

## CHAPTER 2 REVIEW OF RELATED LITERATURE

This research, researcher explained about some parts that give contribution to the research. Therefore, this chapter described about the theory that related to the problems of the study and some parts that can complete the theory about English students' spelling and words wall vocabulary.

### A. Review of Related Literature

#### 1. General Concept of Spelling

##### a. Definition of Spelling

Spelling is the ability to spell words in the correct way. The first definition by Oxford dictionary that spelling is act of forming words correctly from individual letters; spell is say or writes the letters of a word in the correct order.<sup>33</sup> Then, from the other references spelling is the system which integrates phonetic and morphemic patterns to produce meaning in writing, also refers to a writer's ability to use standard or correct spelling.<sup>34</sup> From this definition, spelling has close relations with writing, because it does consist of phonetic and morphemic patterns.

Simonsel and Gunter also have definition about spelling on their research, they said that spelling has been marginalized in education, because of the teachers in some place more importance on other reading and writing skills or believe that the English language spelling system is too irregular and unpredictable to make instruction profitable.<sup>35</sup> From this research, we can assume that spelling have not good priority in teaching learning process. Because

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<sup>33</sup> Oxford dictionary

<sup>34</sup> State Literacy Strategy, *Focus On Literacy: Spelling*, Australia: NSW Department Of Education and Training, 1998, 33

<sup>35</sup> *Simonsen, F., & Gunter, L. (2001, summer). Best practices in spelling instruction: A research summary. Journal of Direct Instruction, 1, 97–105*

of the teacher more give attention to writing, reading, and other skill of English.

So, from many definitions about spelling above, researcher can take the conclusion that, spelling is the ability to spell word based on the morphemic and phonetic pattern, and spelling also as a foundation of writing or reading. They have correlation in teaching and learning of English language. Moreover, spelling is the ability to increase other skill of language, in this case we talking about English, so spelling influents the ability to writing, reading, listening and speaking skill. Spell is the foundation all of the skill. In a word, spelling is important skill of language.

#### **b. The Function of Spelling**

Schlalgal said on his book, that spelling is an important skill in the language arts workshop. Because spelling can offers a means for successful expression of thoughts and ideas. Additionally, on the book “Focus on Literacy: Spelling” said that the purposes of spelling are the purposes of language itself, that is:<sup>36</sup>

1. To make meaning, and
2. To share meaning in a way that is clearly understood by readers

From the explanation above, we can take the conclusion that spellings have closely relation with meaning of language, because other people can easy to understand with our aim. Then, there are many examples of situations where spelling is important:<sup>37</sup>

1. Writing so others can read and understand

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<sup>36</sup> State Literacy Strategy, *Focus On Literacy: Spelling*, Australia: NSW Department Of Education and Training, 1998, 7

<sup>37</sup> Read Naturally “Spelling Strategies for Teaching Spelling”, ([www.readnaturally.com](http://www.readnaturally.com)), accessed on December 15, 2016 At 14:50:59

2. Recognizing the right choice from the possibilities presented by a spell checker
3. Looking up words in a dictionary
4. Filing alphabetically
5. Playing word games like Scrabble

From many kind of activity above, we know that spelling is important in our conversation, teaching and learning process. For our conversation, other people can understand well our main if we speak in correct spelling, and for teaching learning process, spelling can influents our other English skill such as writing, reading and also speaking.

**c. The Correlation about Spelling with Other English Skill**

Spelling is important skill to other skill, such as reading, writing, speaking. For the first, spelling is important for reading skill. Mandi M. John said that Students' spelling abilities play a factor in their reading fluency, as well as, reading comprehension.<sup>38</sup> In sum, spelling has to be accurately and correct well. One reason for the relationship between reading and spelling is the shared role of phonological awareness.<sup>39</sup> Coyne, Santoro, & Simmons said that Phonological awareness is explicit knowledge of our language's sound system.<sup>40</sup> So not only influents the comprehension of reading skill, spelling also has correlation with sound system of language that is the phonological awareness.

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<sup>38</sup> Mandi M. Johnson, *The Relationship Between Spelling Ability and Reading Fluency and Comprehension in Elementary Students*, (Northern Michigan University, 2013), 4

<sup>39</sup> Ritchey, K. D. *The Building Blocks of Writing: Learning to Write Letters and Spell Words. Reading and Writing*, (2008), 27-47.

<sup>40</sup> Coyne, M. D., Santoro, L. E., & Simmons, D. C., *The Reading-Spelling Connection: Developing and Evaluation a Beginning Spelling Intervention for Children at Risk of Reading Disability. Learning Disabilities Research & Practice*, (2006), 21,

Then, hundreds of investigations have been conducted to examine factors that influence reading and writing and that, in turn, can be used to explain and predict children's performance on measures of text-literacy (reading comprehension and writing comprehension) and word-level literacy (word-level reading and spelling).<sup>41</sup> Word-level reading and spelling develop earlier than, and provide support for text-level literacy.<sup>42</sup> From the explanation above, we can look that there are close correlation about spelling, reading comprehension and writing.

In additional, Based on Singer and Bashir, writing is a mental juggling acting that depends on using basic skills with automatically.<sup>43</sup> Spelling is also being a small aspect of writing is often disregarded by both the students and also the teachers, whereas Fergus states that there is a definite need for good spelling in the written communication.<sup>44</sup> The difficulty in mastering writing skill is due to many aspects that students should learn in order to gain an understanding writing; one of the aspects is mechanic of writing, such as handwriting, punctuation, and spelling.<sup>45</sup> So, researcher concludes that spelling is important for writing.

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<sup>41</sup> Apel K, *The Acquisition of Mental Orthographic Representations for Reading and Spelling Development. Communication Disorders Quarterly*, (2009), 42-52.

<sup>42</sup> Ehri, L. C., & Snowling, M. J, *Development Variation in Word Recognition. in C. A. Stone, E. R. Silliman, B. J. Ehren, & K. Apel (Eds.), Handbook of Language and Literacy*,(New York: Guilford, 2004), 433-461

<sup>43</sup> Read Naturally "Spelling Strategies for Teaching Spelling", (<https://www.readnaturally.com/research/5-components-of-reading/spelling>), accessed on December 15, 2016 At 14:50:59

<sup>44</sup> Fergus, P.M. 1964. *Spelling Improvement: A Program for Self- Instruction*. New York : Mc Graw- Hill, Inc

<sup>45</sup> State Literacy Strategy, *Focus On Literacy: Spelling*, Australia: NSW Department Of Education and Training, 2007, P. 7

#### d. Teaching English Spelling

Teaching spelling is explicit and systematic.<sup>46</sup> That teaching and learning to spell is closely linked to learning speaking or talk, listen, read and writing. So students have to understand about the types of spelling knowledge that are appropriate with their writing purposes and stage of spelling development.<sup>47</sup>

Based on the book *Focus on literacy spelling*, said that there are three important dimensions of systematic instructions: The first is the teacher having clear understanding of what knowledge and skill need to be taught.<sup>48</sup> Teachers have to understand what they want to teach based on the students' need to learn and the perception of teacher about the appropriate skill that they teach. The second is teacher required to monitor systematically the need for certain skills to be taught.<sup>49</sup> Monitoring the students' need and the skill that suitable with the skill that want to teach is very important. So teacher not teaches useless. And the last is the instruction should not be left to chance.<sup>50</sup> When give the instruction, teacher has to give the chance to students, so they have an experience to try and learn what students teach.

Additionally, the explicit and systematic teaching of spelling means that teachers need to provide, within integrated language learning environment:<sup>51</sup>

1. A daily focus on spellings and strategies

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<sup>46</sup> State Literacy Strategy, *Focus On Literacy: Spelling*, Australia: NSW Department Of Education and Training, 1998, 13

<sup>47</sup> State Literacy Strategy, *Focus On Literacy: Spelling*, Australia: NSW Department Of Education and Training, 1998, 13

<sup>48</sup> Ibid.,

<sup>49</sup> Ibid.,

<sup>50</sup> Ibid.,

<sup>51</sup> State Literacy Strategy, *Focus On Literacy: Spelling*, Australia: NSW Department Of Education and Training, 1998, 14

2. Lessons where the purpose and value of the spelling instruction are made explicit to students
3. Teaching of phonological, visual, morphemic and etymology spelling knowledge
4. Teaching of the strategies that can be used when applying this knowledge
5. Frequent exposure to and experience with spelling activities in the context of talking, listening, reading and writing
6. Regular opportunities for students to demonstrate and reflect on their understandings about spelling
7. Explicit teaching of dictionary skills
8. Regular modeling of using dictionaries
9. Regular monitoring, analysis and feedback on spelling performance and progress
10. Explicit teaching and opportunities for students to practice the spelling of words used frequently and those which are essential vocabulary in key learning areas
11. Continuous development of spellings and strategies throughout the stages of schooling

Furthermore, based on writing and spelling strategy books<sup>52</sup>, an explicit and systematic spelling program should:

1. Focus on teaching appropriate words related to:
  - a) The students' current levels of performance
  - b) The class program and student needs
2. Explicitly teach spelling patterns
3. Teach in small chunks
4. Provide opportunity for sufficient practice and feedback

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<sup>52</sup> *Writing And Spelling Strategy*, Australia: NSW Department of Education and Training, 2007

5. Ensure maintenance of previously learned words
6. Provide for generalization of newly acquired spellings
7. Emphasize the importance of correct spelling
8. Include dictionary skills
9. Be integrated across all key learning areas

Another key point of the ways to teach spelling based on the book entitled writing and spelling strategy is:<sup>53</sup>

1. Explicit teaching

Explicit teaching contains the points are presentation and modeling, and also shared practice;<sup>54</sup>

- a) Presentation and modeling
- b) Shared practice
- c) Guide, interactive and cooperative practice
- d) Independent practice

2. Segmenting and blending

Segmenting and blending of individual phonemes and sounds, while learning letter-sound correspondences, should be a regular activity in early primary classes.<sup>55</sup> And in the next level of class, students need to work with the more complex sounds and spelling patterns of the language.

3. Word work

Word work focused on spelling patterns and letter formations. Word works also the program for all grade level.<sup>56</sup> These stages used to develop the students skill based on the students' need. So the activity of these stages conducted

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<sup>53</sup> Department of Education, Newfoundland and Labrador Language Programs. *Developing spelling skill in French immersion classroom*. (French: New Foundland Labrador 2010) page 14

<sup>54</sup> *Ibid.*, page 14

<sup>55</sup> *Ibid.*, page 14

<sup>56</sup> *Ibid.*, page 15

in whole class and sometimes works in small group activity.

4. Analogy-based work activities

In this stage, helping the students to learn about the regular spelling pattern and used familiar words or phoneme that can get from reading or writing.

5. Word sorts

Word sorts contain 90% knowing vocabulary and 10% new vocabulary. Words might be sorted for one commonality, such as rhyme or alliteration, for students at the phonetic developmental stage.<sup>57</sup>

6. High frequency words

High frequency words are form for the foundation of fluency on reading and spelling.<sup>58</sup> Students will learn to reading before they learn to write (spell). In this stage, the high frequency words can get from the dictionary and also word bank or word wall. So, from the words above, students can learn to spell each word to learn about the spelling pattern, meaning, the use, and the sounds.

7. Analysis of new vocabulary

In analysis of new vocabulary, one of the ways to analyze is using word wall vocabulary. Word wall display new words and make students easy to accessible the words. New vocabulary that collected on the word wall can make students easy for learning to spell the word. After that, students can learn to write the words. Write the word can be influenced by sounds, spelling pattern, meaning, origin and also gender.

8. Visualization

Visualization can be practiced by sorting words with the same shape or by highlighting specific

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<sup>57</sup> Ibid., page 15

<sup>58</sup> Ibid., page 16



spelling features.<sup>59</sup> Visualization also called editing or rewrites the missing words. Writer can edit their mistake in writing and the mistake can corrected by other or by their self.

#### e. **Strategy of Teaching Spelling**

Strategies based on the book from H Douglas Brown are the specific methods of approaching a problem or task, modes of operation for achieving a particular end, or planned designs for controlling and manipulating certain information.<sup>60</sup> From the definition above, we know the definition of strategy focus on method and approach in learning process. The strategy is “Achieving something a plan of operation” while the method is “a way in achieving something”.<sup>61</sup> And learning strategies also have definition are the mental processes which learners employ to learn and use the target language.<sup>62</sup> Learning strategy is a learning activity that must be done by teachers and students, so that learning objectives can be achieved effectively and efficiently.<sup>63</sup> Each teacher and also each lesson have a learning strategy, it’s important to make students easy to understand what they have been learning of the day. In teaching spelling, spelling strategy is a means for a child or young person to retrieve an accurate spelling choice using a method compatible with their learning style.<sup>64</sup> So spelling strategy is focus on the method and learning style for teaching spelling.

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<sup>59</sup> Ibid., page 15

<sup>60</sup> Brown H.Douglas. *Teaching by Principles an interactive approach to language pedagogy second edition*. (San Francisco: Longman, 2001)p. 210

<sup>61</sup> Ibid., p.81

<sup>62</sup> Nunan david, *Language teaching methodology*. (Sydney: prentice hall international 1991)

<sup>63</sup> Wina Sanjaya. *Strategi pembelajaran; berorientasi standar process pendidikan* (Jakarta: Kencana Prenada Media Group, 2008) p. 80

<sup>64</sup> Alternative and strategy for learning to spell, (easing world EMS 2011) p. 1

There are a number of strategies which needed to consider for concentrate on the process of spelling, based on Fulk & Stormont-Spurgin there are:<sup>65</sup>

1. The purpose of the strategy needs to be explained; for example, to improve students' learning and memory of spelling words
2. The strategy should be modeled, including thinking aloud to explain each strategy step
3. The importance of effort combined with strategy use should be stressed
4. Students should be required to practice naming the strategy steps until automaticity is reached.
5. The teacher should observe students as they use the strategy, providing relevant feedback, as needed.
6. The teacher should instruct students to monitor their strategy use, using checkmarks and a list of steps, if needed.
7. The teacher should emphasize the usefulness of the strategy not only in the classroom but also in other appropriate settings (for example, at home, after school care) to facilitate generalization.

Additionally, from the other reverence on the book entitled “developing spelling in the French immersion classroom”, divided the strategy for teaching spelling are:<sup>66</sup>

1. Prediction  
Prediction is used by reader when find or encountering new words, and writer will predict based on their previous knowledge for spelling

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<sup>65</sup> Fulk, B.M, et.al. *Fourteen Spelling Strategies For Students With Learning Disabilities. In Intervention In School And Clinic*, 1995, 31 (1), 16-20.

<sup>66</sup> Department of Education, Newfoundland and Labrador Language Programs. *Developing spelling skill in French immersion classroom*. (French: New Foundland Labrador 2010) page 13

a new word.<sup>67</sup> So from writer and reader has a different concept in prediction. Writer or students used their previous knowledge to understanding the standard of spelling. So Teachers can encourage students to predict with accuracy by using a rhyming word, word family or other benchmark to analyze the new word or compare it to familiar words.<sup>68</sup>

## 2. Confirmation

Confirmation contain about the confirmation after doing prediction.<sup>69</sup> Students can confirm their spelling choices by using peer editing, referring to word walls, dictionaries or other texts. So, students can reinforce accuracy their work by using confirmation to their teacher.

## 3. Integration

Students develop their skill use prediction and confirmation to integrate the strategies of spelling, such as rhyming, patterning, phonemic segmenting and analysis.<sup>70</sup> And the result of the strategies above, writer can integrated into the writing and spelling process.

The other strategy for explicit teaching spelling from New South Wales books, include:<sup>71</sup>

1. The teacher determines the forms of spelling knowledge to be modeled explicitly to students from a word list
2. The teacher analyses the words he or she has chosen using the preformed on the next page to determine teaching points
3. The process is then modeled to the whole class or group of students followed by guided practice

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<sup>67</sup> Ibid.,

<sup>68</sup> ibid

<sup>69</sup> Development spelling in the French immersion classroom, page 13

<sup>70</sup> Ibid.,

<sup>71</sup> *Writing And Spelling Strategies: Assisting Students Who Have Additional Learning Supports Needs*, New South Wales Department Of Education And Training, 2007

4. Students in groups, pairs or individually use the Performa to analyze their words (some of the words chosen or even just one or two each day).

## 2. Word Wall Vocabulary as Learning Media

### a. Definition of Word Wall Vocabulary Media as Learning Media

Media is a communication tool which is used to convey information or messages from the sender to the receiver, messages from the teachers and students in order to stimulate the students' motivation, and learn to achieve the goal of learning.<sup>72</sup> Abdul Wahab Rosyidi also cited on Arsyad, was written by Gagne and Briggs, said that learning media is the tools include some tools that used to media for teaching learning.<sup>73</sup> media not only books, paper, and news, but also there are electronic media, and audio visual media, such as tape recorder, cassette, video camera, video recorder, film, slide, photo, picture, chart, TV and computer. So media is the tools to support in teaching and learning process.

Moreover a word wall is an organized collection of large print words on the classroom wall.<sup>74</sup> Based on Jennifer Cronsberry; word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom.<sup>75</sup> Word walls are bulletin boards that contain a

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<sup>72</sup> Rozak Maulana, *Pengembangan Media berupa Alat Peraga Aliran Listrik pada Pokok Bahasan Logika Matematika*, (Surabaya: Sunan Ampel States Islamic Institute), 15

<sup>73</sup> Rosyidi Abdul Wahab, *Media Pembelajaran Bahasa Arab*, (Malang: Malang State Islamic University press), 26

<sup>74</sup> Green. *Teaching Vocabulary with word wall*. new york. 1993.

<sup>75</sup> Jennifer consberry. "Word walls" articles vol.1.

(<http://www.curriculum.org/tcf/teachers.projects/repository/wordwalls.pdf> , accessed on November 28, 2016 )

collection of high-frequency or theme-related words and their activities include games that focus on using the word wall to learn sight words.<sup>76</sup> A word wall is a collection of high-frequency sight words that are age appropriate, classified into groups or categories, and is located on the wall of a classroom for children to easily see and learn.<sup>77</sup>

Kieff also stated that word walls promote independent work habits by providing readily available reference as students complete their reading and writing activity.<sup>78</sup> Based on definition above, researcher conclude that the definition of words wall is the media for teaching learning process that uses wall to collect some words for students to learn. The words that collect on the word wall chosen from the theme of lesson today, it can also chosen by teacher.

Additionally, the other definition of word wall, according to Galih, word wall is designed to be an interactive tool for students or other to use, and contains an array of words that can be used during writing or reading.<sup>79</sup> Joseph green also said that, the word wall is built upon the spiral theory of mastery-repetition reinforces previously learned contents. The word wall uses throughout the school year allows learners to recycle many words.<sup>80</sup>

The other ideas from Cunningham and Allington stated that a word wall is a collection of words that displayed ongoing supports teaching and learning in the classroom. Words collects on the

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<sup>76</sup> Joanne Jasmine, Pamela Schiesl, "The Effects of Word Walls and Word Wall Activities on the Reading Fluency of First Grade Students". *Reading Horizons Journal*. Vol. 49, No 4, 2009, 14

<sup>77</sup> Ibid..

<sup>78</sup> Kieff, Judith, *Winning Ways with Word Walls*, (Department of Curriculum and Instruction: University of New Orleans, 2003), 84

<sup>79</sup> Galih Ariffansyah, "Teaching Vocabulary: Interactive Word Wall Strategy", Let's Study English, 31 May 2013

<sup>80</sup> Joseph Green in *The Word Wall: Teaching Vocabulary Through Immersion*, Kimberly Tyson, *Top Tips for Word Wall*, n. y, p. 1.

word wall could be high-utility words. These are words that were used often in an individual classroom. A topical word wall consists of words relates to theme, text, or unit of instruction; for example, the part of body.<sup>81</sup> Based on Janet Allen stated “word walls were absolutely essential in our classrooms, because teacher and students worked together in texts through your shard and reading when students encounter unfamiliar words, and when we build concept-related words or topical categories, we need to have the words in full view so that the student can see them and use them in reviews their writing”.<sup>82</sup>

Based on the definition above, researcher found Kinds of Word Wall vocabulary media, there are:

- a. **Quick definitions**  
Students choose and write the word to match the definitions. Repeat the process encouraging students to review all the words as they select the answer.
- b. **Word Picture**  
Working in teams, students select one of the words from the word wall and illustrate it on the board. The opposing teams got a point for a correct guess and illustrate another word.<sup>83</sup>
- c. **Guess the Word**  
Students guess what the word meant and it was definition in Indonesian.
- d. **Mind Readers**  
The teacher thought of a word on the word wall and gave five clues to that word. By the fifth clue, students should all know the word. If

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<sup>81</sup> Janet Allen, *Inside Words: Tools for Teaching Academic Vocabulary Grades 4-12*, Stenhouse Publishers, 2007, p. 119.

<sup>82</sup> Janet Allen, *Words, Words, Words: Teaching Vocabulary in Grades 4-12*, Portland: Stenhouse Publishers, 2006, p. 70.

<sup>83</sup> Jennifer Cronsberry, 2004, p. 8.

success clues confirm a student's earlier guess, students can just write the word again.<sup>84</sup>

### **b. The Function of Word Wall Vocabulary**

According to Crosberry in his research, there are many functions of word wall:<sup>85</sup>

1. Provide an approach to meaningful teaching of vocabulary with an emphasis on student engagement and higher level thinking skills;
2. Build vocabulary, thereby improving reading comprehension and writing style;
3. Reinforce understanding of subject-specific terminology with a focus on students internalizing key concepts;
4. Help students improve spelling and awareness of spelling patterns;
5. Provide visual cues for students;
6. Encourage increased student independence when reading and writing.

Additionally, there are two primary ways to use Word Walls.<sup>86</sup> First, wordplay activities related to the Walls promote automaticity with letter–sound correspondences, spelling patterns or chunks, high-frequency words, and language conventions. Second, ongoing demonstrations of how to use the Walls promote application of skills and strategies in real reading and writing situations. Therefore, word wall activities provide interactive ways to learn high-frequency words as they build word recognition by providing a visual and active engagement with words.<sup>87</sup> Then, Harmon, Wood, Hendrick, Vintinner, and Willeford found that word

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<sup>84</sup> Lori Jamison Rog, *Climbing the Word Wall*, [www.lorijamison.com](http://www.lorijamison.com), p. 7.

<sup>85</sup> Crosberry, Jennifer, *Word Walls a Support for Literacy in Secondary School Classroom*, (Canada: Curriculum Services, 2004), 3

<sup>86</sup> Janiel M. Wagstaff, *Teaching Reading and Writing with Words Wall*, (New York: Scholastic Professional Books, 1995)

<sup>87</sup> *Ibid.*,

walls have the potential for enhancing vocabulary learning in seventh grade students in conjunction with other instructional methods.<sup>88</sup> Additionally, word wall vocabulary also has benefit to improve students' ability of reading, spelling, and vocabulary skills.<sup>89</sup> So, vocabulary can increase using word wall vocabulary in teaching learning process. Word wall is a tool to teach integrated skill in the classroom, one media for many skills. So, word wall vocabulary is effective media to teaching learning English and also other lesson in school.

### c. **The Use of Word Wall Vocabulary in Teaching Spelling**

Teaching spelling can be combine with other skill, for example; teaching writing can also uses to improve their spelling, because spelling can influent other English skill. There are series that should be following in setting up the word wall media to teaching English spelling:

1. Firstly, teacher determines some word which focused today
2. Secondly, some students write the word to the word wall
3. Thirdly, teacher chooses some students to spell the word. Not only spell it, but students have to remember the word and translate the word into Indonesian language
4. Then, the next meeting teacher asks about the word to build the students memory about the lesson in previews meeting

So, students not only can improve their spelling, but also their other skill. Based on the book

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<sup>88</sup> Ibid.,

<sup>89</sup> [http://www.educationworld.com/a\\_curr/strategy/strategy062.shtml](http://www.educationworld.com/a_curr/strategy/strategy062.shtml)



Instant Word Wall High Frequency Words, the way to use word wall for teaching spelling are:<sup>90</sup>

1. Use the overhead and the Spelling Grid sheet
2. Teacher chooses a word from the word wall
3. Teacher starts writing the word on the grid by writing the first letter of the word in the first box at the top
4. Call on student to come up and write the first two letters in the boxes in the row
5. The next student writes the first three letters in the boxes. Continue until the word has been spelled

Moreover, using word wall to teach spelling for students can also be created by:<sup>91</sup>

1. Pass out 5 colored strips of paper to each student, size 1x5
2. Have one student choose a word wall word and everyone writes and chants that word
3. Call on another student to find a word wall word that starts with the last letter of the first word. Students write and chant the word
4. Call on additional students to continue finding words that start with the last letter of the previous word
5. Glue the strips together to make a chain

As a matter of fact, a teacher can modify the way to teach spelling using word wall vocabulary media based on the students' need and the condition in the classroom. Different classroom conditions, students' needs and students' conditions, the way to teach is also different. So a teacher can be innovative and creative to modify the media and the class.

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<sup>90</sup> Gruber B, *Instant Word Wall High Frequency Words*, (CA: Practice & Learn Right Publications, 1998).

<sup>91</sup> Gruber, B. *Instant Word Wall High Frequency Words*, (CA: Practice & Learn Right Publications, 1998).

#### d. The Difficulties of Teaching Learning Process

The difficulty of learning process is the distance between the goal of academic achievement and the result of academic achievement that achieved by students in fact.<sup>92</sup> The difficulties of learning process because of some classroom problems. Some problems in the classroom happen because of many factors;<sup>93</sup> such as the different level of students, the classroom is very big, students using their own language, students are uncooperative, etc. by the problems above, teacher has to decrease many factors that happen in the classroom. So, the goal of teaching learning process can achieve.

In addition, based on the educational psychology, there are two factors that influence the difficulties of learning process;<sup>94</sup> internal factors and external factors. An internal factor includes:

1. Intellectual achievement
2. Feeling and confidently
3. Motivation
4. Ages
5. Gender
6. Learning habitually
7. Memorizing achievement

On the other hand, an external factor includes:

1. Teacher
2. Learning quality
3. Hardware and software
4. Social environment
5. Nature

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<sup>92</sup> irham Muhammad - novan ardy wiyani, *Psikologi pendidikan, teori dan aplikasi dalam proses pembelajaran* (Ar ruzzmedia: Jogjakarta, 2013)

<sup>93</sup> Harmer, Jeremy. *How to Teach English*. P. 17

<sup>94</sup> irham Muhammad - novan ardy wiyani, *Psikologi pendidikan, teori dan aplikasi dalam proses pembelajaran* (Ar ruzzmedia: Jogjakarta, 2013)

In addition, the difficulties in learning or in doing something have two factors; there are internal factor and external factor. Dalyono explained that internal factor comes from inside their self, and external factor comes from outside their self.<sup>95</sup>

**a. Internal Factors**

1. Cause from the physical of the students: sick and physical defect
2. Cause from inside their body: Intelligent, motivation, talent and interest;
  - a) Intelligent  
This factor becomes the mind effect in learning process. Thus, if students have problem in learning process but there is no support from their parents, it is make the students failed in learning process
  - b) Motivation  
Motivation Students, who have low motivation to accept the lesson in learning process they will feel lazy, give up etc<sup>96</sup>
  - c) Talent  
Every student has different talent, students who give lesson that different from their talent they will feel bored and lazy to accept the lesson
  - d) Interest  
Interest factor very important in learning process, by having interest in each lesson the student will enthusiast easy to accept the material and student who don't have interest do otherwise

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<sup>95</sup> Dalyono, M. Psikology. pendidikan. Jakarta: Rineka Cipta. (1997) P.239

<sup>96</sup> ibid

### b. External Factors

1. Family Factor: that's about how the way parents treat their child into education, parents and child relationships. Situation factor: the house situation very crowded. Economic factors: Poor Family condition.
2. School factor: such as teacher factor the teacher is not qualified, lack of teacher interaction with the students, lack of teacher method. Instruments factor: lack of instrument since teaching and learning practice. Building and facilitation factor: lack of facilitation, lack of Wi-Fi. Lack of the media use in teaching and learning.<sup>97</sup>

### B. Reviews of Previous Studies

Researcher used previous studies for references to conduct this research. Researcher used some previews research that related or has close idea with this research. There are five previews study that have been read by researcher.

The first research from Septian Maharani, entitled "*Improving Students' Vocabulary Mastery Through the use of Wall Chats*".<sup>98</sup> Her research discussed about the word chat that can improve students' vocabulary mastery and students' motivations. The objectives of her research are the wall chart can improve students' vocabulary mastery in English and also the wall chart can increase students' motivation in teaching learning English. This research used classroom action research to found the result of the research. The result of this research is the wall chart became an interesting media to increase students' mastery of vocabulary. Wall chart also can motivate students to learning English. Researcher has assumption that word wall is like a wall chart, because both of them has same concept. Wall chart is large sheet of paper which contained written, pictures, or diagram which is gave information and useful for present new vocabulary

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<sup>97</sup> Dalyono, M. Psikology. pendidikan. Jakarta: Rineka Cipta. (1997) P.239

<sup>98</sup> Septian Maharani, Thesis: "*Improving Students' Vocabulary Mastery Through the Use of Wall Chats*" (Surakarta: Sebelas Maret University, 2012), 6

that display in the wall or blackboard.<sup>99</sup> In addition, word wall also used wall, papers or board for presenting the words. Word wall and wall chart has the same purpose, there are to make students interest with the lesson and make students easy to remember the word that they have studied.

The second previews research entitled “Learning to spell developmentally” from J. Richard Gentry.<sup>100</sup> This research about the way to develop children’s spelling using the concept named Alphabetic spelling, but he assumed that it was a primitive concept, so he changed the concept as phonetic concept. Primitive concept based on the journal is the child’s first primitive attempt to write with an alphabetic system. Deviant spellings are in essence a random ordering of the letters which the child is able to produce from recall.<sup>101</sup> Generally, in learning speaking, primitive concept is like diction, so teacher pronounced one or more a word and then students write down the word. And the phonetic concept is the concept or the way to teaching spelling that the students read one, two, three letters spelling that demonstrate correspondence.<sup>102</sup> In this stage, students used cognitive to learn linking letters to sounds, so they can match between sound and letter to written. The result of the study showed that classroom produces language experiences, creative or independent writing, accuracy in spelling and developmental spelling.<sup>103</sup> From this research, we can take conclusions that development spelling students not only uses primitive concept, but also using phonetic concept, which can more helping students to develop spelling students.

The third, research from Rahayu Sekarini entitled “Implementing ‘Spelling Bee’ Game to Improve Seventh Spelling Ability”.<sup>104</sup> This research investigated how the “Spelling Bee” game could be used to improve the seventh graders’

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<sup>99</sup> Ibid.,

<sup>100</sup> Gentry, J. Richard. " *Learning to Spell Developmentally*", *The Reading Teacher*, Vol. 34, No. 4, January 1981, 378-381

<sup>101</sup> Ibid.,

<sup>102</sup> Ibid.,

<sup>103</sup> Ibid.,

<sup>104</sup> Rahayu Sekarini. Thesis: “*Implementing “Spelling Bee” Game to Improve Seventh Graders’ Spelling Ability*”, (Malang: State University of Malang Press, 2012), 10

spelling ability. The result of the research showed that “Spelling Bee game” success improve the seventh graders’ spelling ability, to increase their motivation and awareness of the use of correct spelling in writing, and to learn new vocabulary items.<sup>105</sup> In learning vocabulary, teacher can uses game like the research above, and also teacher can uses media to teaching learning process. One of the familiar media that can uses by teacher is words wall vocabulary media.

The next, the research entitled *The Use of Word Wall Media in Teaching Descriptive Writing* from Winda Kurniasih, Regina, Zainal Arifin.<sup>106</sup> These researches happen in Koperasi Senior High School Pontianak. The result of this research is the use of word wall media is effective to increase students' writing ability. The researcher conducted a pre-experimental study with measurement as the technique of collecting data and written test as tool of collecting data.

The last previous research from journal research was written by Janiel M. Wagstaff entitled “Building Practical Knowledge of Letter-Sound Correspondences: A Beginner's Word Wall and Beyond”. This study discussed about the development of self-monitoring and searching behaviors in beginning readers. The result of the study showed the used of word wall can increase English ability of students; one of the students can scans the Word Wall until she found the letters she needs, and then wrote resume. Finally the students can write down her writing.<sup>107</sup> From this result, researcher concluded that word wall can influents English skill students. They can transfer the word in the wall to the papers and created into sentences.

Therefore, the researcher concluded that the previous studies above have similarities and differences area of the research. Those previews research above became the reference and resource to conduct the research about using word wall vocabulary to teach spelling.

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<sup>105</sup> Ibid.,

<sup>106</sup> Winda Kurniasih, et.al, “The Use Of Word Wall Media In Teaching Descriptive Writing”, (Pontianak: English Education Program Fkip Untan, 2014), 4

<sup>107</sup> Janiel M. Wagstaff, “Building Practical Knowledge of Letter-Sound Correspondences: A Beginner's Word Wall and Beyond”, *The Reading Teacher*, Vol. 51, No. 4, Dec., 1997 - Jan., 1998, p 298-304