

CHAPTER 1

INTRODUCTION

This chapter covers background of the study, problem of the study, objective of the study, significances of the study, variables of the study, operational definition of key terms, hypotheses, scope and limitation of the study, assumption of the study, and the last one is framework of the discussion.

A. Background of the Study

Learning English, nowadays, becomes something crucial almost in every country. It is because English has become Lingua Franca. According to Harmer: "A lingua franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a second language."¹ Second, it is important because English is used as an international language so many information, gaining communication with the others, and getting a job in this day are involving English language. All of those benefits can make a country becomes more advanced. Because of that Indonesia make English language becomes a subject that is though in elementary school until university and examined in national examination for junior high schools and senior high schools.

In English instructional, ESL (English as Second Language) and EFL (English as Foreign Language) terms often are used in referring English language teaching. According to Brown, Foreign language context is a

¹ Jeremy Harmer, *The Practice of English Language Teaching Third Edition*, Longman, p. 1.

context where the target language is only used in the classroom and there is no ready-made context for communication beyond their classroom as in Japan or Thailand. In the other side, second language learning context is a context where the target language is readily available out of the class. Teaching English in United States or Australia clearly falls into ESL category.²

As the other languages, English consists of four skills. They are listening, speaking, reading, and writing. Each of these skills completes each other. Reading, therefore, becomes one of choices in language learning in several aspects. Firstly, through reading, people can get needed information. Secondly, by reading people can learn language itself and observe how the learnt a sentence is formed and constructed, for example spelling of words.

Spelling is ability in forming words with the correct orders of letters. Spelling, according to Sherwin, can be learnt by training the eye carefully by observing the forms of the written words we read such as in newspapers or in books.³ In addition, spelling has an important role in assessing and understanding writing where in writing, according to Susan, readers depend on the spelling to get what we mean in our writing.⁴

² H. Douglas Brown, *Teaching by Principles: an Interactive Approach to Language Pedagogy Second Edition*, Longman, 2001, p. 116.

³ Sherwin Cody, *The Art of Writing and Speaking the English Language*, New York: The Old Greek Press, p. 13.

⁴ Susan Anker, *Real Writing with Readings*, New York: Bedford / St. Martin's, 2010, p. 539.

Another reason why reading becomes one of choices in language learning because reading activity can be done when and where we want to. That is an excellence of written language. As in accordance with Collinge, we can read and re-read a written language but the spoken language requires an organization in which one thing is said and understood about one thing at a time.⁵

However reading will not give a big effect when someone does not read on his own or when he is under pressure. If a student is reluctant to read, any reading instruction will have a little effect. According to Gambrell in Caldwell, In order to succeed in reading, both the skill and the will is needed where the will is a result from motivation.⁶

In accordance with Caldwell there are various reasons why a student chooses to read which can be grouped into one of two categories: *intrinsic* motivation or *extrinsic* motivation. Intrinsic motivation comes from within the individual, and is based upon personal interests and previous experience. In the other side, extrinsic motivation comes from without the individual; it originates from teachers, parents, family, and society.⁷

However student who has intrinsic motivation in reading will have a great advance than a student who has extrinsic motivation. It is because various kinds of extrinsic motivation are short-term. On the other side, various types of intrinsic motivation are the basic of lifelong voluntary

⁵ N.E.Collinge, *An Encyclopedia of Language*, New York: Routledge, 1990, p. 312.

⁶ JoAnne Schudt Caldwell, *Reading Assessment, Second Edition: A Primer for Teachers and Coaches*, New York: The Gillford Press, 2008, p. 221.

⁷ *Ibid.*,p. 222-223.

reading that make children who are intrinsically motivated to read and who therefore read more tend to be better readers.⁸ When someone read for information or pleasure on their own, they do the voluntary reading which is a result of intrinsic motivation.

A numerous amount of researches and observations have been conducted in this area and suggests that free voluntary reading (FVR for shorted) can help English language learners dramatically.⁹ Polak and Krashen did a simple correlation study between voluntary reading and spelling competence of ESL college students enrolled in intermediate level ESL courses at a junior college. The result indicates there is a significant negative correlation between spelling errors and voluntary reading questionnaire results. Students who did more free reading tended to make fewer spelling errors.¹⁰ The result of study case conducted by Ahmed is that voluntary reading had a very significant effect in improving students' language awareness.¹¹ Lee and Krashen correlated free voluntary reading and writing competence. The result is those who read more have less writing apprehension.¹²

⁸ *Ibid.*, p. 223.

⁹ Stephen Krashen, "The Power of Reading: Observation and Reflection from BEHS Staff", 2004, retrieved on June 11th, 2012, from <http://teachers.saschina.org/jnordmeyer/files/2011/06/The-Power-of-Reading.pdf>

¹⁰ Jeanne Polak and Stephen Krashen, "Do We Need To Teach Spelling? The Relationship Between Spelling And Voluntary Reading Among Community College ESL Students", *Tesol Quarterly*, Vol. 22 No. 1, 1988, p. 141-146.

¹¹ Mahmoud Ali Ahmed, "Voluntary Reading to Improve Students' Language Awareness: A case study geared to enhance undergraduate students language awareness and communicative competence through autonomous reading at the Faculty of Science and Arts-Khulais", *International Journal of Humanities and Social Science*, Vol. 2 No. 6, 2012, p. 160-167.

¹² Sy Ying Lee and Stephen Krashen, "Free Voluntary Reading and Writing Competence in Taiwanese High School Students", *Perceptual and Motor Skills*, 83, 1996, p. 687-690.

There have been many researches about FVR. However, most of them have been done in English as Second Language (ESL) context. Therefore the present study was intended to strengthen the evidence of the importance of voluntary reading especially in scope where English is learnt in this country as a foreign language (EFL).

B. Problem of the Study

Based on the background of the study, the writer would like to present and formulate problem of the study that “Is there any correlation between voluntary reading and students’ spelling ability in EFL context of fifth semester students STAIN Palangka Raya?”

C. Objective of the Study

The objective of the study was to measure correlation between voluntary reading and students’ spelling ability in EFL context of fifth semester students STAIN Palangka Raya.

D. Significance of the Study

The study has two significances namely theoretical significance and practical significance. The theoretical significances especially for the researcher are to know about the significant correlation between voluntary reading and students’ spelling ability in EFL context and as a reference that can be used by learners in learning foreign language.

Practically, the result of the study can give contribution to the teacher and students in learning and improving spelling ability, and in applying

voluntary reading to give support in developing the quality of English instructional.

E. Variable of the Study

According to Ary, et al., variable is a representation of a construct that takes on a range of values.¹³ In this study there are two variables will be correlated. They are voluntary reading and students' spelling ability.

F. Operational Definition of Key Terms

To avoid misunderstanding of the concepts in this study, some definitions are provided as below:

1. Voluntary Reading

Voluntary reading in this study is a reading activity where the readers read on their own whether it is for information or pleasure which is done loudly or silently.

2. Spelling

Spelling ability in this study is an ability in forming words with the correct letters in the correct order which is specified in writing not in spoken.

3. EFL

EFL is an abbreviation for English as a Foreign Language.¹⁴ It can be inferred that English language is learnt in the country that doesn't use English as a Second Language.

¹³ Donald Ary, et al., *Introduction to Research in Education*, Wadsworth: Cengage learning, 2010, p. 652.

¹⁴ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, London: Pearson Education, 2002, p. 175.

4. Reading

Reading is an activity to draw information from written language by retrieving, understanding, comprehending the meaning of the writer which can be done silently or loudly.

5. Correlational Research

Correlational research is a quantitative study which assesses a relationship between two variables or more.

G. Hypotheses

There are two hypotheses, they are:

1. Alternative Hypothesis (Ha)

There is correlation between high score in voluntary reading and students' spelling ability in EFL of fifth semester students STAIN Palangka Raya.

2. Null Hypothesis

There is no correlation between high score in voluntary reading and students' spelling ability in EFL of fifth semester students STAIN Palangka Raya.

H. Scope and Limitation of the Study

This study was focused on determining the relationship between voluntary reading and spelling ability. This study was done at fifth semester students at English Education Study Program of STAIN Palangka Raya because the students had taken and learned about four English skills, reading, listening, speaking, writing courses, from I (one) until IV (four).

Therefore students who sit at fifth semester have known about reading and spelling. Spelling ability the writer meant in this study is spelling ability in writing field not in spoken.

I. Assumption of the Study

The fifth semester students had gotten reading, listening, speaking, writing courses from I until IV. Therefore they should have known reading and spelling in English.

J. Framework of the Discussion

The framework of the discussion of the study as follows:

Chapter I: Introduction consists of background of the study, problem of the study, objective of the study, significances of the study, variables of the study, operational definition of key terms, hypotheses, scope and limitation of the study, assumption of the study, and framework of the discussion.

Chapter II: Review of related literature consists of previous studies, reading, voluntary reading, spelling, and English as a Foreign Language.

Chapter III: Research methodology consists of research type, research design, time and place of the study, population and sample, research instruments, data collection, and data analysis.

Chapter IV: Result of the study consists of the description of data, the analysis of data, and the interpretation of data.

Chapter V: Closing consists of conclusion and suggestion.