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Applying Spelling Bee Activities in Activating Students' Vocabulary Mastery

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Abstract. This study aims to determine how using the Spelling Bee method supports kindergarten students' vocabulary mastery and how it is implemented in the classroom. This study used a qualitative, descriptive approach. The data were collected through classroom observations, video recordings, and field notes during the teaching and learning process. The findings of this study showed that the use of learning strategies such as Spelling Bee, supported by flashcards, songs, and videos, was effective in improving students' vocabulary mastery. Students were able to recognize, pronounce, and spell English vocabulary through interactive and enjoyable activities. In addition, the use of varied learning activities increased students' participation, attention, and confidence during the learning process. The implementation of the Spelling Bee method was carried out in several stages, including introducing the alphabet using the Alphabet Song, introducing vocabulary through videos, songs, and movements, practicing pronunciation using flashcards, and conducting individual spelling activities. The results also showed that teaching strategies aligned with students' cognitive development, especially the preoperational stage proposed by Jean Piaget, helped students understand the material more easily. In conclusion, the use of the Spelling Bee method supported by interactive and appropriate teaching media was effective in improving English vocabulary mastery among kindergarten students. Therefore, educators are encouraged to adopt this method and interactive teaching media to support English vocabulary learning.

Keywords: Spelling Bee, vocabulary mastery, kindergarten students, teaching media, learning strategies.

Introduction

Mastering English vocabulary is a key part of early childhood education,

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especially as English continues to grow as a global language. Early-aged children are from 0 to 6 years old, as early learning of foreign languages can benefit the child's steps. For young children, having a strong vocabulary helps them communicate clearly, understand instructions, and develop other skills like reading, listening, and writing. Jaekel stated that early English instruction for young learners is advantageous and necessary (Herlambang & Adri, 2024). In Indonesia, where English is taught as a foreign language, early vocabulary development can help children adapt to academic challenges and build confidence in using English, especially in classroom settings. Vocabulary mastery is very important in developing language skills. A child who knows many words can speak clearly and fluently. Having good vocabulary also helps a child's overall growth. According to Hamboro (1995, as cited in Asia et al., 2019), children with strong vocabulary usually have more confidence and can influence their friends more easily than those who know fewer words,

However, teaching vocabulary to young learners, especially those in kindergarten, requires appropriate teaching strategies because they learn differently from older learners, (Wedhanti et al., 2021). Kindergarten students, typically between 4 and 6 years old, have short attention spans and learning styles, so traditional methods, like memorization and repetition, may not be effective. In many Indonesian kindergartens, English is still not taught in depth, which limits children's early exposure to the language. In addition, students often lack support from their surroundings to use or hear English, making it even harder for them to develop their skills. When they rarely hear people around them speak English, it becomes more difficult to learn the language effectively. For this reason, English teachers play an important role in providing students with more and better exposure to English (Wahyuningsih & Afandi, 2020). This highlights the need for interactive, fun, and age-appropriate methods to help young children learn vocabulary.

Jean Piaget, a Swiss psychologist, was particularly interested in how children's thinking develops from birth to young adulthood (Pakpahan & Saragih, 2022). To explore this, he carefully observed the behaviours of his own three children. Based on his observations, Piaget developed four stages of cognitive development in children. The Sensorimotor Stage (birth to 2 years) is when infants learn through their senses and begin to develop object permanence. The Pre-Operational Stage (2 to 7 years) is marked by symbolic thinking, egocentrism, animism, and difficulty understanding for logic and conservation. In the Concrete to Operational Stage (7 to 11 years), children begin to think logically about concrete objects, understand classification, and perform basic mathematical operations. Finally, the Formal Operational Stage (11 years and up) is characterized by abstract thinking, logical reasoning, and the ability to solve hypothetical problems (Pakpahan & Saragih, 2022).

According to Jean Piaget's theory of cognitive development, children aged 4 to 6 are in the preoperational stage, where they begin using symbols and language but still learn best through concrete and imaginative experiences. Based on this theory, this research will explore the use of spelling bee activities to develop vocabulary learning in young learners. Spelling Bee is a teaching activity that helps students develop their spelling, vocabulary, and pronunciation skills by practicing spelling words correctly. It can be used as an alternative technique to support

vocabulary learning in the classroom (Sabiq, 2020). Spelling Bee is one of the vocabulary learning strategies that, when used effectively, can significantly develop and expand learners' vocabulary and, in turn, help them excel in second language learning (Nurpitasari & Mayasari, 2018). Besides, it is a good alternative game to practice students' spelling skills (Rohmawati, 2015). According to McPherson (1984, as cited in Rohmawati, 2015) advantage of the Spelling Bee game is memorizing correct spelling.

To support the spelling bee method, this study will also use flashcards, songs, and videos as learning tools. Flashcards help children connect words with images; the flashcard approach provides an effective training and learning method for teachers. Flashcards can also be used effectively as teaching resources to help students learn and understand vocabulary (Arsana & Maharani, 2021). Songs improve memory through rhythm; through songs, students can listen to and read the lyrics while they are enjoying the music (Md Zamin, A.A., Nor Azrul H.A., 2020). Videos provide vocabulary context through stories and real-life situations and are also one of the learning media that students are interested in. This is because video is a varied form of media in learning and is not boring (Widiyaningrum et al., 2024). These tools are especially effective for young learners, who respond better to visual and auditory input rather than abstract instruction. According to Piaget's theory, children in the preoperational stage learn best through symbols and concrete experiences, making these media suitable for their cognitive development. The teachers' role is important in guiding the learning process, giving feedback, and encouraging students to speak and learn. With this combination, the goal is to create a learning environment that suits young learners and supports vocabulary mastery in a fun and meaningful way.

In previous studies related to this research, the use of Spelling Bee, flashcards, songs, and animated videos has improved vocabulary. (Wedhanti et al., 2021) showed that spelling bee activities could help students remember words better, have more fun, and be more active. (VCh Benu et al., n.d.) found that Spelling Bee helped children recognize letters, connect sounds with letters, and spell words correctly. The activity also made students more confident, focused, and active in class. (Novitasari & Rahmawati, 2025) also found that English songs and flashcards were effective in increasing students' vocabulary achievement and interest in learning. (Yetti et al., 2024) explained that animated videos helped children recognize and understand English words more easily because they were fun and visual. (Kirana & Jatuporn, 2023) also used games and Spelling Bee in their "English Fun Learning" program and saw improvements in students' motivation and vocabulary. Lastly, (Sidabutar, 2025) supported the use of learning methods based on Piaget's cognitive development, especially for young children who learn through play, symbols, and experiences.

Even though these studies already show good results, they mostly focus on only one or two methods. There is still not much research that combines Spelling Bee with flashcards, songs, and videos, all of them at the same time, especially for kindergarten students. Because children at this age are in the preoperational stage according to Piaget, they need fun and concrete learning. So, this study will try to combine these methods to help young learners develop their vocabulary in a more engaging and developmentally appropriate way.

Literature Review

Definition of Teaching Method

Teaching method refers to a teacher's strategy for presenting learning materials and helping students achieve learning objectives. It includes the procedures, techniques, and activities applied in the teaching and learning process to make learning more effective. Teaching methods are chosen based on students' needs, learning goals, and classroom situations. Supported by Mosston (Williams & Taylor, 1980), who states that teaching behaviour involves a chain of decision-making processes, including planning, implementation, and evaluation in the teaching and learning process. This shows that selecting a teaching method requires careful consideration of various factors to achieve effective learning outcomes.

Classroom-Based Activity

One implementation of teaching methods is through classroom-based activities. Classroom-based activity refers to learning activities conducted within the classroom setting that actively involve students in the learning process. It includes various tasks, interactions, and practices designed by the teacher to help students understand learning materials, develop skills, and achieve learning objectives. Classroom-based physical activities provide opportunities for children to remain active during the school day. These activities are integrated into classroom instruction, allowing students to participate in movement while learning academic content (Watson et al., 2017). Letter learning through song and video is one example of a classroom-based activity that uses songs and audio-visual media to introduce alphabet recognition and pronunciation. This activity helps students learn letters through repetition, rhythm, and visual support.

Teaching Strategies

A teaching strategy is an approach or plan used by teachers to deliver learning materials and help students achieve learning objectives effectively. It includes techniques and activities chosen based on students' needs and classroom situations. Teachers need to be flexible and responsive in selecting appropriate strategies to engage students in the learning process (Senthamarai, 2018). One approach that supports effective learning is interactive teaching, which emphasizes student participation and practical application of learning materials. Interactive teaching helps teachers measure students' understanding, allows flexibility in adjusting teaching approaches, improves learning through practice, and increases student motivation by encouraging active involvement in the classroom (Senthamarai, 2018).

Method

Classroom-Based Study

Classroom-based research was a teacher-driven activity that aimed to find out what worked best in the classroom, so that teaching and learning can be improved (Kostoulas & Lämmerer, 2015). In this kind of research, the classroom became the source of data; the focus was on real teaching and learning situations, and on a laboratory experiment. (Kostoulas & Lämmerer, 2015) explained that classroom-based research helped teachers and researchers understand their own students, their needs, and the problems that appeared in class. The findings were "local", which means they were used mainly to improve teaching in that specific class or school. This type of research was also useful to test new teaching activities

and see whether they were effective or not in a real classroom. In this study, the researcher conducted classroom-based research in a kindergarten class. The researcher observed the teaching and learning process and implemented Spelling Bee activities to see how they helped students develop their English vocabulary. The data were collected directly from what happened in the classroom during the lessons.

Research Participant

The research participants in this study are one upper kindergarten class at TK Pertiwi 26 Cepoko, consisting of 27 students, including 13 girls and 14 boys. The population consists of all 27 students in the class who joined the English learning activities. In this research, the whole population is also used as the sample, so the sample consists of 27 kindergarten students. The students are around 5–6 years old, and all of them joined in vocabulary learning activities using Spelling Bee, flashcards, songs, and videos. They are the subjects of the study because they are young learners starting to learn simple English vocabulary in a classroom setting.

Research Instrument

In this study, the main research instrument is the researcher. The researcher plans activities, records the learning process, observes teaching and learning, takes field notes, and interprets them from the classroom. To support Jean Piaget's theory that children learn best through play, movement, and concrete experiences, the researcher uses several teaching instruments in the classroom. These instruments are Spelling Bee activities, 10 animal flashcards, songs, and videos. Spelling Bee is used as the teaching strategy to help students practice saying and spelling English words in a fun and competitive way. The 10 animal flashcards show pictures and written words, so the students can see the animal, hear the word, and try to spell it. This gives them concrete and visual support when learning new vocabulary. The song and video are used to make the learning process more enjoyable for young learners. Through the song, students can listen to and repeat the target vocabulary in a fun rhythm. The video helps them see and hear the words in context, so they can understand and remember them more easily. All of these instruments are used in line with Piaget's idea that young children learn better when they are active, engaged, and involved in meaningful activities, not just memorizing.

Method of Investigation

Method of Data Collection: Observation

Observation is used to understand the general classroom situation and the daily teaching and learning activities at TK Pertiwi 26 Cepoko. The researcher takes field notes that describe the school environment, including the school structure, which consists of two classes: Kindergarten A (TK Kecil) and Kindergarten B (TK Besar). TK Pertiwi 26 Cepoko is located in the village of Cepoko, Semarang, and has a total of three teachers. Each class consists of 23–27 students, and the teaching and learning activities take place from 8 a.m. to 10 a.m., Monday to Friday. The field notes also describe the daily classroom routines, such as doing a short exercise outside, praying, and singing together before the lesson begins. The kindergarten is staffed by three teachers who manage the teaching and learning activities. However, none of them has graduated from an English Department, meaning no formal educational background in English language teaching. The classroom teacher usually delivers the lesson by asking simple questions and drawing or other creative sensorimotor activities. During the

observation, students follow the routines with varying levels of attention, and the classroom environment provides enough space for movement and activities. Audio facilities are also available to support singing, video viewing, and other learning activities. The classroom environment also supports the learning process, with enough space for students to move actively and provide audio facilities that help during singing and video activities. This preliminary observation helps the researcher understand the learning context, classroom interactions, and general conditions before and during the implementation of the Spelling Bee activities.

Method of Data Collection: Video Taping.

Videotaping is used to record the classroom activities so the researcher can review what happens more carefully. The video helps capture the students' actions, gestures, and verbal responses that may not be fully noted during observation. The recordings also make it easier to analyse how students say, spell, or use the target vocabulary during the Spelling Bee activities. The video becomes an important source for identifying and interpreting the data in the next stage.

Method of Data Analysis: Identification

In the identification step, the researcher identifies important data from the field notes and video recordings. This includes student actions, spoken responses, spelling attempts, and participation during the Spelling Bee and other activities. The purpose of this step is to select data that are relevant to vocabulary learning.

Method of Data Analysis: Classification

After identifying the data, the researcher classifies it related to the students' vocabulary learning and participation. The first category focuses on students' participation, including how they follow the song and video activities, such as head, shoulders, knees and toes, If you're happy, and the alphabet song. Their responses, movements, and involvement during these activities are noted and later presented in a table. The second category focuses on alphabet recognition and vocabulary mastery, including each student's ability to recognize letters, pronounce the target words, and spell the words shown on the animal flashcard. The researcher observes how students say each word, how they attempt to spell it letter by letter, and how accurately they produce the vocabulary. This classification helps organize the data clearly and supports the analysis of how students develop their vocabulary through the learning activities.

Method of Data Analysis: Interpretation

In the interpretation step, the researcher interprets by watching the video recordings and field notes to understand what the students' behaviour means for their vocabulary learning. This step explains how the students respond to the teaching instruments, how they try to spell or say the words, and how the Spelling Bee activities support their vocabulary development.

Findings and Discussion

Findings

The findings of this study show that the teaching instruments and methods were effective in improving students' simple vocabulary. These findings were based on classroom observations, students' participation, and their performance during the learning activities. Through Spelling Bee implementation activities

supported by flashcards, songs, and videos, the students were able to recognize, pronounce, and spell simple vocabulary words. Each activity is based on different learning experiences, allowing students to understand vocabulary from various perspectives. The classroom-based activities also increased students' participation, attention, and confidence during the learning process. As the activities were repeated, students became more familiar with the learning routines and showed better engagement in each session.

Discussions

How Do Spelling Bee Activities Support Kindergarten Students' Vocabulary Mastery?

The development of kindergarten students' vocabulary mastery can be observed through several learning activities conducted during the implementation of the Spelling Bee method. Based on observation and analysis, students develop their vocabulary by recognizing new words, practicing spelling, and repeating the words through interactive activities such as songs and flashcards. These activities provided students with multiple opportunities to encounter and use the vocabulary in different contexts. As the learning process progressed, students showed better responses and became more familiar with the vocabulary introduced during the lessons.

How Is Spelling Bee Implemented in the Classroom?

Teaching Procedure

The Spelling Bee implementation activity in this study was conducted over three meetings, with each meeting lasting approximately 90 minutes, with 27 students. The learning process was designed to introduce English letters and vocabulary to kindergarten students through engaging and interactive activities. The activities were arranged in a gradual sequence, starting from simple recognition to more complex tasks such as spelling. This structure helped students follow the learning process step by step according to their ability. It also allowed the teacher to monitor students' progress more clearly at each stage of the learning process.

Students' Participation

Table 1. (Head, Shoulder, Knees and Toes Song)

Students	Physical Responses			
	Head	Shoulder	Knees	Toes
S1-S27	✓	✓	✓	✓

Table 2. (If You're Happy Song)

Students	Physical Responses			
	Clap	Stomp Feet	Shout "Hooray!"	Combined Movement
S1-S27	✓	✓	✓	✓

Table 1 and 2 shows the students' participation during the song activities used in the learning process, namely Head, Shoulders, Knees and Toes and If You're Happy. These activities were used at the beginning of the lesson to create a positive and engaging classroom atmosphere. Based on the observation results, all students participated and followed the teacher's instructions during these activities. This indicates that song-based activities can attract students' attention and encourage them to be actively involved from the start of the lesson.

Students' Alphabet Recognition

Table 3. (A-M Alphabet)

<i>Students</i>	<i>Letters</i>												
	A	B	C	D	E	F	G	H	I	J	K	L	M
<i>S1 – S2</i>	✓	✓	✓	✓	✓	✓	✓					✓	✓
<i>S3</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>S4 – S15</i>	✓	✓	✓	✓	✓	✓	✓					✓	✓
<i>S16</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>S17 – S27</i>	✓	✓	✓	✓	✓	✓	✓					✓	✓

Table 4. (N-Z Alphabet)

<i>Students</i>	<i>Letters</i>												
	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
<i>S1 – S2</i>	✓	✓	✓				✓	✓	✓		✓		✓
<i>S3</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>S4 – S15</i>	✓	✓	✓				✓	✓	✓		✓		✓
<i>S16</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>S17 – S27</i>	✓	✓	✓				✓	✓	✓		✓		✓

Tables 3 and 4 present the students' ability to recognize the English alphabet on the third day of the learning process. This activity was conducted after students were introduced to the alphabet through songs and repeated exposure during the previous meetings. Based on the alphabet recognition activity, 2 students (7.4%) recognized all English letters presented during the lesson. Meanwhile, 25 students

(92.6%) recognized most letters but still had difficulties with several letters, particularly H, I, J, K, R, W, and Y. These difficulties may be related to limited exposure to the English alphabet in the school environment. Based on the preliminary observation, English alphabet instruction was not regularly practiced in classroom activities, and they had limited opportunities to review and repeat the letters. In addition, no specific alphabet drills were conducted to strengthen students' letter recognition skills. The preliminary observation also revealed that none of the teachers graduated from an English Department, which may have influenced the amount of English language exposure provided in the classroom. No students showed very limited alphabet recognition, indicating that all participants had acquired a basic understanding of the English alphabet. It suggests that repeated exposure through songs and classroom activities helped students become familiar with the letters, although some letters remained more challenging to recognize than others.

Students' Vocabulary Pronunciation

Table 5. (Animal Flashcards)

Students	Animals									
	Cat	Cow	Fox	Eel	Bat	Dog	Ant	Owl	Pig	Bee
S1-S27	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Table 5 presents the students' ability to pronounce the vocabulary introduced through the animal flashcards. During this activity, the teacher first showed the correct pronunciation of each word and explained its meaning, after which the students repeated the words together. This procedure allowed students to become familiar with both the pronunciation and meaning of the vocabulary before practicing it themselves. The use of flashcards also helped students associate visual images with spoken words, supporting their understanding of the target vocabulary. Based on the observation results, all students were able to follow and repeat the vocabulary introduced by the teacher. This may be because the activity emphasized imitation over independent language production, allowing students to follow a clear pronunciation model. In addition, the vocabulary had been introduced repeatedly through songs, videos, and flashcard activities before the pronunciation practice. As a result, students had already been exposed to the words several times, making them more familiar with the vocabulary and more confident in pronouncing it. These findings suggest that the teacher's modelling, repetition, and the use of multiple learning media played an important role in supporting students' vocabulary pronunciation during the learning process.

Students' Spelling Performances
Table 6. (Animal Flashcards #1)

<i>Students</i>	<i>Flashcards</i>														
	C	A	T	C	O	W	F	O	X	E	E	L	B	A	T
<i>S1</i>		✓			✓		✓	✓	✓			✓	✓	✓	
<i>S2</i>	✓	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓
<i>S3</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>S4</i>		✓			✓		✓	✓	✓			✓	✓	✓	
<i>S5</i>					✓		✓	✓	✓			✓			
<i>S6 – S7</i>		✓			✓		✓	✓	✓			✓		✓	
<i>S8</i>					✓		✓	✓	✓			✓	✓		
<i>S9</i>	✓		✓	✓	✓		✓	✓	✓			✓	✓		
<i>S10</i>	✓	✓		✓	✓		✓	✓	✓			✓	✓	✓	
<i>S11</i>					✓		✓	✓	✓			✓	✓		
<i>S12</i>	✓	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓
<i>S13</i>		✓			✓		✓	✓	✓			✓	✓	✓	
<i>S14</i>					✓		✓	✓	✓			✓	✓		
<i>S15</i>	✓	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓
<i>S16</i>		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>S17</i>	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>S18</i>	✓			✓	✓		✓	✓	✓			✓			
<i>S19 - S21</i>					✓		✓	✓	✓			✓			
<i>S22</i>	✓	✓		✓	✓		✓	✓	✓			✓	✓	✓	
<i>S23</i>		✓			✓		✓	✓	✓			✓	✓	✓	
<i>S24-S27</i>					✓		✓	✓	✓			✓			

Table 7. (Animal Flashcards #2)

<i>Students</i>	<i>Flashcards</i>														
	D	O	G	A	N	T	O	W	L	P	I	G	B	E	E
<i>S1</i>		✓		✓	✓		✓		✓				✓		
<i>S2</i>	✓	✓		✓	✓	✓	✓		✓	✓			✓		
<i>S3</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>S4</i>	✓	✓		✓	✓		✓		✓	✓			✓		
<i>S5</i>		✓			✓		✓		✓						
<i>S6</i>	✓	✓		✓	✓		✓		✓	✓			✓		
<i>S7</i>		✓		✓			✓		✓						
<i>S8 – S9</i>	✓	✓			✓		✓		✓	✓			✓		
<i>S10</i>		✓		✓	✓		✓		✓				✓		
<i>S11</i>	✓	✓			✓		✓		✓	✓			✓		
<i>S12 – S13</i>		✓		✓	✓	✓	✓		✓						
<i>S14</i>	✓	✓			✓		✓		✓	✓			✓		
<i>S15</i>		✓		✓	✓	✓	✓		✓				✓		
<i>S16</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>S17</i>	✓	✓		✓	✓	✓	✓		✓	✓			✓	✓	✓
<i>S18 – S21</i>		✓			✓		✓		✓						
<i>S22 – S23</i>	✓	✓	✓	✓	✓		✓		✓	✓			✓		
<i>S24 – S27</i>		✓			✓		✓		✓						

Tables 6 and 7 present the students' spelling performance during the spelling bee activity using animal flashcards. The results presented in these tables represent students' performance on the third day of the learning process, the overall outcome after they completed a series of learning activities. Based on the students' spelling performance, 4 students (14.8%) were categorized as having good spelling ability, 15 (55.6%) as average, and 8 (29.6%) as poor. The findings indicate that most students were able to spell some of the given vocabulary correctly, although they

still experienced difficulties with certain letters and words. Only a small number of students demonstrated a high level of spelling mastery, while the majority showed moderate achievement in spelling English vocabulary. This result shows how far the students have progressed after being introduced to vocabulary through songs, videos, alphabet recognition, and pronunciation practice before finally performing the spelling activity. Interestingly, the results of the alphabet recognition activity were not always identical to the results of the spelling bee activity. Several students who were able to recognize certain letters during the alphabet flashcard activity still have difficulties when spelling words using those letters. This difference is reasonable because recognizing individual letters and applying them in a spelling task involve different levels of cognitive processing. While the alphabet activity focused on letter recognition, the spelling bee activity required students to recall letter sequences, connect sounds with letters, and arrange them correctly to form words. This finding aligns with Piaget's theory, which suggests that children in the preoperational stage learn through concrete and meaningful experiences. While recognizing letters is relatively simple, spelling requires students to connect letters, sounds, and word forms. The students' spelling performance indicates that the use of songs, videos, flashcards, and Spelling Bee activities helped support this learning process.

Conclusion

This study found that implementing Spelling Bee activities supported by flashcards, songs, and videos was effective in improving kindergarten students' vocabulary mastery. Through a series of structured and interactive learning activities, students were able to recognize, pronounce, and spell English vocabulary more effectively. The use of songs and videos created an enjoyable learning environment that encouraged students' participation, while flashcards helped them connect visual representations with vocabulary meanings. In addition, the Spelling Bee activity provided opportunities for students to practice spelling and understand letter sequences in words. As a result, students showed development in vocabulary recognition, pronunciation, spelling ability, participation, and confidence throughout the learning process.

The effectiveness of these teaching strategies can also be explained through Piaget's theory of cognitive development. As children in the preoperational stage, kindergarten students learn best through concrete, visual, repetitive, and interactive experiences. The learning activities used in this study matched these characteristics by providing visual support, repeated exposure, teacher modelling, and active participation. Furthermore, the teacher's role as a model and facilitator contributed significantly to students' learning, particularly in helping them imitate pronunciation and practice spelling. Therefore, it can be concluded that the combination of Spelling Bee activities, flashcards, songs, and videos is an effective approach to supporting vocabulary development among young learners. Educators are encouraged to design and implement learning materials and activities appropriate to children's cognitive developmental stages to support more meaningful and effective English vocabulary learning. Interactive teaching activities and media, such as Spelling Bee, flashcards, songs, and videos, may be incorporated to create engaging and developmentally appropriate learning experiences.

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