

THE EFFECT OF SPELLING GAME ON STUDENTS PRONUNCIATION
(An Experimental Research at The Third Grade Of MTs Salinggara -Pandeglang
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ABSTRACT

Spelling game is one of teaching strategy out of many strategies which is used to improve students English pronunciation. The research is conducted based on the main problems : 1). How is students 'ability in English pronunciation ? 2) Is there any positive implication between spelling game and student' achievement in pronunciation skill?.

In reference to the research problems menti oned, this research is aimed at:

1. Finding out the students' pronunciation improvement of the third grade of MTs YPII Salinggara-Pandeglangwho use spelling game technique. 2. Knowing whether the students taught through spelling game technique have better performance and result in English pronunciation than who are taught through non spelling game technique.

To answer question, the writer collect data from 40 students spread in two groups, one group as the experimental group and another one is as the control group, by applying an experimental research method. The population is the third grade of MTs YPII Salinggara- Pandeglang academic year 2012, while class IX A as the experimental class and IX B as the control class are taken as the samples. Since the research use experimental method, the data are gathered through pretest and posttest.

The result of the research show that the hypothesis, which sates there is difference of English pronunciation improvement between the class using spelling game technique and the class using non spelling game technique, is accepted. It means that there is significant different of English pronunciation Improvement between both class. The difference is that the students who taught using spelling game achieve better performance and result than those who do not use spelling game technique.

Introduction

YPII Al-Munir is one of boarding school that built at 1962. Begins of KH.SyarifMunir's opinion. Whose struggle to invite the peoples and societies knows about the important of sciences, knowledge, and education.

KH.SyarifMunir purposes it to fight the ignorance and broken moral especially in global era.

At 1962 this boarding school named MWB (Madrasah WajibBelajar) and continued by MTs YPII Al-Munir till now. YPII Al-Munir students are being study English lesson very struggle. But they are lazy to dig their English talent, especially the students lazy to practice it, such to pronounce the words incorrectly.

According to the all conditions above and the problems were also occurred at language class at Madrasah Tsanawiyah YPII Pandeglang. The writer as one of students at State Institute For Islamic studies " Sultan MaulanaHasanudin " Banten want to make research about pronunciation and have one technique that maybe can useful for students, especially for the language class at Madrasah YPII Pandeglang, that using *spelling game* for increasing pronunciation.

There are many difficulties that have to face by students, who learn foreign language, especially in pronunciation learning. English as one of subjects has many different characteristic with other subjects. The different is on language function as a communication and interaction tool. So, learning English is not only learning vocabulary, grammar, and science, but also try to use the science into communication and interaction activity. In oral communication there are elements that have to be face by the learners such as pronunciation problems, intonation and spelling. The students need to be training the movement of lips, tongue, and the organ of speech, until produce the sound as native English.

Based on the fact stated, pronunciation is probably the most neglected aspect of English language teaching. Foreign teachers often lack confidence to teach methodologically and English teachers sometimes complex about it. As with English

grammar, applied phonetics is rarely taught at school or every university, and therefore seems an alien, abstract subject to the adult trainee teacher. There is the fact that many native speakers find it difficult to hear certain features such as the fall or rise of speech, particularly at the end of sentence.

Skilled pronunciation also gives life to a class because it reflects feeling and personal reaction to different situations. In classroom practice, it gives variety to repetition or dialogues which, otherwise, have only a neutral meaning.

Here there is correlation between pronunciation and spelling. Pronunciation is a feature of speech and spelling a feature of writing, Spelling will often have an influence on the learning of pronunciation as the majority of learners use written text in their studies.

Learning English at junior high school students is not easy, if they don't have a high motivation to learn English spelling. Especially at the third grade of MTs YPII Pandeglang. The general problem is that students less interest in learning English pronunciation. The students still have difficulties to spell the words and sentences. So, they are bored learning English pronunciation. Because of the reasons the writer tried to teach pronunciation through spelling game, so, give them motivations in order that the students will study better.

A. Pronunciation

1. Definition of Pronunciation

Pronunciation is what you hear when someone says the word, most words have only one pronunciation. But sometimes a word has two or more pronunciations. These components range from individual sound that makes up speech, to the way in which pitch-the rise and fall of the voice-is used to convey meaning. The particular characteristics of English pronunciation are highlighted, together with important differences between English and other languages.

According to Martin Hewings, pronunciation is a feature of speech, and spelling a feature of writing. Spelling will often have an influence on the learning of pronunciation as the majority of learners use written text in their studies.

Sometimes people with poor pronunciation can be judged as lacking in knowledge, incompetent or even uneducated, when in fact this is simply not the case. For these people, it can be very frustrating to experience social isolation or difficulty obtaining employment, because of the way they speak.

Good English pronunciation can be a difficult skill to gain, but with focused practice you can learn to pronounce English clearly.

Increasing English pronunciation, it takes a lot of practice to make changes, particularly in spontaneous speech. It is important that any program of instruction include extensive homework activities that focus on particular problem issues, providing opportunities for the learner to practice and improve their pronunciation overtime.

Morton J. Gordon said : Pronunciation practice. When have completed ear training, much of beginning pronunciation practice will be based on imitation. Observe closely how he pronounces sound which are difficult for you, and than imitate his speech.

2. How To Build Pronunciation

Here are the tips to help learners practice English pronunciation :

- a. Learners must listen to other native English speaker. They tried to repeat the pronunciation they hear. They also must pay attention to the way English speakers pronounce words and listen to the tone and the rhythm of the English language.
- b. Learners must be slow down their pronunciation. If they speak quickly, it can make it more difficult for native English speakers to understand them. They must practice speaking English with native English speakers and record themselves when they speak. This will help them to become more aware of the common mistakes they are making.
- c. Learners must take care when they pronounce the endings of words. Often these can be left out by some speakers of other language.

a. Sound

Students learning English as a second language often have trouble understanding English spoken by native speaker. They also have difficulty making themselves understood. Indeed, spoken English does have certain distinct featured that required a great deal of practice in listening and speaking in order for a nonnative speaker to master the language.

The English sound system is made up of 27 consonant sounds and 12 vowels sounds and plus 3 diphthongs. Since English has more sounds then there letters in the alphabet 21 consonants and 5 vowels. We need a special alphabet to represent the larger number of sounds.

Key terms: vowels, consonants, phoneme, minimal pair. It is im portant to remember that there is a different between vowel and consonant letters and vowel and consonant sounds. The five letter vowels in the alphabet are A, I, U, E, O, and sometimes Y. and the remainder are consonants.

According to Daniel jones in the pronunciation of English, the main part of the roof of mouth is divided into two parts, the front part constituting the hard palate and the back part the soft palate.

The organ of speech as the picture bellow :

- B. Back of Tongue. . .
- Bl. Blade of Tongue.
- E. Epiglottis.
- F. Front of Tongue.
- FP. Food Passage.
- H. Hard Palate.
- LL. Lips.
- P. Pharyngeal cavity (Pharynx).
- R. Root of Tongue.
- S. Soft Palate.
- TR. Teeth-Ridge.
- TT. Teeth.
- U. Uvula.
- V. Position of Vocal Cords.
- W. Wind-pipe.

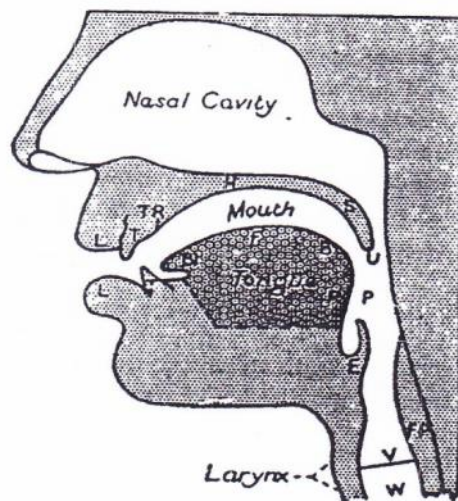


Fig. 1. The organs of speech.

b. How To Expand Pronunciation

According to Linda Taylor in her book said, she believes there are three main areas to concrete on, in trying to raise learners awareness of their own pronunciation.

Firstly, it is important for students to have tool of increasing their English. Such as cassette recordings and videos of English cinema can be watched and imitated to show how English people use their lips and mouths when they speak.

3. Pronunciation Difficulties

Martin Hewings said, the difficulties of pronunciation are :

- a. There is, of course, another important factor: many students have individual difficulties with pronunciation, stress, intonation, or overall their rhythm.

These are the explanation :

- 1) Stress : is giving an extra force to a word or syllable
 - 2) Rhythm : is created by the strong stress or beats in a sentence.
 - 3) Intonation : is fall and rise of the voice in speaking.
- b. According to Hewings (1988), these are strategies for the diagnosis of problems and remedial work, involving two main areas of difficulty: word pronunciation, and word stress. Within word pronunciation, he concentrates on sound symbol correspondence and problems sound within word stress, the main concerning.
 - c. The mastery of pronunciation will have good value if using way as Ramelan said: the learners have to try to speak in the way the native speakers speak the language. This can be achieved by closely imitating and mimicking them. So, the learners can be a servant of a native speakers and imitate what they speak.

B. Spelling

1. Definition of spelling

Many experts psychologist have given various definition of spelling because it's an abstract concept that is not easy to define. It is internal to person

and thus can't observe nonetheless, experienced teachers know the important forces that guides student's action

According to Bean and Boufler (1987) said that standard spelling has assumed importance beyond the function it plays in written language. It has become the 'ticket' to the literacy club, the heir to the traditions and scholarly world of print (p. 67)

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Francis Katambasaid : I have argued that English spelling is not as arbitrary and chaotic as its critics often proclaim. if English were spelt like Italian, the pronunciation could almost always be inferred from the spelling. As a result, learning to read and write would be a piece of cake. Many a child would have a happier and less a stressful life at school. Fewer people would leave school illiterate and feeling inadequate.

2. Spelling pronunciation

An knowledge of spelling has been responsible for changing the pronunciation of some words. When a words spelling and pronunciation don't agree, the sound maybe changed to be closer to the spelling. An example of such spelling pronunciation is (bed) for bade.

On the other hand, when words spelling change to agree with pronunciation, the result its pronunciation spelling. There are several types of these apart from accidental misspellings, such as percolate for percolate, or nucular for nuclear.

3. Spelling improvement

Many ways to improve skill in English spelling, example, write three or more sentence or words to our spell, studies spelling of new words and making correct spelling a challenge.

Improvement in the spelling, then most often result from proceeding in some ways :

- a. Most important, help the student to acquire the characteristics of a good speller
- b. Create a desire to spell in up – to date fashion
- c. Encourage visualization
- d. Teach phonetics, if necessary
- e. Teach correct pronunciation, and etc.

Jeremy says that, one of the best ways to help student improve their spelling is through reading especially extensively. We can also draw their attention to spelling problem and explain why they occur. Copying from written models is one ways to do this, when students see and reflect on their copying mistake, their spelling “ consciousness “ is r aised.

C. Game

1. Definition of game

According to Katie Salen and Eric Zimmerman, A game is a system in which players engage in an artificial conflict, defined by rules, that result in quantifiable outcome.

However, Clark C Abt says, A game is an activity among two or more independent decision maker seeking to achieve their objective in some limiting context.

Beside that Kevin Moroney says, A game is a form of play with goal and structure.

2. Characteristics of Game

The text above has described about definition of game, now I would like to mention the characteristic of game, as follows :

- a. The Hypo : with that brief look at the world meeting under our belts, let’s turn our attention to some traits of these to learning activities. Essentiall y, a game or exercise can be use to support and enhance the learning point out

content you are presenting. Whether you're offering cognitive, effective, or psychomotor types of learning, all three can be reinforced through the use of audience involvement activities.

- b. Brief : in most cases, these activities range in duration from a few minutes 20 or 30. While we all have seen some activities that take an hour or longer, we strongly believe that the shorter is the better.
- c. Low risk : All of the exercises presented here have been used with groups around the global. All have been field-tested with a variety of groups, from entry level to executive levels, and given the proper time for processing, you can be assured they will work for you as well.
- d. Adaptable : regardless of the groups with whom you are working, use the games as presented here or, better yet, tailor them more to the particular audience.
- e. Inexpensive: as you will not most of the games require very little if any order resources. Even with those that suggest handouts, in the spirit of “ going green” these can easily be transferred to power point slides.
- f. Targeted: most games will have a specific objective or learning point. However, you may find other tangential uses for them as well. If so, so much the better. Read trough the selected exercises and make your judgment accordingly.

You Will Find There Are A Number Of Things That Very In All Of These Games :

- 1) Skill taught
- 2) Number of player (one for independent play, two, three, or lar ger group)
- 3) Method of play
- 4) Level of maturity.

3. Spelling games

According to Jo Alesto, spelling games are part of learning activities, providing a good break for routine classroom activities. Nonetheless games should not be done all the time and should only be part of a series of approaches to be devised. The nice thing about a spelling game is that it stimulates competition, which enhances the students' drive to learn more.

Spelling Games ought not to be played as if they were only tests. Every spelling games should include or follow a period of study -of the words used in the game.

A brief spelling game twice a week (if there are several weekly lesson period) is probably enough, but a hard -and-fast rule cannot be laid down.

The games which follow are roughly grouped according to type, beginning with easy ones. They can be played with almost any kinds of class. There is overlap with vocabulary games, so that some could be classified under either heading.

4. The Procedures Of Teaching Spelling Games

a. Opening

The writer enters to the classroom with greeting, and the writer checked the students' attendance list. Before starting the lesson she asked the students to pray together. The writer gave information about the topic that would be learned. Time for opening 5 (fi ve) minutes.

b. Presenting and applying the game

- 1) Using the pictures. For example : parts of body, animals, etc.
- 2) Give each student a copy of the pictures / game on the board or paper for everyone to see.
- 3) The teacher explains the words on the pictures. For example : B O O K
The teacher says : bi – ou – ou - kei
The students follows and spell it.

- 4) Give each student a copy of exercise on the board or paper for everyone to see.
- 5) Have the students compare their work the copy of the spelling game
- 6) Ask the students to write difficult spelling game on the bracket correctly.

Example :

Complete the missing letters and spell them!

		C si	E i	I ai		
	E i	L el	N en	O ou	M em	
		E i	B bi	E i		
E i	L el	N en	G eij	N en	A ei	D di
		T ti	I ai	S es		
	R a:r	W dabelyu	O ou	D di	L el	

- a) Ice
 - b) Lemon
 - c) Bee
 - d) England
 - e) Sit
 - f) World
- 7) Ask the students to spell or pronounce the words and the researcher records their voices.

Conclusion

Every foreign language teacher is responsible for helping each pupil in building his or her English. But children enter to the junior high school may have no considerable number of words of foreign language.

After observing and interviewing the teacher and students, the writer got conclusion that pronunciation, vocabulary and confidence are component that become the focus of attention in language teaching, especially in teaching pronunciation. Based on interviewed with the teacher and students, they told that problem with student's skill in English pronunciation is feeling confidence. Some students could speak fluently, but some of students feel difficult in speaking English. So, the researcher try to motivate the students and give them spirit in order to enjoy when study English. And the researcher hopes that spelling game is more comfortable and accepts by the students to improve student's skill in English pronunciation. Increasing students' English pronunciation using Spelling game is good enough.

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