

CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

A. Theoretical Review

1. Spelling

a. Spelling

Learning is a complex activity. It is of course basically intellectual, and in fields like mathematic, or literature, or English grammar, the purely intellectual processes are predominating if not the exclusive factors to be reckoned with.

Foreign languages, typing, surgery, these are real learning situation, and although intellectual development is at the basic of each, there is still a good deal of physical or bodily learning that must go on before genuine skill can be acquired.

Learning a foreign language is not something easy to do. When we learn the language, we learn to listen, to speak, to read, to write and also learn all of its components (grammar, vocabulary, pronunciation and spelling).

In Indonesia, for example, English is learned as a foreign language. The Indonesian learners should not only learn and master its grammar, vocabulary, pronunciation but they should also learn and master its spelling system.

Spelling, the foundation of mastery correct spelling patterns is of course intellectual and this intellectual foundation will be emphasized by your training in basic principles and in the use of memonics.

b. Definition of Spelling

Spelling is one components whose existence cannot be ignore. In comparison with reading, spelling has received little attention from teachers, whereas the ability to spell is the basic and essential skill within language curriculum since the error spelling of words result misunderstanding in meaning.

According to Mercer and Mercer spelling is the forming of words through the traditional arrangement of letters.¹ Another linguist, Smeadly states that spelling and punctuation are relevance to written English, which themselves derived from spoken English.² Therefore, spelling mastery has a close relation with the mastery of phonetic skill. In relation to this, Mercer states that to spell the children or students must be able to read a word, process knowledge and skill in certain relationship of phonics and structural analysis, apply phonics generalization, visualized the word and use the motor capacity to write the word.

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order.³ It is one of the elements of orthography and a prescriptive element of alphabetic languages. Most spellings attempt to approximate a transcribing of the sounds of the language into alphabetic letters; however, completely phonetic spellings are often the exception, due to drifts in pronunciations over time and irregular spellings adopted through common usage.

Moreover, it is important for us to know the difference between reading and spelling. Spelling a word may be more difficult task than reading word. Reading is decoding process in which the learner must respond without the benefit of a complete visual stimulus; thus there are fewer clues. Spelling requires concentration on each letter of every word, but in reading it is not necessary to know the exact spelling of words or to attend to every letter in most words.⁴ Therefore, student who is able to read words may be unable to reproduce words in spelling.

Any students learning a foreign language will find that he has to learn to recognize and make some sounds are not used in his own language. Most of the English sounds are not difficult, but a few of them occur in only small number of languages: most students therefore have to

¹ C.D. Mercer and A.R Mercer, *Op .Cit.* p. 412

² D. Smeadly. *Op. Cit.* p. 4

³ [Http://En.Wikipedia.Org/Wiki/Spelling](http://En.Wikipedia.Org/Wiki/Spelling) accessed on 20/11/2009

⁴ C.D. Mercer and A.R Mercer, *Op.Cit*, p. 412

learn to make them. The international phonetic symbols for all English sounds are given below, with specimen words for practicing them.⁵

For writing and learning how to spell, students may need to know the formal names of the letters and the order of the alphabet. Teaching the English alphabet is surprisingly difficult because the names of the letters do not correspond to the sounds of letters in speech.

Learning proper spelling by rote is a traditional element of elementary education. In the U.S., the ubiquity of the *phonics* method of teaching reading, which emphasizes the importance of "sounding out" spelling in learning to read, also puts a premium on the prescriptive learning of spelling.⁶

The study of speech sound is called "*phonetics*".⁷ To describe speech sound it is necessary to know what an individual sound is, and how each sound differs from all other. This is not as easy as may seem, the fact that we generally avoid the confusion of the sign painter in.

It is difficult if not impossible to segment the sounds of someone clearing their throat into sequence of discrete unit.⁸ This because these sounds are not sounds of any morphemes in any human language, it is not because they form a single continuous sound. Although the sounds we produce and hear are continuous, everyone through history who has attempted to analyze language has recognized that speech is divisible into units. From the explanation above, spelling a word may be more difficult task than reading word. Therefore, the Indonesian students in particular have difficulty in mastering English words.

c. English Spelling System

English spelling is not phonetic.⁹ The English language presents inconsistent relation between phonemes (speech sounds), graphemes

⁵ Bolsius, *How to say it "Philip Binham"* (Yogyakarta: Penerbit Kanisius, 1974)p.79

⁶ [Http://En.Wikipedia.Org/Wiki/Spelling](http://En.Wikipedia.Org/Wiki/Spelling) accessed on 20/11/2009

⁷ Ramelan, *English Phonetic*, (Semarang: UPT UNNES Press, 2003) p.1

⁸ Victoria Fromkin, Robert R, *Op.Cit*, p.235

⁹ Gerald Kelly, *How To Teach Pronunciation*, (England: Person education limited, 2000),

(written symbol). They are 26 letters in alphabet, however more than 40 phonemes are used in English speech. This means that although there obviously is some correspondence between sounds and letters, many letters can represent more than one sound.

Since the relationship between spelling and pronunciation is more complex in English.¹⁰ It is not always easy for learners whatever L1 to see how a written English word should be pronounced, or how a word they have only heard should be written. But it is not the case that learners will not always have to make a complete guess in such circumstances, not that they will have to learn spelling and pronunciation of thousand of words without recourse to any general rules. This is because English spelling is not as irregular as it seems.

By tying spelling closely in with pronunciation work, teachers can show rules and patterns to students which they can then apply when they come across new words, be they heard or read. Regular feature of English spelling and pronunciation can be shown to apply to individual letters of the alphabet and also across many different words. Therefore, the differences exist between the spelling of various words and the way the words are pronounced.

d. Teaching English Spelling

In teaching spelling, we have to make sure that the students know the English alphabets to understand the general spelling rules. Indonesian students who learn English as foreign language have difficulty in mastering the inconsistency of English spelling pattern.

Various methods and strategies may be used to help the students in improving their English spelling. In this part, the writer concerned with the English spelling since what the writer wanted to present was about teaching it to the students' of Junior High School through erasing words, jumbled words and crossword puzzles activities. Therefore, in this study the writer chooses games as one of the means to improve students' English

¹⁰ [Http://En.Wikipedia.Org/Wiki/Spelling](http://En.Wikipedia.Org/Wiki/Spelling) accessed on 20/11/2009

spelling. The writer thought that teaching spelling rules, analyzing word building can be boring activity. Therefore, games also help the teacher to create context in which language is useful and meaningful while the students respond to the content in a definite way. In order to get the satisfaction results, the researcher chooses games that fit the students' level, age, and material that were to be practical in this research.

2. Spelling Games

a. General Concept of Games

Game is an *activity* among two or more independent *decision-makers* seeking to achieve their *objectives* in some *limiting context*. Game is a form of art in which participants; termed *players*, make decisions in order to manage resources through game tokens in the pursuit of goal.¹¹

Every one believes that games can give enjoyment. Therefore everyone likes games: children, girls, boys and adults often use games not only for creating enjoyment or getting variation but also for killing saturation. Basically, people either young or old, men or woman, rich or poor are interested in playing games. In every life, it can be seen that not only children who love games but also older people. Babies learn sounds, colour and shape from their toys while older people can get something enjoyable from games. So games play an important role in human life.

Games play a fundamental role in the lives of children.¹² They tend to see life in terms of games and anything else is often regarded as something they have to rather than want to do.

Game can be defined as something enjoyable. However, it is serious involving competition for specific objectives and observing rules. A game or simulation is simplified operational model of real life situation that provides students which vicarious participation in variety

¹¹ <http://en.wikipedia.org/wiki/Game> accessed on 20/11/2009

¹² David Paul, *Songs and Games for Children*, (Macmillan: Heinemann), p. 6

of rules and event.¹³ From the definition above, we can see that there are some characteristics of games:

- a. It must be enjoyable.
- b. There must be cooperation and competition activity among the player.
- c. It must have some objectives to be achieved.
- d. It must have a set rule which have to be obeyed by the player.
- e. It must reveal a decision making process and variety of rules and event.

Away or quality of playing in competition to play a good game. Any form of play or way of playing, amusement, recreation, sport, frolic, play. All games have been designed to motivate the children to participate. This doesn't mean that they are all physically active. For many of them, the children will just be sitting at a table but they should make the children smile and concentrate on learning.

Games are designed to provoke communication between students.¹⁴ They depend on an information gap. For the students, games may help them to teaching learning process without feeling bored and make them more confident.

b. Definition of Spelling Games

In this research, the writer would use many games to improve the student's mastery in English spelling, in teaching learning process will play the important role.

1). Erasing Words

The processes or steps of erasing words are look - think - cover - write - check.¹⁵

¹³ Ersoz. [Http://www. Longman. Com/ adult/ teacher/html](http://www.Longman.Com/adult/teacher/html). Accessed on 13/11/2009

¹⁴ Abdurrachman Faridi, *Bahasa Inggris Untuk Guru Imersi dan RSBI*, (Semarang: Cipta Prima Nusantara,2009), p.79

¹⁵ [Http://En.Wikipedia.Org/Wiki/Game](http://En.Wikipedia.Org/Wiki/Game) accessed on 20/11/2009

Look carefully at the new word, how can you break it into smaller bits? Do any of the smaller bits remind you of the patterns of letters from other words?

Think about the parts of the words which might cause problems-double letters for instance, or a vowel that is not pronounced as you would expect.

Cover the word and close your eyes. Try to see it in your mind's eye.

Write the word down without looking back.

Check to see if you are right. If not, look carefully at where you went wrong and try again.

2). Jumbled words

It is derived from a word "jumble" that means confuse mixture. In this game, the students should arrange the scrambled word into good word.

3). Crossword puzzles

Is a word puzzles that normally takes the form of a square or rectangular grid of black and white squares.¹⁶ The goal is to fill the white squares with letters, forming words or phrases, by solving clues which lead to the answer.

From those games the writer wants to know about students' ability in memorizing, and to know more about existing condition of students' in adopting these kinds of games to minimize the error spelling word in English to sharpen their skill of memorizing and writing in arranging letter become words and sentences.

c. Games in The Teaching Learning Process

All language activities are enjoyable. games are one to provide a welcome break in the routine lesson especially for young learner who will enjoy the school activities were teachers include games in their activities.

One significant difference between language games and the activities higher to describe is that they introduce an element of

¹⁶ Mel Silberman, *Op. Cit*, p. 162

competition in the classroom. The teacher should organize that it will give a valuable effect to purposeful use of language.¹⁷

The students accept that games have to be played according to certain rules in real life. In this way, the teachers have to manage to establish another link between the classroom and the learners own environment and chooses the games that suitable and educate.

Education game is interesting activity and its educated media.¹⁸ Education game useful to improve the language ability, think and associated with the environment.

d. The Advantages and Disadvantages of Using Games

The students especially young learners will enjoy the school activities when the teacher includes games in their activities. The use of spelling games gives great help in teaching English spelling. A student can't always be succesfully learning English just given by the spelling rules or given by the word building analysis. However, it doesn't mean that they are not important. According to Uberman, the advantages of using games are:

- a. Most language games make learners use language instead of thinking about learning the correct spelling and correct form.
- b. They are used to introduce new ideas
- c. They are highly motivating and entertaining and they can give students more opportunity to express their opinion and feeling.
- d. In the easy, relaxed atmosphere which is created by using games, students remember thing faster and better.
- e. Games provide a model of what learners will use the language for real life in the future.

Therefore, games can be used as teaching techniques since they encourage, entertain, teach and promote fluency.

¹⁷Tony Haryanto, *Games as Complementary Activities in Teaching English Structure "Byrne. Teaching Oral"* (Semarang:UNNES, 1997), p. 20

¹⁸Andang Ismail, *Education Games, Menjadi Cerdas dan Ceria dengan Permainan* (Yogyakarta: Pilar Media, 2006), p. 119

Beside the advantages, games also have disadvantages. Many games cause much density of practice as more conventional drill exercise, some do not.¹⁹ Games take a long time to prepare and it is difficult to organize the classroom. Moreover, games also represent a disturbance of traditional organization of the classroom. It provides few opportunities for input of new language and not all students like playing games.

From both explanation above, it could be concluded that games have advantages to design in the classroom, but it also has disadvantages.

e. Spelling Games to Teach Spelling

There are hundreds of games that can be used in connection with language teaching. Teacher who understands games in this way is much more likely to be able to find or create games that help her / his students learn something as they play them. In order to make spelling games could be taught, the types of games should be suitable for the students and can be applied in the class.

In conducting games in the class, the researcher chooses games which are appropriate to be conducted to the students of Junior High School. In order to get the desired material that can be practiced by the students, the researcher should look at the curriculum and find out the kind of games that are appropriate with them. In addition, the researcher also considers other factors such as the length of games and the time when the students and researcher are using those games.

B. Previous Research

The research will describe some works which are relevant to these thesis to make the thesis arrangement easier:

The first previous research is from Rina Bakti Purwaningsih, students number 220 140 3024, Language and Arts Faculty State University of Semarang, 2008. The title is The Use of Game to Improve Students' English

¹⁹Andrew Wright, *Games For Language Learning*, (Cambridge: Cambridge University Press, 1998), p. 1

Spelling to the Seventh Grade Students of SMP Negeri Purwodadi in Academic Year 2007/2008. She was using the crossword puzzles to improve students' English spelling. The objectives of her study were to describe the significant difference on spelling achievement between the students' who have been taught using games and students' who have been taught without games. In order to achieve the objective of her study, she designed an experimental research using pre test and post test. The population of her study was the seventh grade students' of SMP Negeri Purwodadi. She chooses two classes to be result. One class was as control class and the other class was as experimental class.

For the experimental class, she used game (crossword puzzles) for students and the other class she did not use game. And the result was significant, games could give contribution in teaching spelling. The games that used in this study can motivate the students to learn more about spelling.

The second previous research is from Retno Handayani, students number 220 140 3667, Language and Arts Faculty State University of Semarang, 2008. The title is Chopstick Game as a Medium to Improve the Students' Spelling Skill With Fifth Grade Students Of SD N Sidomulyo, Demak In Academic Year 2006/2007. The objectives of her study were to describe the improvement between the students' before being taught using Chopstick Game and after being taught using Chopstick Game. The population of her study was the fifth grade students' of SD N Sidomulyo, Dempet, Demak. She chooses one class to be result. He gives four cycles to get the improvement. And the result was good, Chopstick Game is a good game to improve the spelling skill, by using Chopstick Game as a media for teaching spelling, it has moral values likes: they feel that they are not an object of teaching learning process, but they will be active as participant understanding about the game and they will be motivation to learn about spelling. Because games are pleasing and suitable for elementary school children, they will be encouraged to learn spelling.

This research is different from previous one. The participant: In my research includes 40 students in the seventh grade class, but in those researches there are 35 students in the fifth grade class. The methodology: In my research uses a classroom action research form, but in those researches uses an experimental research.

This research focuses on teaching English written spelling using spelling games with classroom action research approach, so as researcher, the writer just needs one class. The participants were students on seventh grade of MTs N 2 Kudus. The writer makes some cycles in the teaching learning process to repair methods and strategies that should the teacher use in teaching learning process, with this research can improve and increase teachers' skill in teaching English and also to get some solves from the problem that faced by the teacher. The researcher uses observation and test as instrument. The similarities this research with the previous are both my research and those researches are using game in English spelling. Both of them is to know how extent the effectiveness using game for improving English spelling.

C. Action Hypothesis

The research or scientific hypothesis is a formal affirmative statement predicting a single research outcome, a tentative explanation of the relationship between two or more variable.²⁰ There are two hypotheses in this study: first is null hypothesis and second is working hypothesis. The null hypothesis states that there is no improvement on students' spelling achievement before being taught using spelling games. The working hypothesis states that there is improvement on students' spelling achievement after being taught using spelling games.

²⁰Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT Rineka Cipta, 2006), VI ed., p. 75