

# Study of English Language Spelling

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**Abstract—** The main problem of this study is the lack of English students' ability in using English, especially in dictating English sentences and words taught by the teacher. The purpose of this study is to find out: (1) Are the second-grade students of SMP Negeri 4 Manado able to write single words and simple sentences dictated to them properly? (2) Can second grade students of SMP Negeri 4 Manado write the words correctly in terms of the number of syllables in each dictated word? This research was conducted to the second-grade students of SMP Negeri 4 Manado, which amount to 24 people. This research is a descriptive research. This study found that second grade students at SMP Negeri 4 Manado were still not learning English maximally, especially in reciting simple words or sentences delivered by the teacher. This study recommends further research on the process of learning English in schools.

**Keywords—** Study, Spelling, English Language

## I. INTRODUCTION

Teaching English is integrative. There are four skills in language, they are, listening, speaking, reading and writing, while pronunciation, speech and vocabulary are spoken together. It is also rarely for the students to listen to the native speaker. They listen in English only during the English lesson. Therefore, there must be a lot of effort to do in order to improve the ability of listening to English actively.

Writing is a productive activity where other people can accept their ideas. On the other hand, listening is one of the basic abilities needed, on the other hand writing is a difficult skill. The reason is simple, because communicating through writing is not as easy as communicating through words.

In communicating through writing, the speaker is far from the author, therefore the author has to write the message

clearly. Sentences must be well-structured and the words used must be carefully chosen to avoid misinterpretation.

According to [1], this is a psychological system that sequentially commands linguistic elements in time and in relation to extra-linguistic context in a meaningful way. This technique is needed for several reasons. First, English is a language where orthography does not match pronunciation; what is written is sometimes different from what is said; Second, dictation is an interesting way to stimulate students' creative processes - that is, to make filters, organizers, and monitor functions appropriately [2]; three students are forced to write what they feel by sound, vision, and feelings in a foreign language and at the same time are allowed to dictate, and all four students need to edit and make it necessary in order to adjust what they read out [3]

It is not easy for the students to write exactly what is being dictated in English. Because in English, when we spell the letters of the alphabet, it is different with Indonesian alphabetical spelling, as well as words and sentences. Studies that discuss dictation seem to support this statement. A study dealing with SD dictation - level dictation sentences, for example, reveals that the original text George sat down at his typewriter will be understood by most of the students as George said them on typewriter or George Saddam is a typewriter.

Another study that involves the higher education students reveals the similar error. The original text His heart beat faster and faster becomes his art be faster and faster [2].

This finding only shows that it is closely related to the fact that to properly write down what is dictated, beside the characteristics of the spoken language mentioned above, one must be familiar with the slightest phonological modification (assimilation, noise removal in conversation, intrusion),

(prosody features (stress , intonation), assessing speech (slow fast), discourse structure and non-verbal signals, all of these are features of spoken language that are strongly influenced by comprehension [4].

For some people, dictation is an ancient technique in language teaching. As a training and testing tool, it is very integrative in the sense that it can be used to develop or assess a number of language skills and knowledge of language components at the same time. Listening, writing, comprehension, and grammar can be developed or assessed by using dictation.

There are three important points mentioned in the background: (1) the teaching of English is integrative in nature, and, therefore, explicit teaching of language components is rare, (2) English is an orthographically inappropriate language according to pronunciation; What is written is sometimes different from what is said and (3) comprehension and writing correctly what is dictated is difficult for foreign language learners because of phonological modifications, prosody features, and speech levels, etc. Based on it, the research questions are as follows:

- (1) Are the second grade students of SMP Negeri 4 Manado able to write down the single words and simple sentences they dictate correctly?
- (2) Can the second grade students of SMP Negeri 4 Manado write the words correctly in terms of the number of syllables in each dictated word?

## II. RESEARCH METHODS

In terms of research objectives, this study is categorized in the descriptive research category, because it is primarily intended to answer the questions: (1) Can second grade students of SMP Negeri 4 Manado correctly write one word and be simple. the sentence dictated to them? And (2) Can second grade students of SMP Negeri 4 Manado write the words correctly in terms of the number of syllables in each word dictated? This is a descriptive study that involves collecting data to test hypotheses or answer questions about the status of the current research subject (Gay, 1981). In terms of the characteristics of the data and how the collected data was analyzed, the study was included in the "quantitative research" category because the data was in the form of a score that showed the level of student mastery and therefore analyzed in percentage form. The population of this research is the second grade students of Manado State 4 Junior High School in the 2016-2017 academic year. From the sample this population was derived. In second grade, there are two parallel classes with 24 students from each parallel, and the research sample is one class.

## III. RESULTS AND DISCUSSION

This study begins with English teachers reading words that have been determined by following good dictation criteria: (1) good pronunciation, (2) normal speed, and (3) not in noisy conditions. The test is given by following the procedure: (1) first reading, students listening, (2) second reading, students writing, (3) third reading, students making necessary corrections, and (4) students submitting their papers.

After completing the 4 stages above, it was found out that from 24 students, 10 students were able to recite words in a good way the simple sentences dictated by the teacher. Meanwhile, 14 other students have difficulty in saying words dictated by the teacher.

### **The Ability of second grade SMP NEGERI 4 Manado In Writing Words Correctly In terms of Word Syllable, and in every Dictated Word**

To answer the research question about the ability of second grade students of SMP Negeri 4 Manado, researchers conducted classroom observations. Researchers observed twice for the observation class. In the first observation, researchers joined an English class. Researchers found out that teachers spoke English in class. The teacher spoke well to make students understand what he was saying. At the first meeting the teacher taught about reading skills, the teacher asked students to read some texts in the textbook. In the first observation, the researcher only gets a few words of error spoken by students.

From the second observation, the researcher gave several picture cards to students. Researchers asked the teacher to help him make observations. Researchers distributed picture cards to students. At the first time, the teacher showed the student's drawing card to warm up the vocabulary. Then the teacher chose several students to read what had been written on the drawing card. After the activity, the teacher gave all students reading assignments. He asked all students to read the sentence on the paper in the chain. Students must read the sentence they got. Students must read it aloud. The purpose of this activity was to familiarize students in speaking English. The researcher observed the learning process, and wrote several words of error spoken by students. To support the data the researchers also recorded the students' voices when they read the sentence.

**TABLE OF PRONUNCIATION ERROR IN ENGLISH WORDS  
MADE BY THE STUDENTS**

No.	Letters	Words	Wrong pronunciation	Correct Pronunciation
1.	[b]	Comb	/ kəumb/	/kəʊm/
2.	[b]	Doubtful	/daʊbful/	/daʊtful/
3.	[c]	Scene	/ske:n/	/si:n/
4.	[e]	Isle	/isle/	/ail/
5.	[g]	Gnat	/gæt/	/næt/
6.	[g]	Gnome	/genəʊm/	/nəʊm/
7.	[k]	Knotted	/kenɒt.id/	/nɒt.id/
8.	[l]	Should	/ʃoʊld/	/ʃɒd/
9.	[o]	Jeopardy	/dʒeopardi/	/dʒepedi/
10.	[p]	Pneumonia	/pnju:'məʊniə:/	/nju:'məʊniə:/
11.	[p]	Receipt	/rise:p/	/ri.si:t/
12.	[r]	Storm	/strom/	/stɔ:m/
13.	[s]	Isle	/isle/	/ail/
14.	[t]	Listen	/'listn/	/'lisn/

15.	[u]	Guide	/guyed/	/gaid/
16.	[w]	Wrist	/wrist/	/rist/
17.	[w]	Wrap	/wræp/	/ræp/
18.	[w]	Wrinkle	/wriŋkl/	/'riŋkl/
19.	[w]	Wrench	/wrenʃ/	/renʃ/
20.	[w]	Wrong	/wrɒŋ/	/rɒŋ/
21.	[w]	Whole	/woʊəl/	/hoʊəl/
22.	[w]	Whom	/wu:m/	/hu:m/
23.	[w]	Whose	/wo:s/	/hu:z/
24.	[gh]	Bought	/bɑgh/	/bɑ:t/
25.	[gh]	High	/haig/	/hai/
26.	[gh]	Higher	/haigər/	/hai.ər/
27.	[gh]	Laugh	/laug/	/la:f/

- school." 2009.
- [3] I. N. Hidayati, "IMPROVING ENGLISH WRITING SKILLS THROUGH BOARD GAMES FOR GRADE X STUDENTS IN SEMESTER 1 OF SMA NEGERI 1 PENGASIH IN THE ACADEMIC YEAR OF 2014/2015." YOGYAKARTA STATE UNIVERSITY, 2015.
- [4] G. Buck, *Assessing listening*. Cambridge University Press, 2001.

From the table of research results above, it can be seen that there are still many students who make mistakes in spelling English words read by the teacher and even those that have been taught by the teacher.

#### IV. CONCLUSION

Based on the results and discussion of the research, researchers draw several conclusions related to this research:

1. The ability of second grade students of SMP NEGERI 4 Manado to write well single words and simple sentences dictated by the teacher is not maximal because there are still students who were not able to dictate English words and sentences delivered by the teacher.
2. The ability of second grade students of SMP NEGERI 4 Manado to write words correctly in terms of the number of syllables in each word dictated is not optimal, because there are still many errors in writing and pronunciation.

#### Suggestions

1. The English education teacher at SMP Negeri 2 Manado needs to continue to encourage students to be diligent in vocabulary enrichment.
2. It is necessary for the students to have a good will to memorize and learn to spell English words and sentences.

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