TEACHING ENGLISH VOCABULARY USING SPELLING GAMES FOR INDONESIAN KINDERGARTEN STUDENTS: A CASE STUDY

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ABSTRACT
Indonesian students started learning English from kindergarten with the purpose of introducing basic English vocabulary as a component from language material in learning English. Teaching English vocabulary is one of the important language skills. This research tries to describe the use of spelling game in teaching vocabulary to kindergarten students. The data were analyzed using qualitative descriptive analysis. The subjects were students of Children Center Brawijaya Smart School A & B. That class consists of fifty students divided into four small classes. For completing the data, the researcher used questionnaire, interview, observation checklist and video recording to record the teaching and learning process. The result exposes that the teaching strategies mostly used were listen and repeat, listen and do, draw and color, and the spelling strategies mostly used was phonetic spelling strategies. For the Language games mostly used was movement game, card game, drawing game and word game. From analysis it was implied that the effectiveness of spelling games at Children Center Brawijaya Smart School in teaching English vocabulary can be classified to the category “very good”. It is suggested to the teacher try to be using various media in order to support the learning process in the class, to be able to make the individual approaches well. Finally, it is recommended to the further researcher to maximize the result and improve the weakness of this research for make a better research analysis.

KEY WORDS
kindergarten, vocabulary, strategies, spelling game

INTRODUCTION

Nowadays, English serves as an international language that is very important to learn and master at the very young age. As an international language, English is used not only as a means of communication, but also for transferring knowledge, conducting business transaction, broadcasting the news by mass media, and other activities in the world.

Indonesians consider that English language is a foreign language. So, Indonesian often feels difficult to learn or accept it. On the other hand, in learning English students have to deal with a basic element of language aspects, such as the vocabulary that has difficulties in each level. Actually, Indonesian students started to learn English in kindergarten. The purpose of this teaching is to introduce the students with the basic English vocabularies. English is also taught in some special or private elementary schools as the local content lesson (Indonesia’s Government Curriculum of 2013). Then, the learning process continues to the junior high schools as a compulsory subject up to the senior high school.

Vocabulary is a component from language material in learning English. In teaching English vocabulary is one of the important language skills. Vocabulary is the main component in acquiring and understanding language. Vocabulary is the stock of words used in a language, the more students have stock of words used in a language, the better it will make their performance. So we can communicate the ideas more effectively.

Teaching vocabulary in the early age is to introduce or to get lots of words. By teaching vocabulary we will know the meaning of vocabulary in the context. Because it will
help and guide us in pronouncing, reading, and gasping the idea from our reading and we will understand. It can conclude that teaching vocabulary is very important in the English language learning process in Indonesia. More students should have many times to practice and memorize.

On the other hand it is not easy to teach vocabulary in early age, especially new vocabulary to kindergarten students because teaching it needs explanation for each part. And in the next time a teacher should see that the students be able memorize the words and also the meaning of words should be given a lot of attention. In teaching and learning process for kindergarten, there more a lot of vocabulary problems. The factors can be caused by the individualized teacher, by the method that is used, by the less motivation of the students in learning English, by the less interest in learning English, or perhaps the students have difficulties in learning vocabulary or shy and the students did not have any confidence and the last but not least by the environmental factor from the outside of the school such as friends mate or parents who do not support the students way of study at home. Based on the description above the researcher want to know how well the method that teacher used in Children Center Brawijaya Smart School in Malang to introduce the vocabulary in the early ages.

Based on the above mentioned description, this research tries to describe how the spelling game could be effective for teaching English vocabulary in Indonesian kindergarten.

LITERATURE REVIEW

Characteristics of Kindergarten Students

Kindergarten students refer to youngsters from two or three of age until they begining formal schooling (Essa, E. L, 2003, p. 9). And Kindergarten (German, literally means children’s garden) is a school or class for young children, among four to seven years old, that is intended to prepare them for entry to formal schooling. In the kindergarten, students learning about basic skills and social behavior by games, exercises, music, and simple handicrafts. In some places kindergarten is part of a formal public or private school system; in others it mayrefer to pre-school or daycare. Kindergarten students are students among four to six years old, and in this research the researcher only focus on very young learner. We can conclude that as a very young learner, the characteristics of them are:

a. Low concentration
b. High motivation
c. Love talking but problems in sharing
d. Short memory: Learn slowly Forget easily
e. Limited motor skills but kinesthetic and energetic
f. Learn holistically
g. Love stories, fantasy, imagination, art, drawing and coloring

The goal of kindergarten is to introduce a teaching and learning process by a warm, fun and welcoming atmosphere for all children in early age, regardless of their level of development. Kindergarten is an integral part of the elementary school experience. It builds on the child’s past experience at home, in preschool program, and provides the foundations for success in the Minneapolis Public School throughout their education experience.

Learning Vocabulary for Very Young Learners

Vocabulary may be defined as the stock of words used by person to communicate effectively. Preece (1936, p. 1655) claims that “vocabulary” means a list of words with their meanings, glossary, some of words used in a language or particular books or a branch of science. Hornby (1995, p. 1331) mentions his definition of vocabulary as the total number of words in a language and vocabulary as a list of words with their meanings.
Charles (1971, p. 71) has different definitions about vocabulary; he said vocabulary as a stock or supply of words that a person uses or understands even if he does not use them in oral or written communication or in reading. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.

We have to know vocabulary first before we are able to speak, write, read, and listen nicely. In learning vocabulary we have to know the meaning of it and also understand can use it in sentence context. Wilkins (1972, p. 130) stated that vocabulary learning is learning to discriminate progressing the meaning of words in the target language from the meanings of their nearest ‘equivalent’ in the mother tongue. It is also learning to make the most appropriate lexical choices for particular linguistic and situational context.

Thornbury (2002, p. 14) stated that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone’s knowledge of words. This implies that the success of the learner in learning a language depends not only on the size of vocabulary but also on vocabulary building. Furthermore, Cameron (2001, p. 72) believes that building a useful vocabulary is central to the learning of a foreign language at primary level. Building vocabulary means both understanding the meanings of words and learning to decode those words. Thus, the students can also enlarge their vocabulary mastery by using vocabulary building.

Teaching and Learning Strategies for Kindergarten

Kindergarten is the first time most children are exposed to a classroom environment that is less about playing and more about sitting still, listening to the teacher and completing classwork. Kindergarten students enter the school year with varying levels of ability. As a kindergarten student, they are a unique individual, full of thoughts and ideas. Every child has a potential different from each other but complementary and valuable, so it needs special treatment and understand their world.

Teachers in kindergarten classrooms use several teaching methods to ensure that each student is learning what she or he needs to know. The same teaching methods are designed to help students remain challenged, as well as to help students who are lagging behind catch up, because they incorporate a wide range of instructional strategies. Harmer (2001, p. 56) noted that according to Cambridge International Dictionary of English, “teaching” means to give (someone) knowledge or to instruct or train (someone), whereas the Longman dictionary of contemporary English suggests that it means to show somebody how to do something or to change somebody’s idea.

Teaching vocabulary is more than just presenting new words. But, the teacher should deliver the clear meaning and make students clearly understand about the new vocabulary itself. There are some techniques or some strategies can be used to teaching or presenting the vocabulary. Young learners need something fun, attractive, and different in learning process, so they can enjoy and comfortable with the lesson.

In teaching English to young learners at kindergarten, the English teachers need to comprehend language learning principles, Kasihani (2007, p. 88) said that there are some techniques to teach vocabulary for the English Young Learners; listen and repeat, listen and do, question and answer, draw and color, listen and identify, and see differences.

a. **Listen and Repeat.** The teacher says something and the students only listen. Then, the teacher says again and asks them to repeat what the teacher says. The function is to introduce new words and memorization.

b. **Listen and Do.** The activity listen can be done by teacher or audio then students listen carefully. Then, the students respond it by doing what their teacher says.

c. **Question and Answer.** The teacher starts to ask something and gives sample of the answer. Then, the students imitate; after that the teacher asks something and the students answering the question. Before answer the question, the students must listen and understand the question.
d. **Draw and Color.** The students must have background knowledge about colors and the object, so they can draw the color of the picture. This technique can be done after the students know some words, things, and colors, such as *rabbit, carrot, orange, and green*. Both the picture and the color are matched to student’s interest and the context or real life.

e. **Listen and Identify.** In English, practicing to identify sound is the important thing to do because of wrong pronunciation will have different meaning. In this activity, the teacher gives two similar sounds by using interesting way, for example by using “minimal pairs” for vowel and some consonant.

f. **See Differences.** The students try to observe and find out the differentiations of two things or pictures. This activity is useful for the student’s accuracy.

**Teaching by Spelling**

There are many techniques that can be used by the teacher to teach vocabulary by spelling. As it is said by Rippel (2009) that good spellers are simply those people who learn the most effective spelling strategies and apply them on a routine basis. There are four categories of spelling strategies: phonetic, rule-based, visual and morphemic. A successful and effective spelling program uses all four strategies while helping student become a better speller.

a. **Phonetic Spelling Strategies.** When a student listens for each sound in a word and then attempts to represent those sounds with a letter or letter combination, he’s using a phonetic spelling strategy.

b. **Rule-based Spelling Strategies.** It is not efficient or effective to spell with phonograms only. The second type of spelling strategy includes recognizing the rules and generalizations of the language. For example, if the student knows that the “ch” sound is spelled “tch” when it follows a short vowel, the student has a better chance of spelling the word “kitchen” correctly.

c. **Visual Spelling Strategies.** Word banks that focus on a single concept, such as the “j” sound spelled as “dge,” help the student remember words related to that concept. Visual memory strategies also come into play when dealing with homophones. Extensive reading and word games are two of the best ways to help a student develop visual spelling strategies.

d. **Morphemic Spelling Strategies.** Morphemic strategies are based on the knowledge of how the meaning of a word influences its spelling. A spelling program that teaches morphemic spelling strategies may teach Greek and Latin roots, how to add prefixes and suffixes to base words, and how to form compound words and abbreviations.

Teaching English, especially teaching vocabulary by spelling, needs a relevant technique, so a teacher can use one of the techniques which has to be applied basically in classroom repetition, individual repetition and group to group competitive playing which are enjoyable for students (Wallace, 1982, p. 38).

**Language Games for Teaching Vocabulary**

Hornby (1995, p. 486) defined game as an activity that you do to have some fun. Richard and Schmidt (2002, p. 580) argue that game is an organized activity that usually has the following properties such as: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language. Byrne in Deesri (2002, p. 1) gave the definition to games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game.

Language game is a hard work. It takes a long period and every moment must require an effort. From games, many learners will be help and encourage to increase their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. Before the learners be able to take part, they must understand what others
are saying or have written, and they must speak or write in order to express their own point of view or give information.

There are many kinds of games which can be used in teaching English. Lewis and Bedson (2002, p. 16-18) divided games according to their general character and spirit. They are:

a) Movement games in which children are physically active.
b) Card games: Games, during which children collect, give away, sort and count cards; cards can have a meaning in a game, or simply serve as symbols for objects or actions.
c) Board games: All games which mainly involve moving makers along a path.
d) Dice games: Games during which players use one or more dice; a dice can have numbers on the faces or colors, letters of alphabet.
e) Drawing games: They require creativity and sensitivity towards world, the children must be able to understand instructions and describe their art.
f) Guessing games: The aim in these games is to guess the answer of the questions given.
g) Role-play games: They can vary from guided drama to free speaking activities but it depends on the language level, curiosity, and confidence of players.
h) Team games: They can belong to other categories but also require cooperative team work.
i) Word games: These kinds of games allow utilizing children's enjoyment with words.

**METHOD**

This research applied a case study method. Meriam's (1988) and McMillan and Schumacher (2001) explain that case study can be classified as an evaluated study because it involves description, explanation, and judgment people's individual and collective social actions, beliefs, thoughts and perceptions. There are several types of studies that may be classified as descriptive research design with the type of qualitative study. According to Arikunto (2005), descriptive research is a research that is purpose to gather the information about the status of phenomenon, which is condition of a phenomenon objectively based on the condition when the research was done. Descriptive research does not need administration or controlling to the treatment. Descriptive research is purpose to make description about the situation or event, and the phenomenon just the way it is and usually is not directed to test the hypothesis, but to find some information which can be used for making an inference.

In this research, the researcher interviewed and observed the teacher. To collect the data, the researcher interviewed teachers, give questionnaires to teacher and did observation checklist. The researcher also as the observer, with observation the class with recording video during teaching and learning process and completed with observation checklist. After observation and collect the data, the researcher will analyzed the data. The samples of this were taken from the students arround 30 students at Children Center Brawijaya Smart School Malang, Indonesia. The researchers use some instruments based on previous study such as observation checklist, questionnaire, interview, and video recording.

**RESULTS AND DISCUSSION**

**Teaching Strategies**

The researcher distributed questionnaire to the teacher on her preparation class. Before teacher answer the questionnaire, the researcher explain each question or statement to avoid miss understanding and an error. The result of the first part, the teacher teach English almost every day (five times) during one week the teacher need thirty minutes to explain the material during teaching process. The teachers always ask one by one to make sure that all students have a clear understanding with English material. The result showed to solve missunderstanding problem between students, the teacher will change into
Indonesian. It means that the teacher will change into Indonesian if happened miss understanding even it is about material lesson or giving instruction.

There are some difficulties faced by students to learn vocabulary. Almost all of the students do not understand or do not get the point of the material. The teaching strategies mostly used by the teacher was phonetic spelling strategies. The researcher saw that this strategies almost use every day in class. The activities mostly used was drawing and coloring. In the drawing and coloring activity the teacher provide some media such as pictures, flash card, also some alphabet and so on. The percentage of students’ success vocabulary in preparation class is 50- 70%. The result of this percentage only at preparation class. Each English teacher on Children Center have different session to teach English vocabulary in their own class.

The result of the second part was about what kind of teaching strategies based on Kasihani (2007) and spelling strategies based on Rippel (2009) used by teachers. In the questionnaire, the researcher gave six kinds of teaching strategies and four spelling strategies English for young learner. Teaching strategies which categorized “very often” used were listening and repeating, listening and do, drawing and color. Other teaching strategies only one in categorized “often” used were see differences. Teaching strategies which categorize “sometimes” used were question and answer also listen and identify. And for spelling strategies which categorized “very often” used were phonetic spelling. Other spelling strategies in categorized “often” used were rule-based spelling and visual spelling. Spelling strategies which categorize “sometimes” used were morphemic spelling.

From six kinds of teaching strategies, three of them very often used by the teacher, one of them often and two of them sometimes used in the class. In the other hand, from four kinds of spelling strategies, one of them very often used by the teacher, two of them often and also one of them sometimes used in the class. This percentage only showed in preparation class, each teacher will be answers with different strategies based on their centre class and also their teaching style.

The result of the third part, about what kind of language games used on teaching and learning process. At the questionnaire, the researcher gave ten kind of language games for teaching English based on Lewis and Bedson (2002). Movement game, card game, drawing game, and word game were the language games “very often” used during English teaching process. Board game, dice game and spelling game were the language games categorized “often” used during English teaching process. Guessing game, role-play game, and team game were the language games categorized “sometimes” used during English teaching process.

From ten kinds of language games, four of them very often used by the teacher, three of them often and also three of them sometimes used in the class. So, the teachers used kind of language games during English teaching process every day.

**Teacher Interview Result**

Interview guide consist of fifteen questions about teaching experience, teaching strategies, media, and also about students behavior. The researcher only interviewed preparation class teachers. Ms. Lelly, she had been teach around nine years in kindergarten. Spelling strategies used by the teacher more to the phonetic spelling strategies and sometimes used rule-based spelling strategies. The teacher said that those strategies can help students increasing vocabulary because can make students happy, fun and focused to the lesson and instruction.

Many vocabularies have been teach during this semester. This semester, student learn vocabulary based on topics. The vocabulary topic like, recreation, vehicle, plants, animal, art, part of the house and so on. The teacher said that the vocabulary should increase in every lesson, but based on the curriculum in Children Center they directly used a simple instruction or a simple conversation. So the teacher teach vocabulary while they gave instruction or while conversation in the class. Routine activity (review or evaluate
vocabulary) did in every end of the day learning, before pray for going home, the teacher review all the lesson and also gave students stimulation. Media used by the teacher were picture, flashcard, real object and drawing pictures. Media make teaching process effective because can interest the students attention, built a background knowledge and also student knew the real object of those vocabulary.

There were significant change since first semester until now. Based on teacher interview, all students had good response in English and also conversation in the end of semester. They can memorize vocabulary by song or repetition. The teacher said that the problem faced by the students happened when they did not know her pronunciation, because in Children Center used moving class, so after lesson from one centre, the students have to move into other centre class and also different teacher. The other problem, all students not focused on the lesson, because some of them was talk or play with other friend when teacher delivering the lesson.

The biggest challenge to teach English for very young learner. As Ms. Lelly said that the biggest challenge when she teach in the class that students had different mother tongue, they come from many different background, instead of that they come to the school environmental and have to use Indonesian, then they also have to learn English. The other challenge some of parents did not review students vocabulary at home, so they sometimes forgot because only learn at school.

**Video Recording Result**

The researcher recorded video at preparation B1 & B2 class. The class started with greeting, after that praying and asking for each student that they are ready for the lesson today. Next is review activity about spelling alphabet. This activity used teaching strategies listen and repeat combine with phonetic spelling, listen and identify while it's combine with visual spelling and question and answer. And this activity used movement game, and word game. After that, teacher used role-play game, asking one by one to spell alphabet in front of the class. This activity called as brainstorming and used listen and do strategies and see different strategies. After learn alphabet, teacher provide the flashcard as a card and dice game.

That day, students learn about animal. Teacher explained the flashcard and what student should do for the task. This activity used draw and color strategies. After clear understand, students did the task. Because the limited of the time, teacher did team game by group learning, all students work in pair and take the flashcard, and the teacher asked them one by one to make sure that they understand clearly. After all students finished the task, teacher will asked one by one about name of the animal, and the student should spell it correctly. This activity used visual spelling and to make sure teacher used rule-based spelling. For some new vocabulary teacher used Indonesian to explain it then used English. This activity used morphemic spelling. Finished with flashcard, the next activity about your name. Teacher used movement game. Student should write their name in the front of the class and spell it. Teacher gave an example of the game, after all students understand, they are did the activity. Mrs. Lelly will help them if they make a mistake. This activity used listen and do, and rule-based spelling.

Before finish the lesson today, teacher review all the lesson. Teacher also gave more explanation for some letters, this activity used listen and repeat, phonetic spelling, listen and identify, see different, and visual spelling. After that the teacher ask them to pray together.

Second video, at preparation A1 class. This class consist of students ranging 4-5 years old, so the teacher will explain them carefully and /or used Indonesian. The class started with greeting, after that praying and asking for each student that they are ready for the lesson today. Next activity is about spelling alphabet slowly, teacher used movement game and word game. This activity used teaching strategies listen and repeat, phonetic spelling, listen and identify, visual spelling and question and answer strategies. After that, teacher used role-play game, asking one by one to spell alphabet in front of the class, but
the teacher will help them if they make a mistake. This activity used for make them confidence and used listen and do strategies and phonetic spelling.

After learn alphabet, teacher used dice game by provide the flashcard. Same with previous day, students learn about animal. Teacher explained the flashcard and what student should do for the task. This activity used draw and color strategies. After clear understand, students did the task. Teacher also did group learning, all students work in pair and take the flashcard, and the teacher asked them one by one to make sure that they understand clearly. After all students finished the task, teacher will asked one by one about name of the animal, and the student should spell it, if they did not know teacher will correct the spelling. This activity used phonetic spelling, and visual spelling. For some new vocabulary teacher used Indonesias to explain it then used English. After they know the meaning in English, teacher did drilling to make sure that they be able to memorize. This activity used morphemic spelling and phonetic spelling. Before finish the lesson today, teacher review all the lesson. Teacher also gave more explanation and attention for some letters, this activity used listen and repeat, phonetic spelling, listen and identify, see different, and visual spelling. After that the teacher ask them to pray together.

Based on observation, all of the characteristics of very young learner were appropriate with the students. Students showed their behavior naturally, so the researcher can analyzed kind of characteristic easily. First, Students were have very high motivation to learn and so active inside also outside of class. They sometimes lose their concentration when talk to each other. Teacher should make them comfortable and have to take their interest with the lesson, teacher also repeat what she said, and revision more than twice. But students always excited and enjoy during teaching and learning process. They were so kinesthetic and energetic after finished the task. They were had limited motor skills, it means they learn slowly and forget easily moreover when they felt afraid of mistake or shy. They like art, color, playing, and sing a song. The researcher saw that mostly students focused with the teacher instruction and the lesson rather than playing or talking to each other.

According to the result of the data, the teaching strategies mostly used were listen and repeat, listen and do, draw and color, see difference, question and answers, and listen and identify. The teaching strategies by Kasihani (2007) was applied by teacher which make students easy to learn English. Those strategies make very young learner enjoy and took their interest in learning English. Listen and repeat, very match with students characteristic which had short term memory, so repetition and drilling needed to increase their memory. The students need to meet word again and again in new context that help increasing what they know about words. Listen and do strategies conducted by teacher in class, this strategies would be an exercise for students. Draw and color strategies match with young learner which like art, and color. Listen and identify and see different strategies make students building knowledge each letter have different sound with Indonesians and know how to spell correctly.

Next discussion about the spelling strategies. Spelling strategies mostly used by teacher were phonetic spelling, visual spelling, rule-based spelling, and morphemic spelling. The spelling strategies by Marie Rippel (2009) was applicable strategies for teaching very young learner. Those strategies make very young learner easy to following the lesson and make the atmosphere more comfortable and fun. Phonetic spelling strategies, very often used by the teacher, because students try to listen for each sound carefully and tend to represent those sounds. Visual spelling strategies, make students building knowledge for each different single concept sounds, this strategies will help the students to remember words related to the concept. Rule-based spelling strategies, this strategies includes recognizing the rules and generalizations of the word. So after student able to spell for each sound, they have to try say a word correctly. And the last morphemic spelling strategies, this strategies based on the knowledge of how the meaning of a word influences its spelling. Then this strategies used if student have many vocabulary and try to using in a sentence.
Game also help the teacher to create comfortable and enjoy the atmosphere of the class and also encourage to increase their interest and work in learn English. According to Lewis and Bedson (2002) language game mostly used were movement game, card came, dice game, drawing game, role-play game and word game. Movement game very often used by teacher, because this game involved student to kept active in their activity. The next game that teacher used were card, dice and drawing game, in this activity teacher provided a flash card, picture, art etc, the main purpose of this activity is to took interest and make the student work with their own task. And the last game mostly used were role-play and word game, this activity allow student to enjoy and familiar with word, and they be able to free speaking in front of the class.

In this discussion, the researcher analyze carefully the data, the data collected from students’ checklist. Table 1 below describe the students’ checklist score based on the research result which is gained by spreading out student checklist.

<table>
<thead>
<tr>
<th>No</th>
<th>Answer</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Never</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Seldom</td>
<td>2</td>
<td>7.15%</td>
</tr>
<tr>
<td>3.</td>
<td>Sometimes</td>
<td>11</td>
<td>39.28%</td>
</tr>
<tr>
<td>4.</td>
<td>Often</td>
<td>10</td>
<td>35.71%</td>
</tr>
<tr>
<td>5.</td>
<td>Very often</td>
<td>5</td>
<td>17.86%</td>
</tr>
<tr>
<td>Amount</td>
<td>28</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Based on Table 1, 17.86% respondents declare “very often”, 35.71% “often”, 39.28% “sometimes”, and 7.15% “seldom”. Thus, according to most of respondents declare that sometimes they know the long and short sounds when imitating the teacher but sometimes they forget the sound in teaching and learning process.

For Question 2, Table 2 below describes the students’ checklist score based on the research result which is gained by spreading out student checklist.

<table>
<thead>
<tr>
<th>No</th>
<th>Answer</th>
<th>Frequency</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Never</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Seldom</td>
<td>5</td>
<td>17.86%</td>
</tr>
<tr>
<td>3.</td>
<td>Sometimes</td>
<td>9</td>
<td>32.14%</td>
</tr>
<tr>
<td>4.</td>
<td>Often</td>
<td>8</td>
<td>28.57%</td>
</tr>
<tr>
<td>5.</td>
<td>Very often</td>
<td>6</td>
<td>21.43%</td>
</tr>
<tr>
<td>Amount</td>
<td>28</td>
<td>100%</td>
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</table>

Based on Table 2, 21.43% respondents declare “very often”, 28.57% “often”, 32.14% “sometimes”, and 17.86% “seldom”. Thus, according to most of respondents declare that sometimes they able to identifying the sound of each letter but the teacher said the letter first in teaching and learning process.

For Question 3, Table 3 below describes the students’ checklist score based on the research result which is gained by spreading out student checklist.

<table>
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<th>No</th>
<th>Answer</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Never</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Seldom</td>
<td>4</td>
<td>14.28%</td>
</tr>
<tr>
<td>3.</td>
<td>Sometimes</td>
<td>5</td>
<td>17.86%</td>
</tr>
<tr>
<td>4.</td>
<td>Often</td>
<td>14</td>
<td>50%</td>
</tr>
<tr>
<td>5.</td>
<td>Very often</td>
<td>5</td>
<td>17.86%</td>
</tr>
<tr>
<td>Amount</td>
<td>28</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
Based on Table 3, 17.86% respondents declare “very often”, 50% “often”, 17.86% “sometimes”, and 14.28% “seldom”. Thus, according to most of respondents declare that often they able to write a letter without helped from the teacher in teaching and learning process.

<table>
<thead>
<tr>
<th>No</th>
<th>Answer</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Never</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2.</td>
<td>Seldom</td>
<td>3</td>
<td>10.72%</td>
</tr>
<tr>
<td>3.</td>
<td>Sometimes</td>
<td>8</td>
<td>28.57%</td>
</tr>
<tr>
<td>4.</td>
<td>Often</td>
<td>9</td>
<td>32.14%</td>
</tr>
<tr>
<td>5.</td>
<td>Very often</td>
<td>8</td>
<td>28.57%</td>
</tr>
<tr>
<td></td>
<td><strong>Amount</strong></td>
<td><strong>28</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based on Table 3, 17.86% respondents declare “very often”, 50% “often”, 17.86% “sometimes”, and 14.28% “seldom”. Thus, according to most of respondents declare that often they able to write a letter without helped from the teacher in teaching and learning process.

Table 4. Percentage of Question 4

Based on Table 4, 28.57% respondents declare “very often”, 32.14% “often”, 28.57% “sometimes”, and 10.72% “seldom”. Thus, according to most of respondents declare that often they able to spell simple words phonetically without being helped by the teacher in teaching and learning process.

<table>
<thead>
<tr>
<th>No</th>
<th>Answer</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Never</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2.</td>
<td>Seldom</td>
<td>11</td>
<td>39.28%</td>
</tr>
<tr>
<td>3.</td>
<td>Sometimes</td>
<td>9</td>
<td>32.14%</td>
</tr>
<tr>
<td>4.</td>
<td>Often</td>
<td>7</td>
<td>25%</td>
</tr>
<tr>
<td>5.</td>
<td>Very often</td>
<td>1</td>
<td>3.58%</td>
</tr>
<tr>
<td></td>
<td><strong>Amount</strong></td>
<td><strong>28</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based on Table 4, 28.57% respondents declare “very often”, 32.14% “often”, 28.57% “sometimes”, and 10.72% “seldom”. Thus, according to most of respondents declare that often they able to spell simple words phonetically without being helped by the teacher in teaching and learning process.

Table 5. Percentage of Question 5

Based on Table 5, 3.58% respondents declare “very often”, 25% “often”, 32.14% “sometimes”, and 39.28% “seldom”. Thus, according to most of respondents declare that seldom they did not know the spelling sound words and the teacher should helped them in teaching and learning process.

This analysis is used to find out the result of all the students answer by looking the average of total score. Based on the previous calculation, the maximum score that can be got is 100. Thus, the category based on the interval class can be seen from Table 6.

Table 6. Classification of Students Measurement

From Table 6, it can be seen that on the range 81-100 there are 9 respondents which can be classified to the category “excellent” amounted 32.14%, on the range 61-80 there are 11 respondents from 28 respondents which can be classified to the category “very good” amounted 39.28%, on the range of 41-60 there are 8 respondents from 28 respondents which can be classified to the category “good” amounted 28.57%, and there are no respondents which can be classified to the category “fair” and “poor”. 

<table>
<thead>
<tr>
<th>No</th>
<th>Range</th>
<th>Criterion</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>81-100</td>
<td>Excellent</td>
<td>9</td>
<td>32.14%</td>
</tr>
<tr>
<td>2.</td>
<td>61-80</td>
<td>Very good</td>
<td>11</td>
<td>39.28%</td>
</tr>
<tr>
<td>3.</td>
<td>41-60</td>
<td>Good</td>
<td>8</td>
<td>28.57%</td>
</tr>
<tr>
<td>4.</td>
<td>21-40</td>
<td>Fair</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5.</td>
<td>0-20</td>
<td>Poor</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td><strong>Amount</strong></td>
<td><strong>28</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

From Table 6, it can be seen that on the range 81-100 there are 9 respondents from 28 respondents which can be classified to the category “excellent” amounted 32.14%, on the range 61-80 there are 11 respondents from 28 respondents which can be classified to the category “very good” amounted 39.28%, on the range of 41-60 there are 8 respondents from 28 respondents which can be classified to the category “good” amounted 28.57%, and there are no respondents which can be classified to the category “fair” and “poor”. 

<table>
<thead>
<tr>
<th>No</th>
<th>Range</th>
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<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Excellent</td>
<td>9</td>
<td>32.14%</td>
</tr>
<tr>
<td>2.</td>
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<td>21-40</td>
<td>Fair</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5.</td>
<td>0-20</td>
<td>Poor</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td><strong>Amount</strong></td>
<td><strong>28</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>
Thus based on the calculation above, it is implied that the effectiveness of spelling games at Children Center Brawijaya Smart School in teaching English vocabulary can be classified to the category "very good".

CONCLUSION

From the finding of this research, and after through the process of data analysis and interpretation, the researchers concludes several points about students responses, teaching and learning activities of English for very young learners.
1. The teaching strategies mostly used for English teaching process are listening and repeating, listening and doing, drawing and coloring, see differences, questioning and answering and listening and identifying.
2. The spelling strategies mostly used are phonetic spelling, visual spelling, rule-based spelling, and morphemic spelling.
3. The kind of language game mostly used are movement game, card game, drawing game, word game, board game, dice game, spelling game, guessing game, role-play game, and team game. This game make interest because they are comfortable and enjoy learning English.
4. Teaching spelling using language game can be said that is going smoothly. Teacher be able to maximize various students' potentials, either in physical, mental, emotional, or intellectual. So the students are able to be involved actively while the process of teaching and learning process by spelling game.
5. Based on the calculation result of observation checklist is found that almost majority of the students which are 11 respondents from 28 respondents classified to the category "very good" amounted 39.28%. Thus, it is implied that the effectiveness of spelling games at Children Center Brawijaya Smart School in teaching English vocabulary can be classified to the category “very good”.

REFERENCES