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## The Technique for Teaching Spelling

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SCOPE
Journal of English Language Teaching
| p-ISSN 2541-0326 | e-ISSN 2541-0334 |
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Research Article

# The Technique for Teaching Spelling Word to SEPAMA Cambodian Students

*Nunun Tri Widarwati[1], Purwani Indri Astuti[2] , Ratih Wijayava[3]*

[1,2,3] *University of Veteran Bangun Nusantara, Letjend Sujono Humardani No 1, Jombor, Sukoharjo , Indonesia*

KEYWORDS

English,
Teaching,
Spelling.

CORRESPONDING AUTHOR(S):

E-mail: nunun6323@gmail.com*

A B S T R A C T

The research aims to analyze spelling word teaching strategies for SEPAMA Cambodian students in 2022. The problem of research such as what is the technique for teaching spelling word to SEPAMA Cambodian Students. The research method is document analysis and interviews. The respondents of research are two female Students and one male student from Univet Bantara as participant of Teaching Assistance Practice in SEPAMA Cambodia. The result of the research is that the spelling word teaching strategy for SEPAMA Cambodian students is through YouTube video as online media and zoom meetings with the live quiz method. This research found that 90 percent students of SEPAMA Cambodia can spell and write the right answers from quiz. The benefit of this research is for scientific development in the field of English Language Education, especially Spelling Teaching Techniques. Implication of research such as the teacher can use youtube and zoom meeting online for teaching spelling word to SEPAMA Cambodian Students.

## INTRODUCTION

A Good Technique of English Teaching can accelerate students' understanding of fluent English. A teaching spelling need techniques to improve students ability and effective learning. Learning Spelling with Games technique can improve students' writing skills because they practice listening and seeing the teacher's teaching directly (Basri, 2016). Vocabulary teaching techniques through spelling bees are well supported by students (Rohmawati, 2015). The limitation in teaching is sometimes teachers is confuse when to choose the right techniques in teaching especially in teaching spelling. So that, the teachers need strategy to teach spelling words. The researchs can explore about the some techniques for teaching spelling words.

Education is influenced by micro educational factors where the relationship between students and teachers, while macro educational factors are the relationship between the learning process related to teaching methods which play a role in the quality of education for students (Awaliyah, 2019). Furthermore, the Cambodian government supports the quality of education through the CCF children Cambodia Fund (Awaliyah, 2019). The teaching technique have impact on effective learning. A lot of teachers conduct the some techniques to support the effective learning in the practice of teaching spelling in front of the class. Some researchs conduct some findings on teaching practices such as a practice on teaching Spelling Bee at the elementary level (Budiman et al., 2020) and teaching spelling games for vocabulary (Triana, 2013).

Practice teaching spelling can be use youtube, mobil legend. Youtube is the online media with using online video. Mobil legend is the media communication for online media. Mobile legend can be used for teaching spelling

DOI: http://dx.doi.org/10.30998/scope.v9i1.23213
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(Yen et al., 2022). Teaching spelling with youtube such as youtube for teaching pronounciation (Rachmawati & Cahyani, 2020), youtube for speaking (Setyaningsih, 2022), youtube for EFL (Audina et al., 2023), spelling with songs (Budiman et al., 2020).

SEPAMA is a teaching assistance program across educational institutions abroad, in this research in Cambodia (Wijayava et al., 2023). Teaching practices in SEPAMA can be used to improve students' understanding between educational institutions, especially English-language ones. The experience of teaching SEPAMA to Cambodian students is an experience of exchanging teaching methods in this case English, so the SEPAMA program is an interesting thing to study about teaching strategies, especially spelling words.

Based on the importance of analyzing spelling word teaching strategies, the researcher will analyze spelling word teaching strategies for SEPAMA students in Cambodia.

The Purposes are to find out strategies for teaching Spelling Bee for SEPAMA Cambodia Students and to find out the results of teaching spelling words for SEPAMA Cambodia students. The Benefits are Practical Benefits for Institutions which the research is useful for improving the quality of English teaching through the SEPAMA teaching program in Cambodia and the theoretical benefits that the research is useful for developing knowledge in the field of English Language Education, especially Spelling Word.

Identify the Problem such as What is the strategy for teaching spelling words for SEPAMA Cambodia students? And What is the impact of teaching spelling words for SEPAMA Cambodia students? The Important of research is to know the technique for teaching spelling to SEPAMA Cambodian Students.

The Generated Innovations that the resulting innovation is a different approach to Spelling Word teaching methods through online Zoom meeting media and face-to-face meetings with students followed by online teacher-student interaction and YouTube video tutorials.

Zoom meeting is often used by English Teachers in online learning. Zoom Cloud Meetings is a video teleconferencing software program developed by Zoom Video Communications. Zoom allows participants to host a meeting and became participant with a minimum set time from free account until premium account. Zoom meeting provides a material presentation and picture of speakers and photo of participants. Zoom meeting conduct the host meeting to unmute the speakers of participants as students so that the students can spell, answer and speak during the lesson. Based on the beneficial feature of zoom meeting , many Teachers often use zoom for long distance learning. Zoom meeting is an effective media for long distance learning in teaching speaking and listening (Putra & Sayit, 2021).

Youtube is as media for online learning with video or picture and sound tutorials. Youtube is available for Teachers to upload their presentations and teaching tutorials and then share link to their students so that the students can watching and learning the materials from Teachers. Beside that, Youtube provides many videos from other users. Youtube is an audiovisual media (Rachmawati & Cahyani, 2020).

Spelling word concept is ability to spell word for vocabulary in English. The ability to spell English vocabulary phonemically can be understood through three parameters (Reed, 2012) , namely phonemic parameters, alphabetic parameters and mix parameters. These three parameters include the phonemic approach used for spelling based on the relationship between language sounds and the writing of each letter or series of letters. Phonemic parameters show students' ability to spell not based on the sound of each letter but based on the sound of the letters in a series of words. Alphabetic parameters show students' ability to write phonemes based on the sound of each letter that forms a word. The mix parameter shows students' phonemic and alphabetic abilities.

Techniques for teaching spelling words that the research results found include 1) Students' English vocabulary spelling abilities based on gender conditions are very high on alphabetic parameters and high on phonemic and mix parameters; 2) The students' English vocabulary spelling ability in the male condition is very high in the alphabetic parameters and high in the phonemic and mix parameters; 3) The students' English vocabulary spelling ability in the female condition is very high in the alphabetic parameters and high in the phonemic and mix parameters; 4) differences in gender conditions appear in errors in writing the phonemes of the spelled words (Ramdhini et al., 2016). Instructional methods can influence Cambodian students' fear and anxiety in fluent English pronunciation (Houn & Em, 2022).

Alphabet Spelling or spelling of the alphabet. In alphabetical spelling, students learn to match letters to sounds in a left-to-right manner. Students with reading difficulties in grade one were taught successfully to divide, combine, and phonetically spell ordinary words using phoneme-grapheme correspondences (Reed, 2012). In addition, these students made significantly greater gains on measures of decoding, fluency, and phonemic encoding compared to students who were taught to use letter names as cues for decoding. Similarly, research with second- and third-grade students found moderate to large effects on students' reading and coding skills given instructions that sequenced from easier to more difficult sound-symbol correspondences as well as exercises manipulating,


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constructing, reading, and writing words. In (Reed, 2012) Blachman et al., 2004; Brown & Morris, 2005).

Direct method is that teaching technique plays a role in achieving the expected skills based on learning outcomes. Teaching strategies have a role in supporting the teacher's role in the classroom and student involvement in the transfer of learning knowledge. The direct method strategy means that the teacher uses the method directly with students. For example, the teacher uses English in English learning materials so that the message conveyed is directly aimed at the students in the class. English speaking fluency factors (Houn & Em, 2022), motivation to learn English for Cambodian students (Em & Nun, 2022), analysis of English speaking placement test needs (Syahrial & Yunita, 2022).

The Direct Method or Direct Method aims to convey learning material directly to students. The direct method has been used by many teachers and researchers in the learning process. Several findings related to the direct method were successful in achieving learning outcomes.

Using the target language direct method for speaking (Siregar, 2016). The others of findings in direct method such as the using of foreign languages in class and Communicative Language Teaching (CLT), Grammar Translation Method (GTM) and Total Physical Response (TPR) (Intarapanich, 2013)

Research discussing Spelling Bees includes the practice of teaching Spelling Bees at the elementary level (Budiman et al., 2020) and teaching spelling games for vocabulary (Triana, 2013).

Meta-analysis conducted by Graham and Hebert (2010) summarizing the effects of written instructional practices on reading, results found that teaching spelling had a strong effect on reading fluency among students in grades one through seven and word reading skills in grades one through five. Additionally, Abbott, Berninger, and Fayol (2010) found in a longitudinal study that individual differences in spelling explaining word-level spelling and text-level composition were consistent across grades one through seven.

Spelling skills actually support reading (Reed, 2012). Spelling reflects better linguistic knowledge because it requires integration of phonological, orthographic, and morphological knowledge (Ehri, 2000). For example, First, Spelling-sound relationships are also referred to as graphophonemic patterns. Second, The orthographic system concerns how letters and other grammatical symbols are written. The last, The morphological components of words are prefix, root, and suffix.

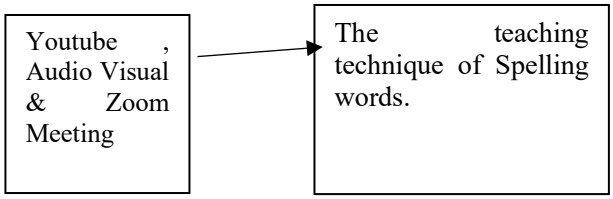



**Figure 1** Research Framework

## METHOD

This research uses qualitative method. The technique analysis of data uses document analysis and interview methods. Technical analysis of documents and interviews was also carried out by Spelling bee researchers (Ramdhini et al., 2016). Document analysis was carried out through analysis of teaching results for SEPAMA students in Cambodia, while interviews were conducted with students teaching the SEPAMA program in Cambodia. The definition of SEPAMA is a teaching assistance program across educational institutions abroad, in this research in Cambodia.

Data was collected by interview and observation and watching the recording of zoom meeting in teaching spelling words for SEPAMA Cambodia. This data can determine the effective learning in teaching spelling word for SEPAMA Cambodia students. The research uses score A if the students in have fluency in Spelling words, Score B if students have enough capable in Spelling words and Score C if the students have less capable. The passing grade of this research is score B with enough capable in spelling words.

The research subjects were two female Students and one male student from Univet Bantara as participant of Teaching Assistance Practice in SEPAMA Cambodia and the research objects were Spelling word teaching techniques in SEPAMA Cambodia.

The names of research respondents are Yusuf Nurrahman, Winanda Santi Hutami & Yuni Setyowati from teaching assistance practice (PAM) Univet Bantara in Sepama Cambodia. The schedule for teaching spelling at SEPAMA Cambodia was 2022.

The instrument of research is a zoom recording application to documentation teaching spelling during the lesson. The purpose of recording is to obtain a complete transcript as research data of the teaching spelling from teachers in SEPAMA Cambodia.

The analysis data explain such as compare the technique of teaching spelling from teachers in SEPAMA Cambodia from recording zoom meeting and using the results of pre test and post test from students in SEPAMA Cambodia.

## RESULTS AND DISCUSSION

Spelling teaching techniques contains First, Stimulation that Foreign students pay attention to the material provided by their teachers together and carefully. Second, Problem statement that the teacher asks foreign students to take notes and listen to the explanation of the Alphabet material given. Third, Data collection that Foreign students try to read and use the letters of the alphabet among students that are adapted to the context that will be given. Fourth, Data processing that Foreign students understand and discuss and ask questions about their answers and are active and respond to each other. Fourth, Verification that Foreign students state their answers one by one and evaluate the correct answers. The last, Generalization that teachers and students conclude the content of the learning material and the results of question and answer discussions about learning the Alphabet Letters.

**Table 1** The Teaching Method

| No | The Teaching Method | Note |
|---|---|---|
| 1. | Zoom Meeting | Alphabet Song |
| 2 | Question | Arifin =<br>Ei - Ar - Ai - Ef - Ai - En<br>Norin =<br>En - O - Ar - Ai - En |
| 3 | Video of Spelling Tutorial | Spelling Tutorial |
| 4 | Quiz | 1. CAT<br>a. Si – ei – ti<br>b. Si – ou – i<br>c. Si – yu – en |
| 5 | Quiz | ANT<br>a. Ei – el – en<br>b. Ei – ti – em<br>c. Ei – en – ti |

**Source : Observation & Interview**

The table 1 show that the teaching technique in Teaching spelling words for SEPAMA Cambodia students is online learning with direct method in Zoom cloud meeting. The media learning use youtube tutorials. The Scoring use quiz and oral question. The material of teaching spelling words is alphabet songs, name of students, animals, etc.

**Table 2** Before and after teaching spelling

| Before Teaching Spelling by youtube in Zoom meeting | After Teaching Spelling using Youtube in zoom meeting |
|---|---|
| The students in SEPAMA Cambodia can not became brave to spelling word fluenty | The students in SEPAMA Cambodia can became brave to spelling word fluenty |
| The students in SEPAMA Cambodia can not memorize the spelling words. | The students in SEPAMA Cambodia can memorize the spelling words. |
| The students in SEPAMA Cambodia was not enjoy with spelling words lesson. | The students in SEPAMA Cambodia was enjoy with spelling word lesson. |

**Source : Zoom record**

Tabel 2 shows that the evaluation of teaching technique in teaching spelling words. The results found that the students have good ability in spelling words both oral and writing. The student also have good memorize for teachers tutorials in spelling words lesson so that students have improve in knowledge and practice Spelling words. The students have different ablity before and after the lesson of spelling words through online teaching with youtube and zoom meeting.

**Table 3** The Result of score

| Score A | Score B | Score C |
|---|---|---|
| 90% | 10 % | - |

Source : quiz and oral question.

Tabel 3 shows that the score as results in teaching spelling words in SEPAMA Cambodia students. The results found that 90% students get A Score because students have fluency in spelling words and student write expertly in spelling words. Beside that, only 10% participants get B score because students have enough fluent in spelling words and student write enough good in spelling words.

### Discussion

The strategy of teaching Spelling using Spelling with zoom meetings directly and orally produces students' ability and speed in answering questions fluently. This is caused by students' memory absorbing information more quickly through audio-visuals which attract more attention, making it easier to absorb Spelling Word information. The impact of the Teaching Strategy on SEPAMA Cambodia Students is that students can experience increased understanding through working on quiz and oral questions. This is based on the results of the quiz and oral test which have increased results in Spelling. This research have supporting results about teaching spelling such as Teaching spelling (Qamariah & Wahyuni, 2018), co-teaching spelling (Reynor, 2015), Spelling lesoon plan (Diana et al., 2021), spelling concentration (Wahyu, 2010), teaching vocabulary through spelling Lotto communication (Triana, 2013).

This research can consider and support for teaching technique in English online learning such as action learning strategy (Kasmaini et al., 2023), youtube as media for online learning in English (Arianti et al., 2018), and E-UIS for e-visual English instruction (Mulyanah, 2024).

The research in english online learning can adopt overseas education with foreign university such as international teaching in Thailand-Indonesia through SEA Teacher (Widyastuti & Kumyai, 2019), affective and humanities approach in online learning (Widyastuti et al., 2020), English Thai learners (Kaban et al., 2020), and comparative study in English ASEAN Curicula (Nuraeni et al., 2024).

## CONCLUSION

Oral strategies through Audio Visual in teaching Spelling make it easier for SEPAMA students in Cambodia to understand. The impact of the Teaching Strategy on SEPAMA Cambodia Students is that students can experience increased understanding through working on pretest and posttest questions.

The Suggestions that Spelling Word teachers should use audio-visual for Spelling teaching techniques because it is easier for students to remember. Zoom Meeting media can be used to teach English Spelling Word Topics using the Direct Method with Students because it is more practical and closer to students online. The suggestion for future research is to use more respondent to improve the quality of teaching spelling by using online media.

The Limitation of research is the number of research subject only three teachers in teaching assistance practice in SEPAMA Cambodia from Univet Bantara.

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