to eat.

In the main room of DD2 Education Centre, there is an administration desk which is useful for parents who wanted to consult with teachers about their child's progress while studying at DD2 Education Centre. Before entering DD2 Education, we were also told to go into the disinfectant booth, check our body temperature, and wash our hands to break the spreading Covid-19. By doing observation, the researcher found how teaching-learning About vocabularies part of body through Spelling Bee Game at DD2 Education Centre done. In the teaching-learning situation, the teachers used mixed language English and Indonesia and did students, but when they wanted to drink or take permission, the students kept using English language; before they started to study teacher did intermezzo. Besides giving the vocabularies to the students, the teacher helped students to memorized vocabulary while spelling it, such as the teacher pronounced the vocabulary and spelled it and is followed by the students, the teacher repeated it several times until students can memorized and spelled the vocabulary then the teacher told students to write the vocabulary that the teacher has provided in each of their books.

### Result of Interview

Using interviews and a tape recorder with a teacher and four parents conducted from 13th June to 15th June 2022 researcher found how students' vocabulary acquisition in DD2 Education Centre and to what extent the parents contributed to their children's English vocabulary acquisition. In teaching-learning vocabulary teacher divided into a theme, and each theme has its expression. In the student's textbook, there are vocabularies with a picture of it; the teacher gave or asked the student what the meaning is and how to pronounce it. When the teacher asked about the meaning of a vocabulary, she let students guessed its meaning by permitting them to explore the meaning of the new vocabulary themselves after the teacher told them the correct meaning. There are three ways to help students to remember the new vocabulary, the first is by used class discussion to answer a simple quest used a picture, and the second is the teacher said the new vocabulary and spelled it and is followed by the students, this is done several times, the third is by asked student to do exercise in their book. One of the methods used by the teacher in the classroom is used games, and one of the games used by the teacher is Spelling Bee Game.



## 6. Conclusions

This study concerned about English vocabulary acquisition by five years old students at DD2 Education Centre. This study had been done in one class of Calistung in DD2 Education Centre. There were several conclusions in this study. English vocabulary acquisition process in DD2 Education Centre is called second language acquisition guided. It is done by the helped of teacher and contributions of parents, where the teacher was being a source of new vocabulary and as a model in learning English. In teaching learning, the teacher made the material to be easier to understand by used simple words and used some learning method like Game, in which one of the games used is the Spelling Bee Game, with the use of games during learning it succeeds in making students enjoy and very happy while studying, and students are also able to do exercises on vocabulary such as dictating, filling in missing words, arranging random letters and others correctly because they memorize the spelling of the vocabulary.

The extents of parental contributions on children"s English vocabulary acquisition at home are as the teacher and facilitator. Parent contributed their children by gave their children a chance to speak English at home and let them joined an English Class in DD2 Education Centre, as a teacher they taught and guided their children in studied their English subject by always repeats the vocabulary that has been learned and often interacts with students using English so that students can use English fluently.

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