

SPELLING PROBLEMS OF INDONESIAN STUDENTS LEARNING ENGLISH

A Thesis

by

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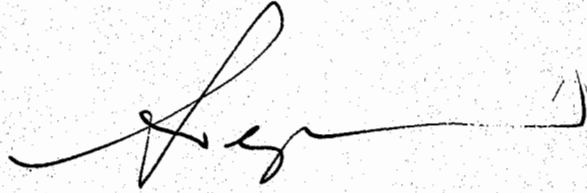
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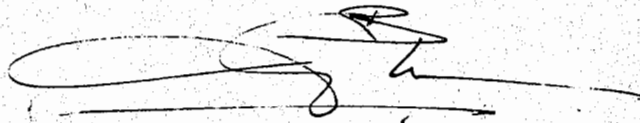
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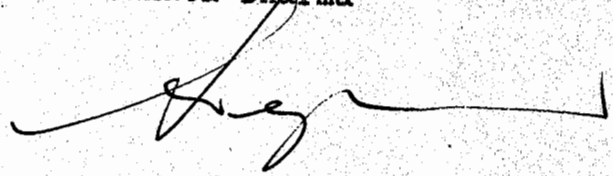
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CHAPTER I

INTRODUCTION

For most of Indonesian students, learning English is a difficult thing to do. A student, in his learning of English, will surely find elements that are not found in his mother tongue, whereas his native language is established in his mind. He will be able to learn the elements of the target language which are similar to those of his own more easily than those which are not found in his native language. These uncommon elements will surely create learning problems.

The learning problems may be caused by differences that are found in both English and Indonesian. The problems may include grammar, cultural concepts and many other things which are only found in the target language. The problems may arise from the spelling of English too. It is these problems that are discussed in this paper. However, before we come to the discussion, it is worthwhile to know first what a language is.

Language is a system of arbitrary vocal symbols by which the members of a social group cooperate and interact. This means that a language is not merely a sequence of sounds conveying ideas. A language is the products of speech organs of humans beings. Therefore, a language has to be a system that is organized in a compact way so that it is a kind of a united body.

Gleason says that the language system consists of two aspects. And the aspects are called the expression and the content systems ¹⁾. By the expression system we mean the

¹⁾ H.A. Gleason Jr. An Introduction to Descriptive Linguistics. New York, Holt, Rinehart and Winston, 1961. p 2.

complicated patterns of speech sounds which are produced repeatedly and these sounds represent an idea of things when they are heard by people speaking the language. However, these sounds may have no meanings to those who never know the language. By the content system we mean the meaning of what is expressed in the expression system. And the meaning may be in the speaker's mind. For example, one produces the following sound of [taigə]. He may refer to a very specific animal which has four legs and the animal is very distinct from any other four-legged animals. The animal may wild, but people may tame it and play with the animal in a circus.

When we consider the expression system we will meet the three following elements: namely, the sound system, the vocabulary system, and the grammatical system. These elements of the language really create learning problems due to the fact that a student may have already established his native language-elements in himself.

By the sound system, we mean the meaningful sounds and the sequences of sounds that exist in a language. Indonesian students will have difficulties in understanding and in producing a stream of sounds of English, because of the wide differences between his native-language sound system and the English sound system. For example, they will have difficulties in imitating the English sounds of [ʃ], [ʒ], [θ], [dʒ], which are not found in Indonesian. Similarly, they have some difficulties in producing the sequences of sounds such as " str ", " ist ". In Indonesian such sequences of sounds are rarely found.

In fact, vocabulary may be defined as a stock of words which are found in a dictionary. The words may stand for lexical and grammatical units. We will see this element under the discussion concerning the solution of the things that

are discussed in this paper as this paper deals with spelling. So indirectly, we have to use words that chosen as examples.

However, the grammatical structure has two elements: the morphological and the syntactical elements. On the ground of the morphological element, two things occur in the forming of words. The first is that a word changes under certain situations and in accordance with the patterns already fixed. The ways of forming words are called inflexion of verbs and pluralizing of nouns such as: watch - watches. The second is that a word changes because of the adding of some suffixes or prefixes. And this is called derivation such as the word "man" - "manhood". On the ground of syntactical element, we find in the formation of two words or more which constitutes a pattern. For example, in English when an adjective and a noun are combined, the former usually comes first, eg. beautiful girl. However, the former may also come after eg. God Almighty, Secretary General.

As this paper discusses spelling problems, pronunciation symbols will be used to describe how a word is pronounced. When we hear someone produce some sequences of sounds [klaɪmɪŋ] we automatically understand that he means someone going up by grasping or clinging his hands and feet on something. Seeing the spelling form, we will spell the sounds as climbing. The we recognize that one letter is not pronounced. in the word. It is the b. This is a kind of problems which the students face when they are learning English. We will discuss this very case in the coming chapters.

Before proceeding with the discussion, it is very worthwhile to know the importance of having good spelling ability. Many readers of our written compositions will judge us by our spelling. It is a difficult task to read a passage made by a student that contains many spelling mistakes. The passage will simply irritate us. However, good spellers may have better chance of getting a good job. To some bosses or superiors, an applicant who has a good written application generally is also a careful, thorough person. This also shows that the applicant really wants the job.

Having good spelling ability is naturally one of the requirements that an English teacher must have. This is also to say that when a teacher continually misspells some words without knowing it, the students will automatically imitate him/her. When the words have established in the students' mind, it is likely to be a great task for us to correct these mistakes, as the students will surely continue to misspell the words.

Therefore, it is true that misspelled words may create misunderstanding, even misreading. The following are the examples one may find:

1. The teacher came to warn the students.
2. The teacher came to warm the students.

Misunderstanding will occur if the speaker of the sentences utters the former sentence, while he means the latter one. The meaning of the first sentence is clear to us, that is, that the students were very lazy so that the teacher had to do something to make the students study their lessons

diligently. However, the latter means that the weather was very cold because it was raining outside. So the teacher had to give the students some thick clothes to make the students warm. So misunderstanding occurs as the word "warm" is misspelled.

There are still some other examples concerning such cases. And there are still many benefits that we can get when we are good spellers. However, now we come to how the discussion proceeds.

As this paper focuses on spelling, we have to know that we are dealing with two languages, namely, Indonesian as the students' language and English as the target language. This paper is also meant to make the readers become aware of the importance of becoming a good speller. And this is also to help the readers who have troubles in spelling to learn good spelling ability. The discussion will go as follows.

First of all, we will focus our attention on the types of spelling problems that the students have. Then we will consider the causes of the spelling troubles by considering the problems internally, that is in terms of the Indonesian language. Here we meet Indonesian first as the students' own language. Indonesian is the only language considered because for most, perhaps all of Indonesian people, Indonesian is their own language. The discussion will also pay some attention to the history of the Indonesian language. Thus we will know more about the changes that have happened. In addition, there are still three other internal factors that we must consider too, namely, the interference of the Indonesian spelling system, wrong analogy and carelessness.

The discussion proceeds to the external factors which cause the spelling problems to arise. In this chapter we also take into consideration the fact that English is a foreign language, that is, to know the difference between English and Indonesian.

Then we will also take into consideration the history of the English language. There is a reason for doing this. As we all know, many words in English still retain their original spelling though the pronunciation of the words has changed a great deal. For example, we take the words knife and thought. These two words have silent letters. The former is pronounced [naif] so here the k is silent. While the latter is pronounced [θɔ:t] and so the gh are not pronounced. This is a spelling problem for Indonesian students who are learning English.

Of course, the English spelling system is discussed too. Here we deal with the oddity of the system. Some troublesome words are treated to point out how difficult the English spelling system is. In this way, we will consider some spelling problems that Indonesian students face when they are learning English. A lot of words which are frequently misspelled are provided as examples of the tendency of the readers who make the same mistake or have the same kind of problems.

The difference between American English and British English cannot just be left alone. There are some striking things we can see in the different spelling of the same words in each language. A lot of examples are provided too in this chapter. In addition to the discussion, the fact of the teaching of English in schools is treated in a separate heading.

The next chapter will mostly deal with the solution of how to overcome the problems discussed in the previous chapters. Here many examples for establishing good spelling ability are provided because the writer believes that learning a language requires a lot of practices. So exercises are given to achieve the goal, that is, to acquire good spelling ability. By practicing the provided examples, we will be able to reach our goal. Of course, our students' participation in learning English is also taken into consideration, since it is their motivation in learning English that may lead them to master the English spelling system.

In conclusion, this paper is an attempt to present spelling problems that Indonesian students have in learning English. The problems, solutions, suggestions and ideas in this paper are taken from the writer's own experiences in learning English, from ideas obtained from lectures and selected bibliographies, and from the writer's own experiences in teaching English to Indonesian senior high school students.

As a final remark, the writer truthfully hopes that this paper will be useful for readers and students who have spelling problems in learning English. This work is also for those who want to strengthen their spelling ability, since this paper has the purpose of digging out the difficulties found by most of Indonesian students learning English and finding a way out to solve such problems.

CHAPTER II

THE TYPES OF SPELLING ERRORS

The types of spelling errors can be grouped into several kinds. These are the error of spelling a doubled consonant, the error of spelling a vowel that is represented by some letters, the error of spelling a phoneme or a vowel in accordance with its pronunciation, the error of spelling words having silent letters, the error of spelling words having apostrophes, and the error of using capital letters.

1. The error of spelling a doubled consonant in a word

Each of the following sentences contains a word having a doubled consonant. And the word is misspelled.

- John is runing across the road.
- He stoped to eat the vegetables.
- When I saw him, he was siting on the floor.

In the first sentence we find the word "runing" and it must be spelled "running". The word "stoped" of the second sentence should be spelled "stopped". And the word "siting" of the third sentence should be spelled "sitting". So in spelling of those words the students missed an n in "running", a p in the word "stopped" and a t in the word "sitting".

2. The error of spelling a vowel that is represented by some letters

- My mother swept the flor in the morning.
- This bag was recieved yesterday.
- He arrived their some days ago.

In the first sentence we have the word "flor" and it should be spelled "floor". While in the second we have the word "recieved" and it should be spelled "received". And in the

last sentence we have the word "their", and it should be spelled "there". So the students missed an o in the word "floor", reversed "ei" in the word "received" and replaced "there" with "their".

3. The error of spelling a vowel or diphtong in accordance with its pronunciation

- Mery went to school every morning.
- Ali is lestening to my explanation.
- We dit not do the work yesterday.

The word "Mery" of the first sentence should be spelled "Mary". The word "lestening" in the second sentence should be spelled "listening" and the word "dit" should be spelled "did". This kind of errors occurs frequently. The students, while they were writing the words, usually mumbled the words. As a result they wrote the words almost exactly as the pronunciation of the words.

4. The error of spelling words having silent letters

Each of the following sentences has a word containing a silent letter. And the words are misspelled.

- I don't know where they liv .
- He doesn't writ a letter.
- I kept the tick book you talked about.

In the first sentence we have the word "liv" and it should be spelled "live". In the second sentence we have the word "writ" and it should be spelled "write". And in the last sentence we have the word "tick" and it should be spelled "thick".

5. The error of spelling words having apostrophes

- It is my fathers book.

- We dont come to take him out.

- John' work has only ten mistakes.

The word "fathers" of the first sentence should be spelled "father's". The word "dont" of the second sentence should be spelled "don't" and the word "John'" of the last sentence should be spelled "John's".

5. The error of using capital letters

-my sister is as tall as His brother.

-this bag is as heavy as that one.

-mary is as old as john. 2)

The word "my" of the first sentence should be capitalized and it must be spelled "My". The word "His" should not be capitalized and it must be spelled "his". And the word "this" of the second sentence should also be capitalized. And it must be spelled "This". The words "mary" and "john" of the last sentence must be capitalized as they are proper names. And so they must be "Mary" and "John".

Those are the types of spelling errors that the students often make. And therefore, in the coming chapters we try to find out why the students often make such mistakes.

²⁾ All of the sentences which are used as the illustration of the types of the errors are taken from the sentences made by the students in the tests I gave them.

CHAPTER III

THE CAUSES OF THE SPELLING PROBLEMS

Considering the types of the errors (problems) that are stated in Chapter II, we will now try to find out the causes that make the problems arise. There are two main with which we will deal. The first causes are those that come from the students themselves. These have three separate factors: namely, the interference caused by the Indonesian spelling system, wrong analogy, and carelessness. And these factors or causes are treated under the heading of the internal factors.

The second causes are those which come from the target language, that is, English. These causes can be grouped into three factors: namely, English as a foreign language, the English spelling system, and English taught in Indonesian schools. All of the three factors are under the heading of the external factors.

A. THE INTERNAL FACTORS

1. THE INTERFERENCE OF THE INDONESIAN SPELLING SYSTEM

a. The History of the Indonesian language

A long process has taken place before Indonesian becomes the language as spoken now. Dating back a couple of hundred years ago Bahasa Melayu (Malay) began to spread all over the archipelago. This was as a result of inter-island trading which was a most important part of the economy at that time. Enriched by regional languages spoken by people from different islands, Malay became popular. A lot of words were derived from Javanese, Sundanese, Batak and other regional languages. Even now the present Indonesian borrows many words from Portuguese, Arabic, Chinese, Dutch and English.

In 1928, educated young people coming from different parts of Indonesia gathered and had a meeting in the present city of Jakarta. They claimed that Malay should become the national language. Since then, Indonesian has become the language which unites the nation. Indonesian is used all over Indonesia now. And it is hoped that every Indonesian will be able to speak Indonesian.

Early in the beginning of the twentieth century, a Dutch scholar named CH van Ophuysen, who studied languages found in Indonesia, introduced the spelling system of Malay by writing it using the Latin alphabets. This is, in fact, the biggest advantage we have got from the attempt, if we consider English as the students' target language. English, as we all know, uses the Latin alphabets too. So to teach them English we do not need to introduce the alphabets first, before we introduce English. Now Indonesian uses the Latin alphabets too.

In 1972, the government announced the officially renewed Indonesian spelling system. This is a result of a compromise between the Malay spelling system used in Malaysia and the Indonesian spelling system. In the past we wrote tjukup - "enough", now we just write cukup. So here the double letters representing a phoneme are replaced by a letter c; tj becomes c. Djamur - "mushroom" is spelled jamur now. So dj becomes j. The word jakin - "sure" is now spelled yakin. Thus j becomes y. We have the word menyanyi which was formerly spelled menjanji - "sing". So nj become ny

Formerly we did not have the phone /f/. However, we have it now. Some old Javanese people still have the phoneme /p/ instead of /f/. So they say [pɛlm] instead of [fɛlm].

Nowadays the phoneme /f/ is frequently used and can be found in many words. A list of words having the phoneme /f/ each is provided below.

<u>fakta</u>	-	fact
<u>fokus</u>	-	focus
<u>maaf</u>	-	excuse, sorry
<u>fasih</u>	-	fluent
<u>foto</u>	-	photo
<u>fanatik</u>	-	fanatic

b. The fit of Indonesian

The fit of Indonesian - correspondence between the spelling system and the actual pronunciation - is regarded as a stable one. Indonesian almost achieves the formula of one letter representing one phoneme. Let us see the following words.

<u>radio</u>	-	[radio]	- radio
<u>indah</u>	-	[indah]	- beautiful
<u>baru</u>	-	[baru]	- new
<u>janji</u>	-	[dʒandʒi]	- promise
<u>lagi</u>	-	[lagi]	- again
<u>kita</u>	-	[kita]	- we, us
<u>sampah</u>	-	[sampah]	- rubbish

So in pronouncing the i in the words "radio", "indah", "lagi", "janji" and "kita", we will have no difficulty as it is always pronounced that way [i]. The pronunciation of the i remains the same although the i occurs initially like in the words "indah", or occurs in the middle like in the word "radio", or in a final position like in the word "janji". When we consider English such a case must be taken

into consideration, for the i can be pronounced differently. It can be pronounced in many ways like in the words "written" and "child". The i in "written" is pronounced [ɹɪtən] and the i in "child" is pronounced [tʃaɪld]. So the i has two sounds namely [ɪ] and [aɪ]. This case is a big problem for our students especially when we teach them through hearing first. This will cause spelling problems to arise when they get acquainted with the written form later.

Indonesian, however, has only a symbol to represent the phonemes of /e/ and /ə/. Let us look at the following words.

<u>menari</u>	-	[mə'nari]	-	dance
<u>lebih</u>	-	[lə'bih]	-	more
<u>kelas</u>	-	[kə'las]	-	class
<u>ejaan</u>	-	[edʒa'an]	-	spelling

In the words above, the phonemes /e/ and /ə/ have only a symbol, that is e.

Some attempts have been made to differentiate both phonemes. Some people suggested that we gave a mark above the e representing the phone /e/. So we should write boleh. And no mark was added to the e representing the phoneme /ə/. Thus we would have :

lebih
boleh
ejaan

However, up to now people have never used such a mark.

A two or three consonant cluster is rarely found in pronunciation in Indonesian. It is true that we are beginning to have it due to the fact that Indonesian borrows some English words having such clusters. However, in pro-

nunciation, one of the consonants of each cluster is usually related to the vowel that proceeds or precedes.

<u>pe</u> sta	- [pista]	- party
<u>is</u> teri	- [ɪstəri]	- wife
<u>per</u> gi	- [pɛrɡi]	- go
<u>ber</u> harap	- [bɛrharap]	- hope

2. WRONG ANALOGY

It is a common thing that learning a language may include a process of analogy. In forming a word or in constructing a pattern of structure, a student may base his learning on the rules or patterns that he learned before. However, he may produce wrong words or constructions due to the fact that not all of the rules or patterns can be applied in all cases.

Wrong analogy may also occur because of choosing a model that cannot be applied. For example, in choosing the past tense of verbs in English students may base their learning on a rule that says that to form the past tense of a verb an "ed" is added to the stem. So they will have verbs like the following:

<u>infinitive</u>		<u>past tense</u>
fight	-	fighted 3)
cut	-	cuted
buy	-	buyed

However, the verb fighted should be spelled fought, the verb cuted should be spelled cut and the verb buyed should be spelled bought.

3) I wrote the word fighted, when I was taking an English course in 1972. At that time, I did not know the past tense of the verb fight.

3. CARELESSNESS

Some spelling errors occur not only because of the previously mentioned factors, but also because of carelessness. For example, a student usually writes the word "don't", but once he wrote "dont" instead of writing "don't". Another student may write the word "did" in most of the sentences given, but he wrote the word "dit" instead of writing the word "did". These kinds of errors happened because of their carelessness. They knew the words, but they did not check the spelling of the words.

B. THE EXTERNAL FACTORS

1. ENGLISH AS A FOREIGN LANGUAGE

In some ways, English is completely different from Indonesian. English has a system of tenses, while Indonesian does not. To describe an action that happened in the past or that is still happening now, or that will happen in the future, English has certain ways of expressing it. This is shown by the form of the main verb or auxiliary verb in the sentence concerned. However, in Indonesian the description of an action is marked by the adding of adjuncts of time to the sentence.

The system of tenses has a close relationship to the spelling system. For example, we have to remember the forms of verbs which will be used, when we make a sentence. Each English verb has three forms. Each of which is used in accordance with the kind of tenses used in the sentence concerned. The learning of English will become complicated as some English verbs are irregular while many others are regular. The wrong choice of verb forms will create misunder-

standing when the verb is used in a sentence.

The following sentences are the illustrations of both English and Indonesian sentences.

English:

- Mary always sweeps the floor every day.
- She swept the floor last night.
- She will sweep the floor tomorrow.
- She has swept the floor already.

Indonesian:

- Mary selalu menyapu lantai setiap hari.
- Dia menyapu lantai tadi malam.
- Dia (akan) menyapu lantai besok.
- Dia telah menyapu lantai.

Thus the verbs of the Indonesian sentences of the above examples undergo no changes in forms. The verb "menyapu" always stands that way. However, in the English sentences the verb "sweep" changes in form in accordance to the tenses used and the subjects of the sentences. Surely, if we cross out the adjuncts of time which are used in the English sentences, each of the sentence still expresses the same tenses. However, if the adjuncts of time in the Indonesian sentences are crossed out, we will have difficulty in identifying when the actions happen. So the adjuncts of time are very important to describe when the actions happen in Indonesian sentences.

The following sentences are the examples of the wrong spelling of the verb "get".

1. We get a ticket.
2. We got a ticket.

If we write the first sentence, while we mean the second, some misunderstanding will surely occur. This is also an

example of spelling errors that our students commit, because in recognizing the English verbs, they sometimes are too absorbed with tenses problems. So they have a tendency to concentrate their study on tenses problems. As a result they only know the words by glancing. And, of course, the words will not be established in their minds. Then their spelling ability will not improve.

The English phonological system is somewhat different from what we have in Indonesian. There are many phonemes that are not found in Indonesian. In Indonesian we do not have the phonemes of /ʃ/, /ʒ/, /θ/, and /tʃ/, as in the following words:

/ʃ/	- shoe, shop, action
/ʒ/	- june, edge, major
/θ/	- them, weather, than
/tʃ/	- child, cello

2. THE ENGLISH SPELLING SYSTEM

a. The history of English

The history of English can be grouped into three main periods: the Old English period (from 450 - 1066 AD), the Middle English period (from 1066 - 1500 AD), and the Modern English period (from 1500 AD until now). Formerly England was inhabited by Celtic people. However, one these people were attacked by some other barbaric tribes. The Celtic people asked the Germanic tribes - the Jutes, the Saxons, and Angles - for help. These tribes spoke Germanic dialects. It was from these dialects, then, that Old English developed. As Christianity came to England, Latin Alphabets were introduced. Latin was the language used in religious

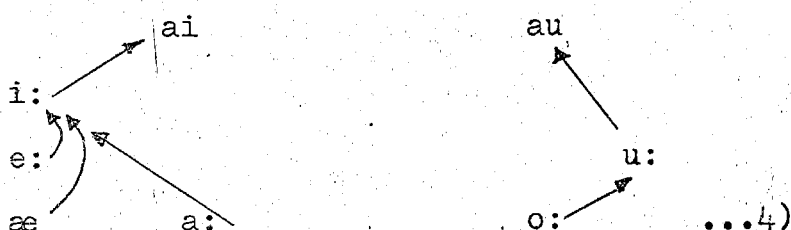
services. Then Old English used the Latin Alphabets in written forms. The most striking characteristic of forming words in Old English was by the way of adding either prefixes or suffixes. Nouns, for example, had five cases in which the forming of the cases was determined by the adding of prefixes and suffixes.

The Middle English period was marked by a famous historical event called The Norman Conquest. In fact, the Norman people were Scandinavians who conquered the Northern part of France. They spoke French. Consequently, when they conquered and ruled England, French was used in official affairs, whereas English was used only by peasants. Therefore English became a lingua franca. This happened because of the simplification in the use of English as a means of communication between French rulers who never learned English and English people who never learned French. As a result, English underwent simplification with the result that both French rulers and English people understood each other. The inflection endings were reduced a great deal. A great number of French words entered into English vocabulary. By the Middle English period, the English syntax was almost like that of Modern times. Chauce, a great writer at that time, played an important role in this. And during the Middle English period the English spelling system was simpler than the Old English one.

The beginning of the Modern period was also marked by two significant historical events, namely, the invention of the printing press and the expansion of the British Empire. The invention of the printing press caused the English language to become standardized. Since then, English underwent small

changes if it was compared with the changes happening in the preceding period. And the expansion of the British Empire enlarged the use of English around the world. Now, English has become the only language used in the United States of America, in Australia, and in many other countries.

Some changes have taken place in the phonological system. Consonants underwent only slight changes. A certain consonant pronounced somewhat like [x], was lost as in the words "light" and "night" and merged into /f/like in the words "enough" and "laugh". However, a consonant merged because of the entering the French words into the English language. In spite of the fact that a little change took place in the consonant system, a great change took place in the vowel system. This change is called "The Great English Vowel Shift". The diagram below is to illustrate the change.



The "i" and the "u:" were raised and became "ai" and "au" respectively. The "e:" and "æ" fell together and merged into "i:" and the "a:" became "ei". The "o:" was raised into "u:".

Therefore Modern English has only two vowel systems: the simple vowels and the diphthongs. English has seven simple vowels and seven diphthongs, as in the following examples:

4) Gloria Soepomo Poejosoedarmo. Historical Linguistics: Lecture VIII. Unpublished, Yogyakarta, IKIP Sanata Dharma, 1977. p 17.

/ɪ/	bit		/u/	book	
/e/	bet	/ʌ/	hut		
/æ/	bat	/ɔ/	bottle	/ɔ:/	bought
/i:/	beat		/u:/	boot	
/ei/	bait		/ou/	boat	
/ai/	bite	/oi/	boy	/a/	bough ..5)

b. The English Spelling System

In English speaking countries the so-called fish story is very famous. This is used, in fact, to show us how complicated the English spelling system is. The story comes from the artificial word "GHOTI". This word was created by George Bernard Shaw who tried to establish a phonetic spelling system of English. The word "GHOTI" is pronounced like the pronunciation of the word fish. Let us look at the following explanation.

the gh must be pronounced [f] like the phoneme /f/ in the word "enough" -[inʌf]

the o must be pronounced like the [ɪ] found in the pronunciation of the word "women" -[wɪmɪn]

the ti must be pronounced as though it were the ti in the word "nation" - [neiʃən] 6)

So when we put them together, we will have the word "GHOTI" pronounced like the word "fish".

The English spelling system is not consistent and very confusing to many students, because the fit of English is very low. Sometimes what is spoken is completely different from what is written. Many words, as we have seen in the

5) Ibid.

6) Roger B. Goodman, A Concise handbook of Better English. New York, Bantam Books, Inc., 1966.p 5.

in the heading of the History of English, still retain their original forms or they are still spelled the way they were in the Middle Ages. The Indonesian spelling system gives us a clear guide to pronunciation. However, the English spelling system do not. Below is a list of words showing how low the fit of English is.

<u>pronunciation</u>	<u>spelling</u>
[ritən]	written
[baɪ]	by, buy
[bi:]	bee, be
[sekʃən]	section
[fɔ:]	for, four, fore
[si:]	sea, see
[bi:n]	bean, been
[bi:]	knee
[kʌmz]	comes
[lʌf]	laugh

We notice that some words are spelled differently, but pronounced the same as the words: buy, and by, for, fore and four, see and sea, bean and been. These words are called homonyms. These words and the kinds will be treated in the section under the heading of homonyms.

The English phonological system is rather difficult for our students to learn. A phoneme in English may be represented by some different letters. This is a real burden for our students in learning English. Even a letter or a consonant may stand for two or more different phonemes. A summary of the cases is given below.

<u>the phonemes</u>	<u>letters</u>
/ f /	<u>gh</u> , <u>ph</u> , <u>f</u>
/ k /	<u>c</u> , <u>ch</u> , <u>k</u>

phonemes

/ s /

/ʃ /

/tʃ /

/ dʒ /

/ j /

/ v /

/ ʒ /

/ z /

/ n /

/i:/

/ei /

/u:/

/ə:/

/ɔ:/

/ɑ:/

/ ou /

/ ai /

/ au /

/ u /

/ ə /

/ ^ /

/ æ /

letters

a

b

c

d

e

f

g

letterss, c, scsh, ti, ci, cech, c, tuj, di, gey, io, uv, f, phsu, ges, zng, nkie, ei, ea, ee, e, eoay, ai, a, ei, ieoo, o, ou, u, ew, oe, ueir, er, ur, oral, au, awar, ao, oa, ewy, uy, ui, ie, iou, oweau, u, o, oui, e, a, ou, o, ouaphonemes

/i/, /ei/, /ə/, /a:/, /æ/

/b/, /θ /

/s/, /k/, /t /

/d/, /t/

/e/, /i:/, /ə/, /ə:/, /θ/

/f/, /v/

/d /, /g/, /θ/

<u>letters</u>	<u>phonemes</u>
h	/∅/, /h/
i	/ai/, /i:/, /i/, /ə/
j	/d /, /j/
k	/k/, /∅/
l	/l/, /∅/
m	/m/
n	/n/, /∅/
o	/ou/, /ʌ/, /ə/, /ɪ/, /ɔ /, /u/, /
p	/p/
q	/kw/, /k/
r	/r/, /∅/
s	/s/, /z/, /ʒ/
t	/t/
u	/ʌ/, /u:/, /ə/
v	/v/
w	/w/, /∅/
x	/gz/, /ks/
y	/ai/, /i/, /j/
z	/z/

To have a general view of the phonemes and the letters that represent the phonemes, both of the phonemes and the letters are discussed in the following section. However, we will discuss first the phonemes.

1. The phoneme /f/

The phoneme /f/ can be represented by different letters. In some words, it has the gh. In other words, it is represented by ph and we also find that it is represented by f. Examine the following words:

[ɪnʌf]	- enough
[lʌf]	- laugh
[tʌf]	- tough
[fɒtəgrɑ:f]	- photograph
[telɪfəʊn]	- telephone
[fəʊni:m]	- phoneme
[fɔ:]	- four
[fækt]	- fact
[flaɪ]	- fly

We can directly know that the phoneme /f/ is represented by gh as in the words "enough", "laugh" and "tough", by ph as in the words "photograph", "telephone" and "phoneme", and by f as in the words "four", "fact" and "fly".

2. The phoneme /k/

This phoneme has different letters in different words. In some words, it may have only a c, in other words it has ch and in some other words it has a k. The following words are used to illustrate the case.

[kæ n]	- can
[kʌm]	- come
[kʌp]	- cup
[kæ rɪzəm]	- charisma
[kæ rɪkt]	- character
[kɛmɪstri]	- chemistry
[kɪtʃən]	- kitchen
[kaɪt]	- kite
[kaɪnd]	- kind



Thus the phoneme /k/ can be represented by c as in the words "can", "come" and "cup", by ch as in the words "charisma", "character" and "chemistry" and by k as in the words "kite",

"kitchen" and "kind".

3. The phoneme /s/

The phoneme /s/ can be found spelled in different letters. Let us examine the following words.

[si:]	-	see	
[sʌm]	-	some	
[soul]	-	soul	
[siti]	-	city	
[prais]	-	price	
[sivil]	-	civil	
[si:n]	-	scene	we recog-
[sina:riou]	-	scenario	in the words
[sent]	-	scent	"city", "price",

Considering the pronunciation of the above words, "we recog-",
 nize that the phoneme /s/ is represented by s as in the words
 "see", "some" and "soul", by c as in the words "city", "price",
 and "civil", and by sc as in the words "scene", "scenario",
 and "scent".

4. The phoneme /ʃ/

This phoneme is very difficult for most Indonesian
 students to pronounce. Some students will tend to pronounce
 it as the phoneme /s/. This phoneme is also represented by
 different letters as seen in the following list of words.

[ʃɒp]	-	shop
[ʃɪp]	-	ship
[ʃɔ:t]	-	short
[oʊʃən]	-	ocean
[dɪlɪʃəs]	-	dilicious
[menʃən]	-	mention
[neɪʃən]	-	nation
[ækʃən]	-	action

Thus, we notice that the phoneme /ʃ/ can be represented by sh as in the words "shop", "ship" and "short", by c as in the words "ocean", "delicious" and by ti as in the words "mention", "nation" and "action".

5. The phoneme /tʃ/

Indonesian has a similar phoneme, but it is weaker than the phoneme /tʃ/. However, this phoneme is also spelled in different letters as found in the following words:

[tʃeə]	-	chair
[tʃin]	-	chin
[tʃein]	-	chain
[tʃelou]	-	cello
[æktʃʊəl]	-	actual
[næ tʃə]	-	nature
[fi:tʃə]	-	feature

Thus the phoneme /tʃ/ can be found spelled ch as in the words "chair", "chin" and "chain", c as in the word "cello" and tu as in the words "actual", "nature" and "feature".

6. The phoneme /dʒ/

This phoneme has three variations in spelling. In some words, it may be spelled as j, in other words as ge and in some other words as di. These three spelling forms of the phoneme /dʒ/ create spelling problems for Indonesian students. To clarify the case, let us see the following words.

[dʒ dʒ]	-	judge
[dʒeɪl]	-	jail
[dʒoʊk]	-	joke
[souldʒə]	-	soldier
[dæ meɪdʒ]	-	damage

[weɪdʒ]	-	wage
[peɪdʒ]	-	page
[edʒ]	-	edge

So the phoneme /dʒ/, is represented by j as in the words "judge", "jail", and "joke", by di as in the word "soldier", by ge as in the words "wage", "damage" and "edge".

7. The phoneme / j /

Like the other phonemes mentioned previously, the phoneme /j/ has also three distinct spelling forms. Examine the following list of words:

[jez]	-	yes
[jiə]	-	year
[ju:]	-	you
[jʌŋ]	-	young
[ɒpɪnjən]	-	opinion
[ɒnjən]	-	onion
[mɪljən]	-	million
[əmjʊ:z]	-	amuse
[mjʊ:l]	-	mule
[ju:z]	-	use

Thus, it is clear then that the phone /j/ may be found spelled as y as in the words "yes", "year", "young" and "you", as io as in the words "opinion", "onion" and "million" and as u in the words "amuse", "mule" and "use". This pho-

8. The phoneme /v/

Let us look

This phoneme is rather difficult for Indonesian students to pronounce. Some will pronounce it as /f/. This phoneme is also represented by different letters. Let us look at the following words.

[vəɪn]	-	vine
[vəʊt]	-	vote

[vi:z]	-	visa
[əv]	-	of
[sti:fən]	-	stephen

Therefore, the phoneme /v/ is represented by v as in the words "vine", "vote" and "visa", by f as in the word "of", and by ph as in the word "stephen".

9. The phoneme /ʒ/

This phoneme is also very difficult to pronounce. It is spelled in different ways. Let us see the following words.

[ju:ʒuəl]	-	usual
[leʒə]	-	leisure
[inveiʒən]	-	invasion
[kɒnklu:ʒən]	-	conclusion
[gæra:ʒ]	-	garage

So the phoneme /ʒ/ is represented by su as in the words "usual", "leisure" and "measure", by si as in the words "invasion" and "conclusion" and by ge as in the words "garage".

10. The phoneme /ŋ/

Indonesian has this phoneme. And it is very similar. This phoneme /ŋ/ has different spelling too, as found in the following words.

[siŋ]	-	sing
[brɪŋ]	-	bring
[rɪŋ]	-	ring
[θɪŋ]	-	think
[sɪŋ]	-	sink
[pɪŋ]	-	pink

Therefore, the phoneme /ŋ/ is represented by ng as in the words "sing", "bring" and "ring", and by nk as in the words "sink", "pink" and "think".

11. The phoneme /z/

In the following list of words, we can see that the phoneme /z/ has different spelling forms.

[zi:l]	-	zeal
[zu:]	-	zoo
[zi:brə]	-	zebra
[ju:z]	-	use
[bedz]	-	beds
[kʌmz]	-	comes

So the phoneme /z/ is spelled as z as in the words "zeal", "zoo" and "zebra", and as s as in the words "beds", "comes" and "use".

12. The phoneme /i:/

This phoneme is very difficult to master. It has many varieties in spelling. In some words, it may have ie, in other words it has other letters. Let us examine the following examples.

[ni:ʃ]	-	niece
[bi:li:v]	-	believe
[ri:ri:v]	-	receive
[si:lin]	-	ceiling
[kənsi:v]	-	conceive
[i:t]	-	eat
[si:t]	-	seat
[li:k]	-	leak
[di:p]	-	deep
[θri:]	-	three

[mi:t]	-	meet
[mi:]	-	me
[i:vən]	-	even
[pi:pl]	-	people
[pi:ən]	-	peon

What strikes us upon seeing the list of words mentioned above is that the phoneme /i:/ really has varieties in spelling. It can be represented by ie as found in the words "niece", "believe" and "piece", by ei as found in the words "receive", "ceiling" and "conceive", by ea as in the words "eat", "seat" and "leak", by ee as in the words "deep", "three" and "meet", by e as in the words "he", "even" and "me" and by eo as found in the words "peon" and "people". Thus the phoneme is very difficult to master. Often the students spell the diphtong "ie" instead of "ei", as found in the words receive and believe.

13. The phoneme /ei/

The phoneme /ei/ has an almost similar case as the foregoing phoneme /i:/. This phoneme has some varieties in spelling. Let us examine the following words:

[dei]	-	day
[plei]	-	play
[klei]	-	clay
[weit]	-	wait
[beit]	-	bait
[peid.]	-	paid
[geit]	-	gate
[pleit]	-	plate
[eit]	-	eight
[freit]	-	freit

So the phoneme /ei/ is represented by ay as found in the words "day", "clay" and "play", by ai as in the words "wait", "bait", and "paid", by a as found in the words "gate", "make" and "plate" and by ei as in the words "eight" and "freight".

14. The phoneme /u:/

Like other phonemes discussed earlier, this phoneme has also a similar case. It has many variations in spelling. It may be represented by oo as found in the words "food", "foot" and "soon", by o as found in the words "do", "who" and "lose", by ou as found in the words "group", "soup" and "wound", by u as in the words "rude", "june" and "Suzan", by ew as in the words "chew" and "few" and by ue as found in the words "blue" and "shoe". Below are the following examples:

[fu:d]	-	food
[fu:t]	-	foot
[su:n]	-	soon
[du:]	-	do
[hu:]	-	who
[lu:z]	-	lose
[gru:p]	-	group
[wu:nd]	-	wound
[su:p]	-	soup
[ru:d]	-	rude
[dʒu:n]	-	june
[su:zən]	-	Suzan
[fu:]	-	few
[tʃu:]	-	chew
[blu:]	-	blue
[ʃu:]	-	shoe

15. The phoneme /ə:/

This phoneme in spelling is mostly represented by er. There is a slight difference between American English and British English in pronouncing the er. The r is not pronounced in British English, but it is in American English. The phoneme /ə:/ has also varieties in Spelling.

[bə:d]	-	bird
[fə:st]	-	first
[hə:]	-	her
[sə:v]	-	serve
[hæmə:]	-	hammer
[tə:n]	-	turn
[tʃə:tʃ]	-	church
[nə:z]	-	nurse
[wə:k]	-	work
[wə:dz]	-	words
[wə:z]	-	worse

So again, this phoneme can be represented by ir as found in the words "first", "girl", and "bird", by er as in the words "her", "serve" and "hammer", by ur as in the words "turn", "church" and "nurse", and by or as in the words "work", "word" and "worse".

16. The phoneme /ɔ:/

This phoneme can be expressed in three ways. In some words, it may have a as in the words "almost", "fall" and "salt", in some other words it has au as in the words "autum", "taught" and "caught" and in many other words it has aw as found in the words "jaw", "crawling" and "paw". Let us examine the words below:

[ɔ:lmost]	-	almost
[sɔ:lt]	-	salt

[fɔ:l]	-	fall
[tɔ:t]	-	taught
[ɔ:təm]	-	autum
[kɔ:t]	-	caught
[dʒɔ:]	-	jaw
[krɔ:lin]	-	crawling
[pɔ:]	-	paw

found in

found in

letters.

17. The phoneme /ou/

see the

This diphthong is expressed in three ways in spelling.

To make the case clear, let us look at the following list of words:

[gou]	-	go
[oupen]	-	open
[ounli]	-	only
[koul]	-	coal
[goul]	-	goal
[gout]	-	goat
[kout]	-	coat
[sou]	-	sew

In the words "go", "open" and "only", the phoneme /ou/ is represented by o, in the words "goal", "boat" and "coal" by oa and in the word "sew" by ew.

18. The phoneme /ai/

To represent this phoneme, English has many varieties.

This phoneme is also a troublesome one for Indonesian students. Let us have a look at the list of words below.

[drai]	-	dry
[flai]	-	fly
[taim]	-	time
[laik]	-	like

[dain]	-	dine
[kwait]	-	quite
[kwaiət]	-	quiet

So then we know that the phoneme /ai/ can be represented by y as in the words "dry", "fly" and "by", by i as found in the words "time", "like" and "dine", and by ui as in the words "quite" and "quiet". However, in the following list of words, the phoneme is represented by ie.

[lai]	-	lie
[dai]	-	die
[pai]	-	pie
[tai]	-	tie

19. The phoneme /au/

The diphthong /au/ is somewhat similar to the Indonesian diphthong /au/. To know more about the phoneme, we will try to see a list of words possessing it.

[auə]	-	our
[əbaut]	-	about
[əraund]	-	around
[hauz]	-	house
[taun]	-	town
[nau]	-	now
[əlau]	-	allow

We notice then that the phoneme /au/ is spelled as ou as in the words "our", "about" and "around", and as ow as found in the words "town", "now" and "allow".

20. The phoneme /ə/

This phoneme can be represented by different letters. In some words we may find that it is spelled as i, in other words it may be spelled as e or a or o or u. Let us see the

following words:

[tæ ndʒəbl]	-	tangible
[i:vən]	-	even
[bæ rən]	-	barren
[bæ rəl]	-	barrel
[wumən]	-	woman
[ekspləneɪʃən]	-	explanation

21. The phoneme / u/

This phoneme has four variations in spelling. In some words it may be spelled as oo as found in the words "book", "took" and "wood", in some others words as u as found in the words "full", "bullet" and "put", in many other words as o as found in the words "woman", "wolf", in other words as ou as found in the words "should", "would" and "could". Let us look at the following list of words:

[buk]	-	book
[tuk]	-	took
[wud]	-	wood
[pul]	-	pull
[bulət]	-	bullet
[put]	-	put
[wumən]	-	woman
[wulf]	-	wolf
[kud]	-	could
[ʃud]	-	should
[wud]	-	would

22. The phoneme /ʌ/

This phoneme has four varieties in spelling too.

To see the phoneme in more detail, let us see the following list of words:

[bʌt]	-	but
[kʌt]	-	cut
[nʌt]	-	nut
[sʌm]	-	some
[kʌm]	-	come
[lʌf]	-	laugh
[ɪnʌf]	-	enough
[jʌŋ]	-	young

Thus, the phoneme is represented by u like found in the words "but", "nut" and "cut", by o as in the words "some", "come", by au as in the word "laugh", and by ou as in the words "enough" and "young".

The following discussion will deal with the letters that represent the phonemes considered beforehand.

<u>letters</u>	-	<u>phonemes</u>	-	<u>words</u>
a	-	/i/	-	act <u>a</u> ve
		/ei/	-	date, late <u>r</u> , fate
		/ə/	-	ab <u>a</u> ck, ab <u>a</u> ndon
		/a:/	-	fa <u>t</u> her, fa <u>s</u> t, an <u>s</u> wer
		/æ/	-	ca <u>n</u> , fa <u>t</u> , ma <u>d</u> ba <u>t</u>
b	-	/b/	-	comb <u>i</u> ne, be <u>e</u> n
		/ɒ/	-	comb <u>o</u> , bomb <u>o</u> , womb <u>o</u>
c		/s/	-	ce <u>n</u> sus, ce <u>i</u> ling, celebr <u>a</u> te
		/k/	-	com <u>e</u> , com <u>i</u> cal, cure, ca <u>n</u>
		/t/	-	ce <u>l</u> lo

<u>letters</u>		<u>phonemes</u>	<u>words</u>
d	-	/d/	- <u>dart</u> , <u>down</u> , <u>dry</u> , <u>dig</u>
		/t/	- <u>walked</u> , <u>stopped</u> , <u>shocked</u>
e	-	/i:/	- <u>meter</u> , <u>even</u> , <u>be</u> , <u>he</u>
		/ə/	- <u>consider</u> , <u>copper</u> , <u>barrel</u>
		/i/	- <u>excite</u> , <u>excess</u> , <u>examine</u>
		/e/	- <u>leg</u> , <u>neck</u> , <u>desk</u>
		/ø/	- <u>mine</u> , <u>fine</u> , <u>nine</u> , <u>combine</u>
		/ə:/	- <u>serve</u> , <u>her</u> , <u>hammer</u>
f		/f/	- <u>four</u> , <u>five</u> , <u>fort</u> , <u>feast</u>
		/v/	- <u>of</u>
g		/d /	- <u>knowledge</u> , <u>edge</u> , <u>wage</u>
		/g/	- <u>government</u> , <u>get</u> , <u>go</u> , <u>God</u>
		/ø/	- <u>gnaw</u> , <u>gnat</u> , <u>gnome</u>
h		/h/	- <u>hand</u> , <u>ham</u> , <u>house</u> , <u>hope</u>
		/ø/	- <u>hour</u> , <u>honour</u> , <u>heir</u> , <u>honest</u>
i		/ai/	- <u>kite</u> , <u>write</u> , <u>night</u> , <u>nice</u>
		/i/	- <u>kidnap</u> , <u>litter</u> , <u>list</u> , <u>mist</u>
		/ə/	- <u>tangible</u> , <u>illegible</u>
j		/dʒ/	- <u>join</u> , <u>joy</u> , <u>just</u> , <u>jar</u>
k		/k/	- <u>keep</u> , <u>keen</u> , <u>key</u> , <u>kept</u>
		/ø/	- <u>know</u> , <u>knuckle</u> , <u>knowledge</u>
l		/l/	- <u>last</u> , <u>later</u> , <u>lust</u> , <u>list</u>
		/ø/	- <u>folk</u> , <u>talk</u> , <u>walk</u> , <u>ball</u>
m		/m/	- <u>man</u> , <u>make</u> , <u>phoneme</u>
		/ø/	- <u>hammer</u> , <u>summer</u>
n		/n/	- <u>never</u> , <u>mention</u> , <u>number</u>
		/ø/	- <u>government</u> , <u>condemn</u>

<u>letters</u>		<u>phonemes</u>	<u>words</u>
o	-	/ou/	- hope, pole, go, ode, no
		/ə/	- to, oppress, oration
		/i/	- women
		/ɔ/	- lock, cock, mock, god
		/ʌ/	- love, glove, dove
		/u/	- woman, wolf
p	-	/p/	- map, kidnap, pack
q	-	/k/	- antique, antiquity
		/kw/	- quarter, quash, quarto
r	-	/r/	- repent, regret, three
		/Ø/	- offer, keeper, bomber
s	-	/s/	- books, sell, seven, sermon
		/z/	- beds, use, comes
		/S/	- sugar
t	-	/t/	- tank, take, pat, cot
u	-	/ʌ/	- but, subject, budget
		/u:/	- rule, ruin, ruminant
		/ə/	- subscribe, suborn, submit
v	-	/v/	- very, vice, visa
w	-	/w/	- well, water, wine
		/Ø/	- know, now, new
x	-	/ks/	- except, exceed
		/g/	- example, examine
y	-	/ai/	- fly, try, dry
z	-	/z/	- zeal, zoo, zebra

c. The English Spelling Rules

It is, in fact, very hard to give spelling rules which can cover all of the cases discussed above. However, the following spelling rules of English are provided to guide us to better capability in mastering the English spelling system. There must be exception to the rules.

1. i before e

The most common rule of all is called "i before e except after c." This rule can be applied to many words in English.

<u>ie</u>	achieve	grief	diesel
	believe	niece	friend
	chief	piece	audience

after c: ei

	ceiling	conceit	receive
	conceive	receipt	perceive

exception:

	either	weight	height
	neighbour	financier	deity
	protein	efficient	allies

2. Doubled consonants

There are two rules in spelling doubling consonants. The first is the following. The final consonant of a word must be doubled when an ending is added on the condition that the vowel precedes is a short one, not a long one such as /u:/, /ou/, /i:/, /ei/ and so on.

Examples:

bar	+	ed	-	barred
stop	+	ed	-	stopped
hop	*	ed	-	hopped

red	+ er	- redder
scrap	+ ing	- scrapping
slip	+ ing	- slipping
bat	+ ed	- batted
swim	+ ing	- swimming
ship	+ ing	- shipping

The second rule is that the last consonant of a word having more than one syllable is doubled if an ending is added on the condition that the syllable which precedes the ending is the accented one in pronunciation. However, a shift in stress refers to a different form of the word. Some examples are the following:

admit	+ ed	- admitted
forget	+ ing	- forgetting
begin	+ er	- beginner
overlap	+ ed	- overlapped
regret	+ ing	- regretting
prefer	+ ing	- preferring
		but preference - preferate
refer	+ ed	- referred but reference

3. The final y

When y is a single final vowel, it is changed to ie before an ending beginning with an s. And it becomes i before all endings, except before ing.

<u>y</u>	-	<u>ie</u>	
family	+ s	- families	
fly	+ s	- flies	
study	+ s	- studies	
copy	+ s	- copies	
bury	+ s	- buries	

marry	+ s	- marries
<u>y</u>	- <u>i</u>	
beauty	+ ful	- beautiful
busy	+ ness	- business
bury	+ al	- burial
copy	+ ed	- copied
happy	+ est	- happiest
duty	+ full	- dutiful
plenty	+ full	- plentiful
<u>y</u>	- <u>y</u>	
cry	+ ing	- crying
play	+ ing	- playing
study	+ ing	- studying

When y follows a vowel, it is still preserved when an ending is added. Let us see the following words.

delay	+ s	- delays
joy	+ ous	- joyous
joy	+ ful	- joyful

exception:

day	+ ly	- daily
gay	+ ly	- gaily
pay	+ ed	- paid
say	+ ed	- said

4. Final e

When a word ending in a silent e, is added with an ending beginning with a vowel, the e is dropped. And it is preserved when the ending begins with a consonant.

bore	+ ing	- boring
hate	+ ing	- hating
like	+ ing	- liking
hope	+ ing	- hoping

hate	+ ful	-	hateful
life	+ less	-	lifeless
love	+ ly	-	lovely
like	+ ly	-	likely

exceptions:

due	+ ly	-	duly
die	+ ing	-	dying
whole	+ ly	-	wholly
true	+ ly	-	truly

The final e is preserved not only before a consonant but also before the endings that begin with o and a. Let us consider the following words:

advantage	+ ous	-	advantageous
courage	+ ous	-	courageous
notice	+ able	-	noticeable
peace	+ able	-	peaceable
change	+ able	-	changeable

5. The plural of nouns

To make countable nouns into plurals, we merely add "s" right after the singular forms.

dog	+ some	-	some dogs
bed	+ 2	-	2 beds
house	+ four	-	four houses.
book	+ many	-	many books

However, there are some exceptions:

1. Nouns ending in o, a, sh, ch and x form their plural by adding es.

tomato	-	tomatoes
buffalo	-	buffaloes
kiss	-	kisses
brush	-	brushes

watch - watches

box - boxes

but:

piano - pianos

dynamo - dynamos

photo - photos

2. Nouns ending in f or fe form their plural by changing the f or fe into ves

wife - wives knife - knives

life - lives wolf - wolves

self - selves calf - calves

leaf - leaves loaf - loaves

thief - thieves half - halves

3. Few nouns have some vowel changes in forming the plural:

man - men woman - women

foot - feet tooth - teeth

goose - geese louse - lice

but: fish - fish

deer - deer

sheep - sheep

6. The apostrophe

This is a way to indicate that one letter of the given words has been omitted. This is mostly used in some conversational pieces describing people speaking. Here are some examples:

I am = I'm they are = they're

I will = I'll they were = they're

I shall = I'll

we are = we're it is = it's

we were it will = it'll

We also use an apostrophe to describe possessive nouns. To do this, we just place the apostrophe immediately after the first mentioned noun, 's. However, the s is dropped when the nouns end in s's. Consider the following examples:

my sister's book	John's hat
Jone's car	The Jones' house
John and Mary's pen	father's shirt
a friend of my father's car	

But we also have 's like shown in the following words:

1. There are four C's in her school report.
2. I found that there were three 5's in her tests.
3. He has already had two 6's in his English tests.

g. Capital letters

The first letter of the word that begins a sentence must be capitalized. Let us see the following sentences.

1. He wants to go home.
2. Cars are very expensive.

Proper names and names of persons are also capitalized.

3. John and Mary are my friends.
4. He visited Indonesia last year.
5. Mr. Jones will go to Europe.

d. The silent letters

In Indonesian, as we have seen, a word is spelled almost exactly as it is pronounced. However, English has many words possessing silent letters. These letters exist in the words, but they are not pronounced. Some of these words are the ones that still retain their original spellings. These words are very confusing and give trouble to our students. Below is a list of words illustrating the case:

condemn	- [kɒndem]
debt	- [det]
comb	- [kɒm]
bomb	- [bɒm]
doubt	- [daʊt]
honour	- [ɒnə]
honest	- [ɒnɪst]
foreign	- [fɔrɪn]
bought	- [bɔ:t]

These words are troublesome for our students to learn. They usually will spell the words in a wrong way.

e. Word variations

Some words in English have many varieties in spelling. These words, when stand alone, are different from their derivation: or when we add either suffixes or prefixes. Let us see the following examples:

till	- until
four	- forty
nine	- ninth
absorb	- absorption - absorptive
courteous	- courtesy
generous	- generosity
genius	- ingenious
advice	- advis3

f. Homonyms

In English we find some words called homonyms. These words are pronounced the same but are spelled differently. These words, of course, have different meanings. The students will have difficulties in identifying the words when they merely hear the words, without knowing how these words are

spelled. A list of homonyms is provided below.

principal	-	[ˈprɪnsəpl]
principle	-	[ˈprɪnsəpl]
sea	-	[si:]
see	-	[si:]
capital	-	[ˈkæpɪtəl]
capitol	-	[ˈkæpɪtəl]
piece	-	[pi:s]
peace	-	[pi:s]
personal	-	[ˈpɜːsənl]
personel	-	[ˈpɜːsənl]
rain	-	[reɪn]
rein	-	[reɪn]
right	-	[raɪt]
wright	-	[raɪt]
shown	-	[ʃəʊn]
shone	-	[ʃəʊn]
steel	-	[sti:l]
steal	-	[sti:l]
week	-	[wi:k]
weak	-	[wi:k]
two	-	[tu:]
too	-	[tu:]

The wrong choice of the words will surely create misunderstanding. In the examples given below, confusion in meaning takes place because of the wrong choice of words:

1. Mr. Mitchell is the principal of our school.

Mr. Mitchell is the principle of our school.

2. Mr. Smith is the personal manager.

Mr. Smith is the personel manager.

The meanings of the first sentences of no 1) and 2) are very clear to us. However, the second sentences are very confusing.

3. THE DIFFERENCE BETWEEN AMERICAN AND BRITISH ENGLISH

American English and British English are different in some extent. In England the standard English is determined by pronunciation, structure and vocabulary. While in the United States of America, standard English is determined only by structure. Pronunciation does not show the standard English there. It just shows us from where the speakers come.

The difference between the American English and the British English occurs on four levels, namely, pronunciation, structure, vocabulary and spelling levels. American English tends to possess the post vocalic /r/, while British English does not. People in the United States will mostly pronounce [pæθ], [læf], [plænt], [kænt], whereas people in England will pronounce [pɑ:θ], [lʌf], [plɑ:nt], [kɑ:nt]. So we can say that British English has [ɑ:] instead of [æ]. Let us see the following sentences:

1. She can't see the picture.
2. She can see the picture.

The students will hear the sentences pronounced exactly the same by an American because they miss the t in the word "can't" of the first sentence.

Structural differences between American and British English are relatively minor. AM. E. has "dove" as the past participle of the verb "dive", while British English has "dived". In using the verb "have" meaning "possessive", a difference also occurs. Consider the following examples:

1. I do not have any money.

Do you have some money? AM.E.

2. I have not any money.

Have you some money? B.E.

The American English spelling system is simpler than the English one. American English reduces some consonants or vowels which are not likely to be pronounced; those can be silent letters. This creates learning problems for the students if they never know the difference between American and British English. Let us see the following list of words:

<u>American English</u>	<u>British English</u>
color	colour
favor	favour
honor	honour
neighbor	neighbour
conselor	counsellor
center	centre
medieval	mediaeval
check	cheque
plow	plough
pajamas	pyjamas
defense	defence

4. ENGLISH TAUGHT IN INDONESIAN SCHOOLS

I. The time available in teaching English

The time available to teach English in most schools in Indonesia is inadequate. According to the Curriculum 1976, each level of high schools has four sessions of English a week, each lasting 40 - 45 minutes. This amount of time is not sufficient for the teachers to help the students learn the language in depth. Seen from the students' point of view, the chance to learn English as effectively as possible is seemingly very fantastic, whereas learning a foreign lan-

guage requires a considerable amount of time. The other thing to be considered is that the students have to study other subjects besides English itself.

Learning a foreign language, as one may point out, is a kind of process. One has to use it almost every day. So he will not forget everything he has learned. When the learning of English takes place at a various different moments, this will be a useless thing.

II. The lack of reading

The lack of reading is also one side effect of the lack of sufficient time. From the teachers' point of view, to teach reading will be a difficult thing because he has to divide the time available as efficiently as possible.

Reading itself is, in fact, a helpful thing when one learns English. By reading a lot, the recognition of words and how the words are spelled are high. This may increase the amount of vocabulary of the students. Reading may also challenge the students to make constant contact with their dictionaries. A good dictionary is the best guide for us strengthening our spelling ability. Therefore, reading is good practice when one learns a language.



CHAPTER IV
SOME WAYS TO STRENGTHEN
SPELLING ABILITY

We have found the spelling problems discussed in the previous chapters. Now we are ready to discuss the ways or techniques to strengthen our spelling ability. However, we will only take the most practical ones so that every reader who has spelling problems in learning English can easily follow the exercises. The techniques are provided below.

A. ALWAYS KEEP A DICTIONARY

The most useful, yet easiest, way to improve our spelling ability is to have a dictionary either monolingual or bilingual: an English-English dictionary or an English-Indonesia dictionary. Tell the students to buy a dictionary. This will help them improve their spelling ability because by looking up words in their dictionaries they will not only get the meanings of the words, but they will also know how the words are spelled.

Here two advantages are gained. First, the students will know how the words are spelled or how to spell the words. If the students are smart enough, they will also learn the other uses of the words. A good dictionary will explain everything about the words: how the words are pronounced, the kinds of words, etc. The second advantage is that the students will know the meaning of the words they are looking for. The words, then, will be established in their minds. Just seeing the words at a glance is useless. So, make the students recognize how the words are spelled, the meanings of the words and other explanation of the words. Let us see what the Advanced Learner's Dictionary of Current English

says when we look up the following words:

fact [fækt] n.l. (C) sth. that has happened or been done: necessary before (after) the ~ 2. (C) sth. known to be true or accepted as true: No one can deny the ~ that fire burns. Poverty and crime are ~ s. I know it for a ~ , I know that is really true. A ~ finding commission has been appointed, one to inquire into ~ s, find out what is true and what is not true. 3. (sing. without indef. art.) reality; what is true; what exists: The story is founded on ~ . It is important to distinguish ~ from fiction. The ~ of the matter is....., the truth is..... in ~ , as a matter of ~ , in point of ~ , really: I think so; in ~ , I'm quite sure. 7)

^ahand [hænd] v.t. (VP 18, 19, 10) give; pass; help with the ~ : Please ~ me that book, pass it to me. He ~ ed his wife out of the carriage, helped her by giving her his hand. He has ~ ed in his resignation. We cannot always observe the tradition ~ ed down to us from the past. Please ~ on the magazine to others. ~ out n. (collg.) (a) sth. given as an alms (eg. food or money to a beggar at the door). (b) prepared statement given (e.g. by a politician) to newspaper men. 8)

Therefore, it is fair in the reading comprehension tests that the students are allowed to bring with them their dictionaries. However, smart students will know how to spend the time given on their dictionaries while they are doing the tests.

B. GET FAMILIAR WITH THE WORDS

It is true that the most frequently used words are often misspelled. Therefore getting familiar with the words means knowing the words, the meanings of the words and how to spell them correctly.

There are various ways to achieve the goal. We can have the following techniques.

7) A.S. Hornby and others. The Advanced Learner's Dictionary of Current English. London, Oxford University Press, 1973. p.352.

8) Ibid. p. 451.

1. Practice the frequently misspelled words

To do this, first, the students are asked to write the frequently misspelled words. For example, they have to write the words believe and receive three times. And while they are writing the words, they have to think that the words are theirs and they will never forget the words.

In this case the teacher has to consider the time available. He cannot just use the time in doing the practice so that the students only focus their studies on this. It is enough to do the technique once in two weeks for only twenty minutes. To practice writing the frequently misspelled words, the teacher must have the data taken from the tests given to the students.

2. Dictation

Dictation is also a good way to do it. We first present a passage containing the frequently misspelled words. It must not be too long. The passage, having only ten sentences, is enough. The students are allowed to read the story first. After a while, the teacher reads the passage in a slow speed and lets the students listen to it. And the second reading must be slower than the first one. And then the students are allowed to write the passage on their notebooks. They are not allowed to see the passage, of course. The next step is that the teacher reads the passage at normal speed. And this gives chances to the students to fill the missing words or to alter some misheard words. Here are some passages provided below as examples:

- a) When Mary arrived home, I was doing some home work. She carried with her a heavy parcel. She walked toward a table and put the parcel there. She took out a very thick book. It was a music

book. I saw her taking out some other thin books. The books were very beautiful.

- b) John always writes something using his left hand. Once he tried to write a sentence using his right hand, but his handwriting was very awful. One day, I gave him a piece of paper and asked him to write the word "Peace". He did his best. He wrote busily on the paper. Instead of writing the word I wanted he wrote a sentence saying: " I never steal steel as I am very weak to carry heavy steel".
- c) One day my friends and I went for a picnic. We went to a place near a river. There we took our pictures. Paul carried his camera so that we were able to see beautiful scenery. Suddenly, it rained heavily. We ran toward a hut. There in the hut, Paul cried loudly: " I forgot to put the film in the camera. Oh good heavens!"9)

3) Seeing and writing practices

What the teacher has to do, when he uses this technique is as follows. First, he writes some words the students often misspell on the blackboard. He lets his pupils see the words for a while. After two or three minutes, the pupils are then asked to write the words on their notebooks without seeing those on the blackboard. It will be more challenging when the words on the blackboard are rubbed off. When the teacher sees that the pupils have finished writing the words, he asks a student to write his words again on the blackboard. The rest of the class check the results together then. When many have made some mistakes, they will indirectly correct their mistakes and next time they will not make such mistakes anymore. This practice implies that the pupils

9) These passages are composed by the writer of this paper.

are having the practice of seeing, thinking, and understanding the given words. The result will be more satisfying when the words given are not more than eight words. However, the teacher must not dedicate his time only to this exercise. Ten minutes in every session is quite sufficient. And the words to be practiced are the troublesome ones. Here are some examples:

Direction:

- a. The students are allowed to see the words for two or three minutes.
- b. The students are asked to write the words on their notebooks, While they are writing, the teacher rubs off the words.
- c. Ask a student to write his words on the black-board again. Make sure that all have finished writing.
- d. Check the result together with the rest of the class.

**	enough	believe	been	there
	knee	see	four	their
**	telephone	ocean	rain	city
	character	shop	action	price
**	some	buy	eat	wait
	sum	buying	seat	ride
**	receive	for	too	write
	achieve	four	to	right

4. Reading a lot

Reading is another good way to strengthen our spelling ability. Some attempts can be made to challenge the students to read. Giving them some short but interesting stories to read is one of the ways. The reading materials must fit the students' vocabulary range. The result will be satisfying

if the materials appropriate to the students' interest, and are in accordance with the field of their studies. Then, when the students find out that reading gives them a great deal of fun, reading will become one of their daily activities. This means that the chance to get familiar with the words is wider than before. Consequently, the students will establish or build up the words they have already learned. Without realizing it, they will be busy consulting their dictionaries, and of course, their spelling ability will improve.

Reading may be intensive and extensive. Intensive reading is the one given to the students in classes. Both the students and the teacher discuss the material in the class. Here the teacher may help the students master the English spelling system by pointing out some difficult words that they may have. The teacher can use the methods discussed in the previous sections to deal with the words. He may choose one of them which is suitable when it is used in the class since the teacher knows which one is suitable for his class.

Extensive reading is the one done by the students outside the class. The teacher can still help them do this. He can give the students some information on what kinds of books or magazines and other materials should be read. He can give the students some suggested materials which can be found easily by the students. It will be more challenging if the students are asked to make some kind of book reports on what they have read.

C. SOME PRACTICAL EXERCISES.

In this section we will meet some exercises designed especially to strengthen our spelling ability. First, we will

deal with the exercises concerning with the spelling rules discussed before and then we will come to the other exercises dealing with the problems discussed.

I. SPELLING BY RULES

1. Direction: Combine each word below with the ending provided. Remember the dropping or the retaining of the final e.

a. acknowledge	+ ment	-
b. advise	+ able	-
c. argue	+ ment	-
d. arrange	+ ment	-
e. manage	+ ment	-
f. like	+ able	-
g. notice	+ able	-
h. due	+ ly	-
i. sincere	+ ly	-
j. whole	+ ly	-
k. true	+ ly	-
l. guide	+ ance	-
m. write	+ ing	-
n. courage	+ ous	-
o. outrage	+ ous	-
p. gamble	+ ing	-
q. love	+ able	-
r. change	+ ing	-

2. Final y :

Direction: Combine each word below with the ending provided. Remember y becomes ie, or remains y.

a. bury	+s	-.....
b. carry	+s	-.....
c. buy	+s	-.....

- d. deny + ing -.....
 e. happy + ness -.....
 f. beauty + ful -.....
 g. dry + est -.....
 h. fly + ing -.....
 i. fury + ous -.....
 j. lively + hood -.....
 k. lonely + ness -.....
 l. carry + ing -.....
 m. play + ed -.....
 n. apply + ed -.....
 o. copy + ing -.....
 p. study + s -.....

3. Doubling consonants

Direction: Add the ending provided to the word in relation to and in accordance with the rule given before.

- | | | | |
|------------|-------------|-------------|--------------|
| a. bat | + ed -..... | k. prefer | + ed -..... |
| b. get | + ing-..... | l. refer | + ence-..... |
| c. begin | + er -..... | m. regret | + ing -..... |
| d. compel | + ed -..... | n. swim | + ing -..... |
| e. control | + ed -..... | o. transfer | + ed -..... |
| f. equip | + ed -..... | p. transmit | + er -..... |
| g. hop | + ing-..... | q. win | + er -..... |
| h. bed | + ed -..... | r. cut | + ing-..... |
| i. red | + est-..... | s. stop | + er -..... |
| j. forget | + ing-..... | t. equip | +ment-..... |

4. Words having ei or ie

Direction: Rewrite the following words by filling in the blanks with ei or ie in accordance with the rule.

- | | |
|-----------------|--------------|
| a. ach...ve | m. forf...t |
| b. anc...nt | n. fr...ght |
| c. anx...ty | o. hyg...ne |
| d. bel...ve | p. med...val |
| e. ch...f | q. n...ce |
| f. conc...ve | r. p...ce |
| g. effie...nt | s. rec...ve |
| h. experi...nce | t. rel...ve |
| i. for...gn | u. soc...ty |
| j. pr...st | v. perc...ve |
| k. qu...tly | w. gr...f |
| l. th...f | x. s...ze |

5. Plurals

a) Write the plural of the following nouns.

- | | |
|---------------|--------------|
| dog -..... | book -..... |
| day -..... | child -..... |
| house -..... | shoe -..... |
| horse -..... | pen -..... |
| bottle -..... | stone -..... |

b) Direction: Fill in the blanks with the plural of the noun given at the end of the sentence.

- Mary bought two yesterday (watch).
- In the dry season, trees lose their.....(leaf).
- There are seven in the room (woman).
- He sells two bags of(tomato).
- He saw many running (person).
- Mr. White has two (wife).
- Cows give us milk, but do not(horse).
- Please buy some for me(fish).
- His source of income comes from raising.....(sheep).

10. He is able to lift two big (box).
11. There are a lot of nowadays (fly).
12. I'll show you my new.....(calf).
13. Never write sentences having no.....(subject).
14. You'll find many under arrest (thief).
15. Don't break my.....(watch).

6. Contracted forms

Use apostrophes to change the given phrases.

- | | |
|-------------------------------|--------|
| a. the father of John | a..... |
| b. the mother of Mary | b..... |
| c. the car of my sister | c..... |
| d. the house of the Jones | d..... |
| e. the table of Mr. Smith | e..... |
| f. the children of Mr. Brown | f..... |
| g. the work of Picaso | g..... |
| h. the radio of Paul | h..... |
| i. the painting of Mary | i..... |
| j. the garden of the Thomases | j..... |

III. CARELESS MISSPELLING

- a) Direction: Write the complete words behind the sentences as the synonyms of the underlined words or phrases.
1. John walked to the other side of the road. ac.....s
 2. She gave me a word-picture of her uncle. d.....tion
 3. Your penmanship is readable. wr.....ng
 4. She is looking ahead to it. f.....d
 5. It is necessary to make up a plan. de.....
 6. Mrs. White is a beautiful lady. w.....
 7. The dog has had his meal. i....
 8. I will visit you hereafter. la.....

9. Ice cream is his favourite last course. de.....

10. We are prepared to go. re.....

b) Do the following exercises like the previous ones.

1. A few instance later the curtain went up. mo.....

2. Their faces are very alike. s.....r

3. George left the town the previous week. (pre.....ng).

4. Mr. Smith is the head of our school. (prin.....)

5. Mr. Brown's talk was nice. (sp.....)

6. Mother has selected a brown dress. ch.....

7. Be less noisy, when you are late. qu.....

8. They went nearly all the way home with us. al.....

9. We made our way down into the basement. des.....

10. After committing a crime, his moral feeling
troubled him. cons.....

c) Silent letters

Direction: Rewrite the following words and underline the silent letters.

1. write

6. bomb

11. gnaw

2. knee

7. foreign

12. formerly

3. condemn

8. brought

13. athletic

4. comb

9. sovereign

14. particular

5. doubt

10. thought

15. fought

Direction: Rewrite the following words and underline the words possessing silent letters.

1. eight

5. gnawed

9. psalm

2. exhibit

6. lonely

10. psychology

3. knock

7. playwright

11. subtle

4. knack

8. condign

12. conduct

d) Homonyms

Direction: Fill in the blanks with the right word provided in the brackets.

1. Jakarta is the of Indonesia (capitol, capital).
2. Mr. Brown is the..... of our school (principle, principal).
3.is what we want nowadays (peace, piece).
4. You have to see the manager of this office(personal, personel).
5. When the.....falls, the road becomes slippery (rain, rein).
6. Did you..... what I saw(see, sea)?
7. He went abroad by..... (plain, plane).
8. The ran across the street (son, sun).
9. You will not break the glass if you use the..... (break, brake).
10. Don't grow on the yard (flowers, flour).
11. These great paintings are for..... (sale, sail).
12. He was very so he collapsed (week, weak).
13. He likes to wear shoes with high..... (heels, heal).
14. He..... the ball against the wall (threw, through).
15. Don't your money on nothing (waste, waist).
16. Please send the money..... away (write, right).

Direction: Fill in the blank with the right words given. A word may be used twice, and many added with prefixes or suffixes.

1. Adice, advise

The students are williwing to follow the teacher's.....

2. Affect, effect

What..... will television have on children?

3. altar, alter

The church members were asked to..... the design
of the

4. break, brake

The air kept away the bus from..... the
the garage door.

5. angle, angel

The small..... on the Christmas tree perched at
a precarious.....

6. complement, compliment

The captain kept his full of his crew because
he always his men.

7. capital, capitol

Most buildings in the are adorned
with domes.

8. corps, corpse

The red cross took charge of the on
the battle field.

9. desert, dessert

The storm caused the guides to the
caravan to rescue the fancy dinner.....

10. fourth, forth

Mr. Smith went..... to find the..... route to Asia.

11. grate, great

We should be..... to some experts for their con-
tribution to our knowledge of Antartica.

12. hoarse, horse

The voice of the spectators at the.... race became
..... from shouting.

13. lesson, lessen

The about wars they are learning.....
their desire for battle.

14. lightening, lighting

The frequent flashes of..... caused them to start.....
the ship.

15. lose, loose

The..... strap caused him to..... his watch.

16. sight, site, cite

The.....of the accident made him become careful
in driving the car.

17. weather, whether

..... the would be right for their trip
would not be known before the day of their departure.

There are, in fact, still many ways and exercises to strengthen our spelling ability. However, the explanation and exercises provided and discussed in the previous pages are enough to achieve our goal.

CHAPTER V

CONCLUSION

The aim of this work, as found in the introduction, is to give readers who have spelling problems when learning English some ideas and suggestions to master the English spelling system. However, there are still many things to consider carefully to develop the things discussed in the previous chapters.

First, the students' and our motivation in learning English are a determining factor. Although the facility is sufficient, the time available is adequate, without motivation the result of learning English especially in mastering the English spelling system is not good. No matter how difficult the English spelling system is, motivation is a helpful thing to achieve our goal.

Therefore, the teacher, while he is teaching his students English, can give the students some information about the importance of English. By knowing English the students can increase their knowledge as now there are still many scientific books written in English.

Secondly, in relation to the time inadequacy in teaching English in Indonesian high schools, some attempts can be made to challenge the students to read. Giving them some short but interesting stories to read is one of the ways. The reading materials must fit the students' vocabulary range. The result will be satisfying if the materials also concern with the students' interest or the materials are in accordance with the field of their studies. Then when the students find out that reading gives them a great deal of fun, reading will be one of their daily activities. This means that the chance to get familiar with words is wider than before. And consequently, the students will

build up the words they have already learned. Without realizing it, they will be busy consulting their dictionaries. And of course, their spelling ability will improve.

Thirdly, reading may be intensive and extensive, as stated in the previous chapter. The difference between intensive and extensive reading lies on the activities and emphasis. Intensive reading is done in class with the help of the teacher and the emphasis is on every aspect of the passage given to the students, while extensive reading is done outside the class without the help of the teacher. The activities done mostly depend on the students. However, the teacher can still help his students do their extensive reading. He can give some information of what kinds of books or magazines and other materials should be read. He can also give some suggested materials which can be found easily by the students. It will be more challenging when the students are asked to make a kind of book reports of what they have read outside the class.

We have found through the discussion in the foregoing chapters the spelling problems of Indonesian students learning English. Then the ways, methods, suggestions and ideas are given to solve the problems. Thus, it is all up to the teacher or the students or readers to choose which one is considered well when it is applied.

As final remark, the writer of this thesis hopes that the paper will give teachers some ideas in their teaching of English and give those who have spelling problems in their learning English some contribution to their success in learning the language. So if all of the goals are achieved, the writer may feel that this thesis is useful for you, the readers.

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