

CHAPTER I

INTRODUCTION

This chapter will present the introduction of this research paper. This chapter which will be divided into several parts namely background, research questions, aims of the research, scope of the research, significance of the research, research methodology, data analysis, clarification of terms, and organization of paper

1.1. Background

Spelling is an important part in learning foreign language, especially English. Spelling ability is influential in mastering two productive language skills such as speaking and writing. This is supported by Dale (1977) who stated that English spelling is very critical because incorrect spelling can make reader and hearer misunderstands the meaning of the words (cited in Hartono, 2001:31). Unfortunately, many English learners still frequently attain some difficulties and mistakes in spelling English words.

The difficulties in spelling English words are also faced by English students in Indonesia. In many cases, the students often misspelled many words, wrote the words carelessly and never edited their writing (Hartono, 2001:30). They also sometimes forgot to write one letter, whereas the letter

should be inserted. Otherwise, they even put wrong letters in writing the word.

Several research studies also showed that Indonesian students have problems in spelling English words. Indonesian college students were identified that they have some common problems in their writing skill; one of them is spelling errors (Hartono, 2001). Besides, Kurnia's study (2005) suggested that students frequently make spelling errors in their writing. Another research conducted towards Junior High students' error analysis in writing descriptive text found that misspelling is the second highest error made by students after grammar (Andriani, 2007).

Several factors are identified in English spelling difficulties. Among several factors, there are three important factors that can influence the difficulties. Some of them include students' factor, the nature of English writing system characteristics, and the strategies in teaching spelling provided by the teacher.

The first factor influenced students' spelling error come from the students' ability itself. Students perhaps can have a problem with their ability to recognize the orthography. Dyslexia is one of students' disabilities that influence their ability to spell.

The second factor is the characteristics of English writing system. Marcus (1977:116) mentioned the characteristics of the English writing system are as follows:

English writing system requires sound-to-letter writing and has a many-to-many correspondence.

The sound-to-letter writing leads to the way English words pronounced is different from the way it is spelled. The many-to-many correspondence requires the varieties of English spelling in different way even for the same word (Harmer, 2001: 256).

The third factor is the methods and strategies applied by the teacher in teaching spelling. Since the teacher probably cannot provide appropriate and effective strategies in teaching spelling, it can also affect students' error spelling. The method and strategies include the activities, media, and assessment employed in teaching spelling.

Regarding to the importance of teaching spelling, we also have to consider the time when teacher teach spelling to the students. When spelling is learnt and taught in early year of school, the spelling error in their adolescent can be decreased. Teacher can start to teach the correct spelling since the students is the golden age. Children, as a golden age, have some strengths and characteristics. Children can be fast learners of everything that

teacher teach (Harmer, 2001:38). Children are also attend sensitively with the teacher teach in the classroom (Brown, 2001:89). Thus, it can be a great thing if the teacher can facilitate a correct spelling with appropriate methods in the young age.

Considering the importance of teaching spelling to young learners, the research is going to describe the process of teaching English spelling to young learners. It is aimed to give a portrayal of how teachers teach English spelling to elementary students. In addition, the research is also going to find out the activities applied, media used, and assessment employed by the teachers in teaching English Spelling to Young Learners.

1.2. Research Questions

The problems are addressed as follows:

1. What activities are applied by the teachers in teaching English Spelling to Young Learners?
2. What media are used by the teachers in teaching English Spelling to Young Learners?
3. What assessment is employed by the teachers in teaching English Spelling to Young Learners?

1.3. The Aims of the Research

Given the research questions, the research is aimed:

1. To find out what the activities are applied by the teachers in teaching English Spelling to Young Learners.
2. To find out what media are used by the teachers in teaching English Spelling to Young Learners.
3. To find out what the assessment is employed by teachers in teaching English Spelling to Young Learners

1.4. The Scope of the Research

The research will focus on description of teaching English spelling for Young Learners by the teachers. It will also investigate the activities, media and assessment employed by the teachers in teaching English Spelling to Young Learners, especially in elementary school.

1.5. Significance of the Research

The result of research is expected to be a portrait in teaching spelling for Young Learners related to the media, activities, and assessment used by the teachers. The research is also hoped to give some considerations about the kinds of teaching strategies in English Spelling in elementary school employed by the teachers.

1.6. Research Methodology

1.6.1 Research Design

Dealing with the research questions above, the research will be descriptive. The data will be collected through observations, interview, and videotaping. Furthermore, qualitative method will be used in the research to describe the data. The data will be collected, classified into some categories, and then analyzed using some related theories to get some findings. Finally, the final conclusion of the research will be reached from the findings.

1.6.2 Site and Respondents

The research will be conducted to three English teachers of fourth grade elementary students in SD Al Irhaam Global Islamic School Bandung (AGIS). SD AGIS Bandung will be the site of the research and three of English teachers of fourth grade elementary students in the school will be the respondents. The fourth elementary students are taught English Spelling by the teachers.

The teachers will have some qualifications as follows:

1. The teachers are native Indonesian
2. The teachers teach English as foreign language in fourth grade elementary students
3. The teachers teach Spelling in a part of teaching English as foreign language in fourth grade elementary students

1.6.3 Data Collection

To collect the data, several instruments and procedures will be used in the research. The instruments are videotaping, observation, and interview. The observation and videotaping will be applied to capture the phenomenon about activities, media and assessment employed by teachers in teaching English Spelling in the classroom generally. To explore the teachers' point of view and to get further explanation from the teachers about the activities, media and assessment, an open interview will be applied.

The primary data will be collected from observation and recorded by using video-tape recorder. Having been written down and recorded, the data will be transcribed. To get more information in order to complete the data, the interview will be held by giving some questions based on related qualifications. The observation, video-tape recording, and interview will be conducted three times in order to get the pattern of which activities, media, and assessment can be identified.

The research will begin with the observation to the process of teaching English spelling in class. The observation will be conducted by watching directly the process of teaching English in classroom without getting involved to the teaching process. During the observation, the researcher will become a complete observer (Alwasilah, 2000:220). The observation will give real condition that

will happen exactly. Any condition which related to the problems of the research will be perceived during the observation. The result of the observation will be taken into observation schedule and converted to a note field as the primary data.

Coinciding with conducting the observation, the videotaping will be done. It will record the process of teaching English in classroom including the activities, media, and assessment employed by the teacher. Using the handy-cam to record the process, the recording will be the primary data to fulfill the field notes. The recording will be transcribed and investigated using the Systemiotic Approach developed by (Ventola, 1988, cited in Suherdi, 2006:23). The transcription will be analyzed to detect the process of teaching spelling particularly on its activities, media, and assessment process.

Adding the data from observation and video-tape recording, the open interview will be conducted to find out more aspects about the problems of research. Some conditions which cannot be captured by other instruments will be observed during the interview (Alwasilah, 2000:15). The interview will consist of some questions related to the activities, media, and assessment process conducted by the teacher. Moreover, the interview intends to reveal the teacher point of view about using the activities, media and assessment in

teaching English Spelling in her classroom. It will be recorded in audio-taped and construct an interview note.

1.7. Data Analysis

After collecting the data, the results from three instruments will be analyzed by a number of procedures to answer the research questions. The result of the observation process will be a field note; the result of the videotaping will be a video-recording, and the result of the interview will be an interview script. The data will be analyzed into several categories and priorities derived from concerns and issues displayed on the research questions, i.e. activities, media, and assessment applied by the teacher in teaching English Spelling.

The data will be comprehensive if the data can answer the research questions as proposed. The questions are related to find out the activities, media and assessment. Consequently, the answer will be about various types of the activities, media and assessment used by teacher in teaching English spelling. To reveal the formula, the data analysis will be constructed by coding, categorizing and deciding whether it is comprehensive or not to be the answer of research questions (Kountur, 2007:192). The data will be analyzed

by The Contract Spelling Approach that is developed by Tompkins and Hoskisson (1991).

The video-recording will be a transcription that describe about general English teaching process in the classroom. The transcription will be divided into stages of English teaching process in the class. Thus, it will be identified merely to recognize the spelling teaching process as the priority of the research. By identifying the process, it will be found some activities, media and assessment used by the teacher.

In addition, the field note will be rewritten to describe about English spelling teaching in the classroom specifically. The note will be divided into some particular occasions which occur at teaching spelling process. Thus, it will complement the previous data that are transcription to recognize some certain aspects related to the activities, media and assessment used by the teacher.

Later, the interview script will be a transcription that describes about the teacher's point of view. It will contain about some rationale of the teacher by using the activities, media and assessment in teaching English Spelling. The teacher's perspectives about the use of selected activities, media, and assessment will give an addition to the earlier data to enlighten about teaching English spelling generally.

Finally, the three kinds of instrument result will be combined each other to answer the research questions. Three kinds of findings have been

categorized into some classifications. The classifications will be matched to each question. By answering the research questions, the conclusions as the result of the research will be gained.

1.8. Clarification of Terms

In order to avoid misunderstanding, misinterpretation or ambiguity in defining several terms, the definitions are addressed as follows:

1. *Spelling* is defined here the act of forming words correctly from individual letters; the ability to do this (Oxford Advanced Learner's Dictionary)
2. *Young Learners* are defined here as children are at pre-school or in the first couple of years of schooling (Pinter, 2006:2)
3. *Teaching* is defined here as to give (someone) knowledge or to instruct or train (someone) (Cambridge International Dictionary of English cited in Harmer, 2001:56)

1.9. Organization of Paper

This paper is divided into five chapters. Chapter I is about introduction. Chapter II is theoretical foundations. Chapter III is the research methodology. Chapter IV is the findings and discussion of the research. Last, Chapter V is the conclusion and suggestion.

Chapter I is the introduction that consists of background of the research, research questions, the aims of the research, the scope of the research, the significance of the research, research methodology, data analysis, clarifications of terms, and organization of paper.

Chapter II contains some theoretical foundations. It consists of the explanation about English spelling, the nature of young learners, teaching language, and media, activities and assessment process.

Chapter III is about the methodology. It includes the research design, the research questions employed, the instruments of the research, the site and respondent of the research, the data collecting procedures, and data analysis.

Chapter IV consists of findings and discussions which present the result of the research. Chapter V is the conclusions and suggestions.