

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

The communicative competence is emphasized in the form of language skill which covers listening, speaking, reading, and writing skills. The ability to speak or write fluently in a second language will come on its own by the time. In other words, after a great deal of listening, speech will emerge spontaneously. Giving and taking message exchanges enable students to retrieve and interrelate a great deal of what they have been encountered material. Giving the message means the students emerge some words so they practice their speaking skill, and taking the messages had to be done by using their listening skill.

Learning to spell, like learning to read, is not a natural language process, so children need instruction (Graham, Haris & Chorzempa, 2002:106). The fact that in recent years the formal teaching of spelling and the use of spelling practice became unpopular has almost certainly increased the number of students who are poor at spelling (Westwood, 1994:106). Graham (2000:106) and Richards (1999:106) indicate that poor spellers are not very adept at acquiring spelling skills merely through reading and other incidental means. They believe that children need to be taught effective word analysis and other strategies to help them become independent spellers. There is evidence that a brief but intensive intervention program with a focus on strategies for spelling

and word analysis can have positive effects on the spelling performance and motivation of children the primary school years.

Listening skill is the ability to make an effort to hear spoken English. Giving beginners lots of listening practice before asking them to speak is more beneficial than getting them to speak from the very first stage. Listening alone is not enough, the availability of listening material is very helpful for the students. In the earliest stage of learning, the students need to be given help in identifying where sentences, phrase, and words begin and end. In other words, they need help in recognizing some of the structures of the language. The teacher can help them to do this by isolating words from their sentence context and putting them back into phrase or sentences again.

One of the problems that is usually faced by the students of the eighth year students of SMP Muhammadiyah 2 Karanganyar in studying English is the difficulty of listening skill and spelling. Especially when they are spelling on listening class. They have some problems in listening and spelling. To be able to imitate the new sound or word, the students have to listen and speak them accurately. They must pay attention to the new sound or word. So, indirectly the teaching of listening is going on.

The difficulties in foreign language learning lie on the fact that the students tend to transfer their native language system to the target language system including the association between sounds and symbols. For example, hearing the sound [ɒ], may assimilate it to the nearest sound familiar to him,

then he will interpret it as [ s] or [ t] associated with the letter in his own language 's' or 't' instead of 'th'.

Based on the previous explanation, the researcher is interested in conducting a research entitled A DESCRIPTIVE STUDY ON ENGLISH SPELLING MASTERY IN LISTENING CLASS OF THE EIGHTH YEAR STUDENTS OF SMP MUHAMMADIYAH 2 KARANGANYAR IN 2014.

### **B. Research Problem**

In this study, the researcher only focuses on certain problems. The problems are focused on the followings:

1. How is the student's on English spelling mastery in listening class ?
2. What are the problem faced by the students on English spelling mastery in listening class ?

### **C. Limitation of the Study**

This research concerns the English spelling mastery in listening class of the eighth year students of SMP Muhammadiyah 2 Karanganyar.

### **D. Objective of the Study**

In the relation to the problem statements above, the research is intended

1. to describe the students English spelling mastery in SMP Muhammadiyah 2 Karanganyar.
2. to describe the problem faced by the students in English spelling mastery in SMP Muhammadiyah 2 Karanganyar.

### **D. Significance of the Study**

There are some expected significance of the study :

### 1. Theoretical Significance

- a. The result of the research can be useful for English teacher in giving additional input in English listening class.
- b. The result of the research is used as the reference for those who want to conduct a research of spelling ability on English listening class.

### 2. Practical Significance

- a. It will give the information and knowledge about a descriptive study of spelling ability on listening class.
- b. It will improve both teacher's and student's ability to solve their problem in mastering English especially in listening skill.

## **F. Research Paper Organization**

The writer organizes this research paper into five chapters. The first chapter is introduction. It consists of background of the study, research problem, limitation of the study, objective of the study, significance of the study, and research paper organization.

The second chapter presents underlying theory. It is the basic theory that is closely related to the topic. It consists of previous study, notion of listening, teaching listening, concept of spelling, and between listening and spelling.

The third chapter discusses research method. It consists of type of the research, data and source of the data, method of collecting data, and technique for analyzing data.

The fourth chapter presents the research finding and discussion about the spelling mastery in listening class of the eighth year students in SMP Muhammadiyah 2 Karanganyar.

The fifth chapter is the last chapter. It consists of conclusion and suggestion.