A SPELLING LESSON PLAN MODEL TO INDONESIAN YOUNG LEARNERS USING PEER-TUTORING APPROACH

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ABSTRACT

The article is conceptualized a lesson plan for teaching English spelling to young learners at primary school. The underlying strategy is pairing a student and another peer student instead of a teacher-student. Previous and present studies have shown that teaching spelling to learners can enhance other language skills, to name a few, i.e., reading and listening. Thus far, little to be found a practical lesson plan provided in the Indonesian context. Having this article is hoped to trigger a new idea to consider student-student activity into the material design and its teaching methods in the EFL context. The plan will be particularly helpful for educators who seek perspectives in teaching and researching spelling to young learners. This article employs a descriptive qualitative approach to the content analysis method. The method observes dialogues, characters, and their behaviors in the film on Sullivan's concept of spelling and Westwood's spelling strategies. We conclude that a combination of two or more spelling strategies benefit school children in learning to spell and help them grasp the words, especially when partner spelling strategy encourages them to help each other and learn together.

Keywords: spelling, lesson plan, partner-spelling, peer-tutoring, primary education

ABSTRAK

Artikel ini menyampaikan suatu rencana ajar pengajaran mengeja dalam bahasa Inggris khususnya bagi pelajar yang duduk di bangku Sekolah Dasar. Rencana ajar ini mengupayakan siswa berpasangan dengan siswa lainnya untuk saling belajar. Studi sebelumnya telah membuktikan adanya hubungan positif antara pengajaran mengeja dan kemampuan bahasa lainnya, misalnya menulis dan menyimak. Namun, tidak banyak contoh rencana ajar atau bahan ajar untuk anak-anak dalam konteks pembelajaran mengeja di Indonesia. Oleh karena itu, artikel ini bertujuan membantu ide baru lainnya untuk mulai mengajarkan mengeja bahasa Inggris dengan teknik partner-spelling dalam rencana ajar, sehingga berguna bagi para guru yang sedang mencari teknik lain dalam proses belajar-mengajar di tingkat dasar. Artikel ini menggunakan pendekatan kualitatif deskriptif, yaitu metode kajian isi. Kajian isi ini menggali data berupa observasi dialog, karakter, dan perilaku karakter dalam film serta membanding hasil observasi dengan konsep mengeja dari O'Sullivan dan strategi mengeja dari Westwood. Teknik analisis data menggunakan pemisahan kategori strategi mengeja dari Westwood. Simpulan artikel ini adalah perpaduan dua teknik mengeja pada anak akan membuat proses belajar mengeja bahasa Inggris dan akan sangat membantu anak menguasai kata,

khususnya partner-spelling atau belajar bersama rekan sejawat akan membuat anak saling membantu satu sama lain.

Kata kunci: mengeja, rencana ajar, partner-spelling, pendidikan sekolah dasar

RESEARCH BACKGROUND

According to Brown (2007 p. 113), "strategies are specific methods of approaching a problem or task, models of operation for achieving a particular end, planned designs for controlling and manipulating certain information." The strategy is a specific way or plan for teaching and learning activities. To achieve teaching and learning goals, the teachers are sometimes required to use ready-tools to save time and energy, i.e., other books, pictures, toys, and technology. Teachers have various ways of delivering materials to learners by employing strategies to meet their needs. These strategies, also to meet the learners' needs, should be in line with the intended lesson objectives. Therefore, teaching and learning English as a Foreign Language (EFL) in the vernacular context needs to address an additional issue, namely exposure to the EFL context. The exposures to the language are essential to celebrate all the students' five senses – other than the human Broca's area for language processing – aiming to stimulate their learning experience, which hopefully will enhance their English language skills: listening, speaking, reading, and writing. In achieving such language skills, some teaching-learning strategies are used to achieve learning objectives.

The same thing applies in teaching spelling to young learners. There has been a small number of accounts talking and discussing English spelling to young learners at the primary school level in the context of foreign language acquisition (Samosir et al., 2017; Sekarini, 2013). Most previous and present studies focus on teaching and learning to spell to young adults and adult learners of English. Since there are only small numbers of local and national studies and experiments on teaching English spelling to young learners at primary school levels, a temporary conclusion can be drawn: there has been a little awareness that there is a relation between the four language skills (listening, reading, speaking, and writing) and spelling ability.

There are some spelling strategies the teacher can choose from as it is discussed and listed on numerous teaching method books. Yet, it has become so much confusion to the teachers in which strategies to employ and the ready-to-use examples applied from the already-mentioned strategies on the books. Diana (2017) suggests that observing strategies used in a movie about spelling can - implicitly and explicitly - show the benefits of spelling strategies in teaching the four language skills mentioned

earlier. All those strategies are related to the real education as the movie *Akeelah and the bee* was made as a depiction of real events. Lou mentions that due to the fact that movies provide exposures to actual language, used in authentic setting and in the cultural context which the foreign language spoke (as cited in Ismaili, 2013). Teaching materials and the strategies which used in this movie can be implemented in a real situation with adaption to the EFL context. The adaptation here means that teacher may absorb the information then adopting and modifying strategies from movies to design a lesson plan, in this case, for young learners at primary education. At this early stage, learning to read and write is all important; spelling is medium through which this objective could be achieved (Hashemi & Ghalkhani, 2016). In addition to that, the proposed material design and strategies may enrich perspectives of teaching English language spelling to the primary education teachers who struggle to find ideas and practical guides for classroom activities as they are undoubtedly scarce to find in the local context. In relation to the observed movie, there are three frequently used strategies are prompt spelling, partner spelling, and peer tutoring (Diana, 2017). These are going to be the strategies integrated into the spelling lesson plan aimed to young learners at primary school levels.

In order to focus the study, the researcher would limit the research is only on the spelling strategies in the movie "Akeelah and the Bee" by Doug Atchison. Based on the scope of the research mentioned above, the problems which would be formulated to investigate are "What are the spelling strategies in the movie "Akeelah and the Bee" by Doug Atchison?" and "What is the most used spelling strategy found in the movie?" Therefore, based on the research question, this particular study aimed to find out the spelling strategies in the movie "Akeelah and the Bee" by Doug Atchison and to know the most used spelling strategy found in the movie.

Problems Formulation

The followings are the research problems.

1. What are the spelling strategies in the movie "Akeelah and the Bee" by Doug Atchison?

2. What is the most used spelling strategy found in the movie?

Research Aims

The followings are the objectives of the research.

1. The spelling strategies in the movie "Akeelah and the Bee" by Doug Atchison.

2. The most used spelling strategy found in the movie "Akeelah and the Bee" by Doug Atchison.

Theoretical Review

Reading, Writing, and Spelling

Spelling can be said as a tool for learning reading and writing. Carreker suggests that:

> By combining the teaching of reading and writing with spelling, we can attain the objectives faster which, in turn, leads to case learning: we can make sure that learning is happening, and eventually have more confident learner who can become writers and readers and communicate viewpoints practically and effectively which is an optimal goal of teaching and learning. Spelling fixed learning into long-term memory and provided conditions for a more tangible practice and creates information concerning sounds, rules, and concepts that have been learned. Spelling is also a key element in diagnostic teaching (Hashemi & Ghalkhani, 2016)

Using spelling as a medium in learning reading and writing is one of the best ways to become a good writer and reader. Therefore, being a proficient speller is important. Proper spelling is regarded as the mark of a 'well-educated' person, and because of this, it can affect a child's future opportunities and choices in life (Westwood, 2005).

The relationship between reading, writing, and spelling is very close and related to each other. Spelling skills, writing, and reading ability are intertwined, and improving spelling will eventually lead to mastery of reading and writing (Hashemi & Ghalkhani, 2016). Spelling is essential skill underlying reading and writing. This concept is also comprehensively proven from three competitive experiments showing that reading and spelling have separate orthographic lexica, but information can be shared between them (Jones & Rawson, 2016). This means that spelling is shown success in improving the students' fluency in reading and writing as well as vocabulary building and language comprehension (Hashemi & Ghalkhani, 2016). Teaching reading and writing by employing spelling strategy is

one of the most effective ways to attain learning goals in language teaching, which will be the focal point of discussion in this article. Through spelling, students have an opportunity to learn linguistic from an early stage.

Knowledge of the alphabetic principle and decoding are presumably strengthened when children analyze the connection between the letters and sounds in words, attempt to spell unknown words phonetically, and are taught that specific letters stand for particular sounds. Finally, knowledge of the spelling system provides schemata that should help children make sense of the words they read, making them easier to remember (Westwood, 2005). Meanwhile, efficient written communication requires the writer to retrieve most spellings from memory. As in the case of many skills, they were learning to spell words quickly and effortlessly is a significant achievement because it frees up attention that no longer needs be focused on the mechanics of the task (Kwong & Varnhagen, 2005).

Spelling stages

The spelling knowledge consists of several branches such as phonology, morphology, orthography, etymology. It is impossible to learn all those branches at the same time. The spelling knowledge has stages of systems. It means that learning spelling knowledge is divided into stages. The development of the spelling depends on the stages. Ehri (as cited in Nassaji, 2007, p. 78) proposes "that learners pass through at least four stages of development before they become skilled spellers": a pre-communicative stage (during which words are spelled globally with no reference to sound-letter correspondences), a semiphonetic stage (during which learners begin to use their knowledge of letter-sound relationships to spell words), a phonetic stage (at which children generate spellings that include all the constituent sounds of the word), and finally a morphemic or transitional stage (during which learners begin to use their morphological knowledge).

Besides Erhi's four stages, Kwong and Varnhagen (Kwong & Varnhagen, 2005) state that "children might process and be able to use knowledge of phonology, orthography, and morphology in their spelling even from a very early age, but they rely more on different strategies at different points in time." In other words, spelling knowledge is all done gradually by the system of stages. It is done step by step.

Spelling ability develops through that stages, and each stage reflects specific knowledge that is arranged based on the difficulties of the knowledge, children's development, and children's ability. Children use the strategies, build and develop their strategies for learning those stages. Children arrange their learning strategies based on that knowledge or specific activities. Hence, teachers have to (re-)invent classroom activities using different approaches so that the learning goals are possible to achieve.

Teaching spelling and strategies for teaching spelling

O'Sullivan (Hashemi & Ghalkhani, 2016) mentions that effective teaching involves having children think about spelling, discussing issues in relation to spelling, actively demonstrating approaches to learning to spell". Many people think that spelling is only a matter of spelling the words you remember. Others may also say that learning spelling is just about memorizing tons of words. The more you memorize, the more you master. However, the fact shows that spelling is about making up an understanding about the purpose of learning to spell and what is the spelling itself includes how spelling system works (about the sound, look, form, and derivation of the words). Pentecost and Dickie (2011, p. 56) confirm that "If teachers are to provide good spelling and reading instructions, they must process the required linguistics knowledge to teach how language works." Spelling systems are arranged from the linguistic knowledge that strings the system of alphabetic or letters. To teach the complexity of spelling, teachers need to understand the system or how language works and build the strategy which fit their student. Without this knowledge, word spellings are often forgotten. It can be concluded that teaching spelling is not just about teaching a list of words to memorize but teaching about what is spelling itself, how the spelling systems works, the strategies in learning spelling, and how to make students interested in learning words.

NSW Curriculum Support Directorate (1998, p. 27) explains that "Teachers are responsible for selecting and sequencing effective teaching strategies that build on what students can do and explicitly teach spelling knowledge and skills to ensure that students use the correct spelling." In learning and teaching activities, the strategies are the main point of transferring the subject matter. Students as a subject

in the learning process do not have the ability and knowledge to build the strategy. It is the task of the teachers. Teachers must have an understanding of the purpose of learning spelling to establish the strategy.

Westwood (Westwood, 2005) defines two categories of spelling strategy. The first strategy is based on general principles and approaches. It consists of (1) developing positive attitude and interest, (2) strategy training, (3) a general-purpose strategy, (4) investigative approach to spelling, (5) word study, (6) word families, (7) word short, (8) allocating time for word study, (9) spelling list, (10) computers and technology. The second strategy includes methods for intervention. It has number of spelling strategy (1) prompt spelling, spelling partner, and peer tutoring, (2) training visual imagery, (3) phonetic spelling, (4) repeated writing, (5) simultaneous oral spelling (SOS), (6) old way – new way, (7) directed spelling thinking activity (DSTA), (8) teaching proofreading for spelling errors, (9) matching intervention to stage of development. The concept of the approach adopted in designing lesson plans is taken from one of the intervention methods, namely prompt spelling, spelling partner, and peer tutoring. There are additional general principles taken into account when applying the approach: a) developing positive attitude and interest; b) word study.

Peer-tutoring approach in teaching spelling

It has been studied in the context of second language acquisition that children acquire and learn language from adults, i.e., parents and teachers. However, it is notable that the children also acquire and learn the language from their peers, i.e., student-to-student interaction. This form of interaction helps the students to comprehend language and produce utterances. Hence they become more fluent in the language in play. Such interaction with student partners or peer students enhances language input and output. Flanigan compared two groups of teaching English as a second language; each group focuses on teacher-student activity and student-student activity. It appeared that the students who belonged to the latter group performed better results as they were happier, able to expand the conversation, and learned effectively through initiated pairing (Flanigan, 1991).

Watkins and Hunter-Carsch (Westwood, 2005) explain the approach involves secondary school students working in pairs, a good speller (prompter) with a less proficient speller (prompted) for about twenty minutes. The method could equally well be used by an adult working in a tutorial role with an individual student. Furthermore, Buschman (Westwood, 2005) explains that a very similar approach is evident in what has become known as Partner Spelling. In this peer tutoring approach, students are paired with compatible partners and are first instructed by the teacher in how to help each other learn and remember the spelling of target words. Keller (Westwood, 2005) described a version of Class-Wide Peer Tutoring (CWPT) adapted for spelling. She allocates 20 minutes per day for at least three days per week to this approach: "appropriate target words are selected by the teacher, usually based on a current theme, or on individual needs of the students. Each student works with a compatible partner for 10 minutes; they each take turns to act as tutor to help the other student master the words for the day". The first step is for each student to print his or her own target words on a flashcard.

Other techniques added in employing prompt-spelling, partner-spelling, and peer tutoring techniques:

Developing positive attitude and interest.

The teacher has an essential role to play in raising children's interest in words and in influencing their attitude toward spelling (Westwood, 2005). Moreover, Westwood explains that teachers need to show genuine interest in children's attempts at spelling unfamiliar words, and descriptive feedback given to children should be positive and helpful, not critical in a way that undermines confidence.

Word study.

Studying the structure and composition of words is (or should be) an essential component of all effective classroom approaches to spelling. Moreover, the students become increasingly aware of spelling patterns and their applications they can better predict the structure of unknown words (Westwood, 2005). When they become familiar with meaningful units such as prefixes and suffixes, as well as root words, their grasp of word structure expands. Learning to spell does entail learning specific words; general knowledge is what is needed when "they try to write words they do not know how to spell" (Pentecost & Dickie, 2011). Learning to spell by

acquiring the knowledge of linguistics skills allows the spellers can spell words more accurately, even the unfamiliar words.

RESEARCH METHOD

Research Approach

The research approach which is used in this study is qualitative research. In this research, the researchers apply the descriptive qualitative method. Since the research do not employ a statistical procedure, the result is in words not in numerical. The result of this research is not intended for any statistical calculation. According to (Silverman, 2020) qualitative data include observations, interviews, and life history accounts. Descriptive research also involves a collection of technique used to specify, delineate, or describe naturally occurring phenomena without experimental manipulation.

Technique of the Research

In this study, the researcher uses descriptive research. Descriptive research involves the description, recording, analysis, and interpretation of conditions that exist. In other words, descriptive is analyzing the data from information about the existing situation. The descriptive method is chosen since the data are taken from the monologue (statement), dialogue (conversation), and the scene screenshot of the movie "Akeelah and the Bee." Then the data are described, analyzed, and classified based on the theory of (Westwood, 2005) on the spelling strategies.

Technique of Data Collection

The data of this research are collected based on the steps as follows:

1. Watch and read the subtitle of the movie "Akeelah and the Bee" repeatedly.
2. Watch the movie and read the printed subtitle "Akeelah and the Bee" repeatedly.
3. Limit the data based on the theory which used in the movie.

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4. Screenshot the scene in the movie "Akeelah and the Bee" that show the use of spelling strategies and highlight the printed subtitle the movie "Akeelah and the Bee" which contain the spelling strategies.

5. Classify the data based on the theory and kind of spelling strategies.

Technique of Examining Data Validity

After collecting data, the researcher analyses the data by conducting a credibility test that is increasing persistence. Sugiono (Sugiyono & Kuantitatif, 2009) explains that *"Meningkatkan ketekunan berarti melakukan pengamatan secara lebih cermat dan berkesinambungan".* The researcher will observe the movie "*Akeelah and the Bee"* repeatedly.

FINDINGS AND DISCUSSION

The six of these strategies occur in this movie are (1) developing positive attitude and interest, (2) word study, (3) spelling list, (4) prompt spelling, partner spelling, and peer tutoring, (5) training visual imagery, and (6) fonetic spelling.

Table 4.1
Spelling Strategies
in Movie Akeelah and the Bee by Doug Atchison

No	Category	Spelling Strategy	Quantity	Percentage
1.	General Principles and Approaches	a. Developing Positive Attitude And Interest	4	18 %
		b. Word Study	3	14 %
		c. Spelling List	2	9 %
2.	Methods for Intervention	a. Prompt Spelling, Partner Spelling, And Peer Tutoring	9	41 %
		b. Training Visual Imagery	1	4 %
		c. Fonetic Spelling	3	14 %
Total			22	100 %

There are six spelling strategies occur in this movie, namely (1) developing positive attitude and interest, (2) word study, (3) spelling list, (4) prompt spelling, partner spelling, and peer tutoring, (5) training visual imagery, and (6) fonetic spelling. All those strategies found in the movie are related to real education. It means that the strategies which exist in the movie can be implemented in teaching and learning activities. By learning these strategies, students are taught to understand words. Every strategy has its own benefit. The first strategy is developing a positive attitude and interest. Through this strategy, students are taught to put interest in learning words by giving explanations, examples, and rules or conditions in using language. The second strategy is a word study. Through this strategy, students are taught to understand how words change their form (morphology such as learning prefix, suffix, compound word) and where words are derived (root word). The third strategy is spelling list. Through this strategy, students are habituated in making a note (words list) of words they find and learn. The fourth strategy is prompt spelling, partner spelling, and peer tutoring. Through this strategy, students are taught to cooperate, communicate, and socialize with others. The fifth strategy is training visual imagery. Through this strategy, students improve their visual memory by following some stages such as look-write-cover-check. The last strategy is phonetic spelling. Through this strategy, students improve their visual processing of letter patterns (represent spoken language to written form) by using a spell-checker and dictionary or electronic dictionary or they can guess the words they do not know or forget by spelling it and practicing how it sounds. This strategy can be used by students in general, especially students with severe spelling difficulties.

From the explanations above, it can be interpreted that there are six of the nineteen strategies that occur in this movie i.e. (a) developing positive attitude and interest, (b) word study, (c) spelling list, (d) prompt spelling, partner spelling, and peer tutoring, (e) training visual imagery, and (f) fonetic spelling. The results of this section show that the use of prompt spelling, partner spelling, and peer tutoring strategies is more dominant than other strategies. The percentage of prompt spelling, partner spelling, and peer tutoring strategy is 41%, developing positive attitude and interest strategy is 18%, word study strategy and fonetic spelling

strategy are 14%, spelling list strategy is 9%, and training visual imagery strategy is 4%.

CONCLUSION AND SUGGESTION
Conclusion

Spelling does not teach a specific subject, not like vocabulary. In fact, learning spelling is as important as learning vocabulary. Vocabulary and spelling are connected to each other. Accordingly, most of the strategies used by the both are same, such as words list, flashcards, word study. Teachers can teach both spelling and vocabulary simultaneously. In Indonesia, the word list strategy is common in learning vocabulary (regular and irregular words). It indicates that the use of the other strategies also can be implemented in learning and teaching spelling and vocabulary, such as word study, prompt spelling, partner spelling, and peer tutoring, training visual imagery, and fonetic spelling. Prompt spelling, partner spelling, and peer tutoring are considered simple ways. They also have more benefits for the teachers and students. Moreover, the use of the flashcard is already familiar, so the teachers need to combine it with peer tutoring techniques. It means that teacher pairs the students with compatible partners and gives instructed firstly on how to help each other, how to learn and remember the spelling of target words.

Suggestion

Based on the result of the study, the researcher suggests that besides the strategies found in the movie, there are many other effective strategies in learning and teaching spelling and vocabulary such as dictation, analogy, dictionary training, spelling games such as scrabble and word puzzles. Teachers are suggested to be more creative in their teaching activities (use various strategies and combine those strategies with one another). Besides the flashcards, prompt spelling, partner spelling, and peer tutoring strategy also can be combined with the words list. For students, especially at the elementary level, a words list is more simple and more accessible to make than a flashcard. Actually, flashcards are available in bookstores and online stores, but the price is relatively expensive.

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