



**THE EFFECTIVENESS OF MEANINGFUL COPYING
TECHNIQUE IN TEACHING SPELLING TO THE SEVENTH
GRADE STUDENTS OF SMP NEGERI 3 PURWODADI**

(Quasi-Experimental Study in the Academic Year of 2016/2017)

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

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2016**

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This final project entitled *The Effectiveness of Meaningful Copying Technique in Teaching Spelling to The Seventh Grade Students of SMP Negeri 3 Purwodadi in the Academic Year of 2016/2017* has been approved by a board of examination and officially verified by the Dean of Faculty of Languages and Arts of Semarang State University on October, 2016.

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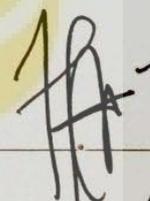
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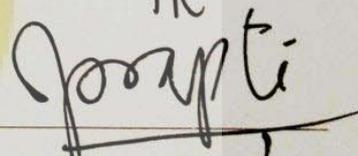
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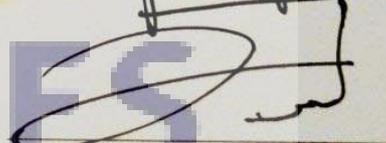
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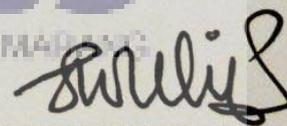
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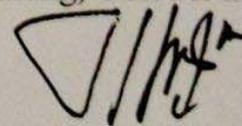


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DECLARATION OF ORIGINALITY

I, Martha Tanjung Gunaningtyas, hereby declare that this final project entitled *The Effectiveness of Meaningful Copying in Teaching Spelling to The Seventh Grade Students of SMP Negeri 3 Purwodadi (Quasi-Experimental Study in the Academic Year of 2015/2016)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institution of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, October 2016



Martha Tanjung G

MOTTO

If someone holds a conviction, a doubt will disappear. If someone holds a doubt, a conviction will disappear.

-Sir Francis Bacon-

First they ignore you. Then they laugh at you.

Then they fight you. Then you win

-Mahatma Gandhi-

Something which we have not done looks impossible; we are sure if we do it properly

-Evelyn Underhill-

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ACKNOWLEDGMENTS

First of all, I would like to gratitude to the Almighty God, for the blessing, inspiration, strength, and encouragement leading to the completion of the final project entitled *The Effectiveness of Meaningful Copying Technique in Teaching Spelling to The Seventh Grade Students of SMP Negeri 3 Purwodadi in the Academic Year of 2016/2017* as the requirement for the degree of S1 in English Education and English Department, Faculty of Languages and Arts, State University of Semarang.

I would like to thank those who have helped me in writing my final project. My first sincere gratitude goes to the Dean of the Faculty of Languages and Arts, State University of Semarang, Prof. Dr. Agus Nuryatin, M.Hum., The Head of English Department, Dr. Rudi Hartono, S.S., M.Pd, and all the lecturers who have given valuable knowledge and experience during my study in State University of Semarang.

I would like to express my how grateful I am to Sri Wuli Fitriati, S.Pd., M.Pd., Ph.D., as my first advisor, and Arif Suryo Priyatmojo, S.Pd., M.Pd., as my second advisor who have patiently guided me and granted priceless advice and suggestion until this final project is completed.

My deepest gratitude is expressed to my beloved parents, Gunawan and Tri Haryantiningasih, and my sister, Rimastuti Gunaning Pratiwi who always give their endless love, support, and pray to complete my study.

In addition, I also dedicate my gratitude to my best partner, Yusak Andre A, Winny, Nila, Rima, friends in English Department, and friends in CK Kos.

ABSTRACT

Gunaningtyas, Martha Tanjung. 2016. *The Effectiveness of Meaningful Copying Technique in Teaching Spelling to the Seventh Grade Students of SMPN 3 Purwodadi in the Academic Year of 2016/2017.* English Department. Faculty of Languages and Arts. State University of Semarang. First Advisor: Sri Wuli Fitriati, S.Pd., M.Pd., Ph.D. Second Advisor: Arif Suryo Priyatmojo, S.Pd., M.Pd.
Key Words: meaningful copying, writing spelling, quasi experimental study.

This study is focused on an effective technique to teach English spelling with certain topic. In this case, I choose descriptive text as the main topic and human characters (human's personality and body) as the subtopic. The students who study English as their foreign language still get spelling difficulty because they find the graphic symbols and phonic symbols especially in vocal words are often incompatible, for example if there is graphic symbol /ʊ/, it can be read as /u/, /ju/, /ʌ/, /ə/, and some /e/. Therefore, I was challenged to drill the students by using meaningful copying technique in teaching spelling.

Meaningful Copying is an improvement technique of imitative writing and rewriting to teach students in the beginning level to drill spelling in writing. Meaningful Copying uses subtopic of the main topic and connects it to the real world. Meaningful Copying allows the students to study individually in building the basic of writing, namely spelling. The aims of the study are (1) to find out whether there is significant difference between the students taught using meaningful copying technique compared with dictation technique, (2) to find out students' responses towards meaningful copying technique in learning spelling by using questionnaire.

To achieve the objectives, the writer conducted quasi-experimental research. The population of the research was the first year students of SMPN 3 Purwodadi in the academic year 2015/2016. The design used was experimental research that involved two groups, an experimental group (VII C), and a control group (VII E). The VII C was taught by using meaningful copying, and the VII E was taught by using dictation. The formula that was used to analyze the data was *t*-test. It was used to determine whether or not there is a significant difference between students' score in experimental group and students' score in control group.

The results of the calculation using *t*-test shew that $t(74)$ was -6.167 and sig (2-tailed) was 0.000 for $\alpha = 5\%$. Because $0.000 < 0.05$, it means that H_0 was rejected, and H_1 was accepted. It proved that there is a significant difference in the achievement of the students who are taught by using meaningful copying and those who are taught without meaningful copying of the seventh grade students of SMPN 3 Purwodadi. The result of students' responses towards meaningful copying technique showed that 92.6% students answered "yes". It means that the students agree about the effectiveness of meaningful copying in teaching spelling and understand the implementation of meaningful copying technique.

TABLE OF CONTENTS

COVER	i
APPROVAL	ii
DECLARATION OF ORIGINALITY	iii
MOTTO	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	x
LIST OF CHARTS	xi
LIST OF FIGURE	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Reason for Choosing Topic	7
1.3 Research Questions	8
1.4 Research Objectives.....	8
1.5 Significances of Study	8
1.6 Definition of Key Terms.....	9
1.7 Limitation of the Study	10
1.8 Outline of the Study.....	11
CHAPTER II REVIEW OF RELATED THE STUDY	12
2.1 Review of the Previous Study.....	12
2.2 Review of Theoretical Background.....	17
2.2.1 General Concept of Writing.....	18
2.2.1.1 Spelling	19
2.2.2 Teaching Writing	19
2.2.2.1 Teaching Spelling.....	21
2.2.3 General Concept of Meaningful Copying.....	22
2.2.3.1 Meaningful Learning.....	22
2.2.3.2 Rewriting.....	22
2.2.3.3 Imitative Writing.....	23
2.3 Theoretical Framework.....	24

CHAPTER III METHODS OF INVESTIGATION	26
3.1 Research Design.....	26
3.2 Subject of the Study	28
3.2.1 Population.....	28
3.2.2 Sample	28
3.2.3 Sampling Technique.....	29
3.3 Research Variables and Hypotheses	30
3.3.1 Independent Variable	30
3.3.2 Dependent Variable	30
3.3.3 Hypotheses	30
3.3.4 Types of Data	31
3.3.5 Instrument of Collecting Data	32
3.3.5.1 Observation	32
3.3.5.2 Try Out Test	33
3.3.5.2.1 Validity.....	34
3.3.5.2.2 Reliabilty.....	35
3.3.5.2.3 The Result of Try-Out Test	37
3.3.5.3 Test.....	38
3.3.5.3.1 Pre-Test	38
3.3.5.3.2 Treatment	39
3.3.5.3.3 Post-Test.....	39
3.3.5.3.4 Questionnaire	39
3.3.6 Method of Collecting Data.....	39
3.3.6.1 Activity in Experimental Group	40
3.3.6.2 Activity in Control Group	40
3.3.7 Method of Analysis Data.....	41
3.3.8 Triangulation	43
3.4 Roles of Researcher	44
CHAPTER IV RESULTS AND DISCUSSION	45
4.1 Research Description	45
4.2 Implementation of The Experiment	45
4.3 Pre-Test Finding.....	47
4.3.1 Normality	47
4.3.2 Homogeneity	48
4.4 Post-Test Finding	49
4.5 Significance Difference of Two Test	51
4.6 T-Test Statistical Analysis	54
4.7 Teaching and Learning Process in Experimental and Control Group	56
4.7.1 Teaching and Learning Process in Experimental Group.....	57
4.7.2 Teaching and Larning Process in Control Group.....	58
4.8 Students' Perception in the Use of Meaningful Copying Technique	60
4.8.1 Students' Perception in the Use of Meaningful Copying Technique in Experimental Group	61
4.9 Summary	64

CHAPTER V CONCLUSIONS AND SUGGESTIONS	66
5.1 Conclusion	66
5.2 Suggestion.....	67
REFERENCE	69
APPENDICES	73



LIST OF TABLES

Table	Page
3.1 Pretest and Posttest Nonequivalent-Group Design	27
4.1 The Result of Normality Pre-test of Experimental and Control Groups.....	47
4.2 The Result of Homogeneity Pre-test of Experimental and Control Groups	49
4.3 The Result of Normality Post-test in Experimental and Control Groups	50
4.4 The Result of Pre-test and Post-test Mean Scores of The Experimental and Control Groups.....	51
4.5 Criteria of Assessment	52
4.6 T-test	55



LIST OF CHARTS

Charts	Page
4.1 The Percentage of Experimental Group Score.....	56
4.2 The Percentage of Control Group Score	57



LIST OF FIGURE

Figure	Page
2.1 Theoretical Framework	25



LIST OF APPENDICES

Appendix	Page
1. Syllabus.....	74
2. Value of r Product Moment	76
3. List of Students in Try-Out Class (VII A)	77
4. List of Students in Experimental Group (VII C)	79
5. List of Students in Control Group (VII E)	81
6. The Result of Inter-Rater Reliability	83
7. Q-Q Plot and the Box Plot Diagram of Experimental and Control Group	85
8. List of Score Percentage of Experimental and Control Group	91
9. Lesson Plan of Pre-Test for Experimental and Control	93
10. Lesson Plan Experimental Group (1 st Treatment).....	97
11. Lesson Plan Experimental Group (2 nd Treatment).....	103
12. Lesson Plan Control Group (1 st Treatment).....	109
13. Lesson Plan Control Group (2 nd Treatment).....	116
14. Lesson Plan Post-Test for Experimental and Control Group.....	122
15. Students' Perception Towards Meaningful Copying Technique (Angket).....	126
16. Students' Perception in Experimental Group.....	128
17. Instrument of Try-Out.....	130
18. Instrument of Pre-Test	131
19. Instrument of Post-Test.....	132
20. Sample of Students' Try-Out.....	133
21. Sample of Students' Pre-test.....	136
22. Sample of Students' Post-test	142
23. Sample of Students' Perception Towards Meaningful Copying.....	148
24. Documentation	151



CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the reasons for choosing the topic, the research question, the objective of the study, the significance of the study, the limitation of the study, definition of key terms, and the outline of the study.

1.1 Background of the Study

English is an international language that has an important role in the world. It is used in communicating with people and transferring of information. Indonesia should teach English as the foreign language to the students from elementary school to the university level. Richard and Rodgers (1986:1) stated that “five hundred years ago Latin was the most widely studied foreign language, but today is English.”

In teaching and learning process, students are required to master four English skills namely listening, speaking, reading, and writing. Listening and reading are included as passive or receptive skills, while speaking and writing are included as active or productive skills (Harmer, 2001:199, 246). Nevertheless, those skills have to be mastered by the students, especially writing skill because according to Harmer (2004:3), “being able to write is a vital skill for “speakers” of a foreign language as much as they use their own first language.” In addition,

writing is used for a wide variety purposes. It is produced in some different forms (Harmer, 2004:4), such as letter, books, etc.

Students have activities that are related to writing. The example of the activities are writing their lesson schedule, extracurricular program schedule, course schedule, tv program, work tasks, label to something, etc. To make a good writing and get a good marks, the writing should has good components as stated by Harris (1969:68) “Students have to consider some diverse elements namely content, form, grammar, style, and mechanics (spelling, punctuation).” One of the components of writing is spelling. Spelling becomes the important part of writing that is needed to be mastered by students because without having good spelling, a good writing will not be achieved. Harris (1986) stated that good writers necessarily good spellers. All important things in writing should have a basic, for example if one wants to write a sentence or a text, he should master the vocabularies and the mechanics (spelling) of the words related to the sentence or text. The students who study English as their first foreign language still get the difficulties in spelling because the graphic symbols and phonic symbols of vocal words are often incompatible, for example if there is graphic symbol /o/, it can be read as /ʊ/, /ju/, /ʌ/, and /ə/. In addition, the purposes of spelling are the purposes of languages itself, that are to make meaning and share meaning clearly to be understood by the reader. That is why, a teacher is supplied with syllabus that contains the steps of teaching writing. It is started with the introduction of words in certain topic, how to write the words in good spelling, how to arrange the

words in sentences and compose them in a paragraph with the main points are grammar and mechanics (spelling and punctuation).

At the beginning level, we have three major teaching points in the writing of compositions: (1) correct form of the language on the sentence level, (2) mechanics of punctuation and spelling, (3) content organization (Paulston and Bruder, 1976:205). It asserts that spelling takes in important part of writing. Students must plan as good as possible for the grammar, spelling, word choice, and punctuation to make good writing.

Enjoyable teaching and learning process will occur when students are interested in the material. Harmer (2001:260) states, “The teacher has the roles as the controller, organizer, assessor, prompter, participant, resource, tutor, and observer”. Therefore, teachers should do their role as facilitator in which they needs to prepare fun and easy ways in delivering the materials as stated by Harmer (2001:113) that we need to engage the students from early levels, which are easy and enjoyable to take part, so that the writing activities not only become a normal part of classroom life but also present opportunities for students to achieve almost instant success.

Based on my observation before doing research at SMP Negeri 3 Purwodadi, the results show that daily test and semester test analysis of the seventh grade students are low. The daily test and semester test are the achievement tests that are administrated in the end of the unit or term of study. More than 65% of the seventh grade students of at SMP Negeri 3 Purwodadi can not write in a good English spelling, especially in essay test (filling in the blank of

sentences and write simple descriptive text). The low mark of essay test is caused by spelling mistake, for example the students are confused how to write words in double consonant, double vocal, prefixes un-, dis-, im-, and suffixes -s/-es, -ing. If the problem is not solved, it will give bad impact to the students' English mastering, for example the low quality of students' writing, the obstructing of communication process through writing, etc.

In addition, in fact, the other problem that can be found is the low understanding about topic or sub topic that is given by the teacher. In this case, teacher does less practice in introducing the concept of the writing itself, such as how he should teach writing in the beginning level, what the best technique or the innovation of learning activity so that the concept of the writing can be accepted by the students. As we know, giving practice to the students individually as the introduction is important. Moreover, English as the foreign language should be implemented individually before the students do in a peer or group.

If we refer to K-6 English syllabus and support document, the position of the seventh grade students at SMPN 3 Purwodadi is in the level of students stage 2. K-6 English syllabus and support document is syllabus which is used by teachers in New South Wales for primary school students. In this level, the students have explored examples of different text types, jointly constructed different text types, independently constructed literary text such as poem and stories, independently constructed factual texts such as information report, procedure, recount and exposition, learned to consider audience before writing, and adapted text for different audiences. In fact, if we see the problem based on

observation pre-research, we find the students' spelling problem of later stage 1. To overcome the problems so that the students can fully move to the stage 2 and the next steps, we have to overcome the problem of spelling in later stage 1.

To help and improve students' writing spelling ability, there must be an effective technique for students. Meaningful copying is convinced as an effective technique to the seventh grade students in learning spelling, and there will be difference between the students taught by using meaningful copying compared to the other technique, namely Dictation technique. I believe that this research will give innovation in learning process. Innovation in the book of Inovasi Pendidikan by Udin Sau'ud, P.Hd (2009) means an idea, thing, event, method that is felt or seen as a new thing for someone or group, whether it is invention (something that's really new, or it's called human's art), or discovery (something that has been known, but it has just been known by people). Innovation in learning is needed so that the atmosphere of learning process can run well. In this case, the innovation is held in the writing activity. It is called with "meaningful copying". Meaningful in Oxford Dictionary means having meaning, significant, relevant, important, consequential. In education system, meaningful means the process to relate the new information in relevant concepts that are in the human's cognitive structure, Muchlas Samani (2007) . While, copying in Oxford Dictionary means 1) make a similar or identical of; reproduce; 2) Reproduce (data stored in one location) in another location; 3) Write out information that one has read or heard. Meaningful copying can be meant by writing out information that one has read or learned, and it is having meaning. Copying technique is important in beginning

level of writing. "Copying is held to be valuable because it helps to teach spelling" (Byrne, D, 1988).

Meaningful copying has the same point with rewriting activity and imitative writing. Rewriting according to Paulston and Bruder (1976:206), "Typically a controlled composition consists of a written model of some type with directions for conversions or specific language manipulations in rewriting the model".

On the other point, Brown, D (2001:343) states about imitative writing, "At the beginning level of learning to write, students will simply "write down" English letters, words, and possibly sentences in order to learn the conversions of the orthographic code".

In this case, meaningful copying is the modification of rewriting and imitative writing. The modification is placed in the activity of copying itself. This technique focuses on relating the topic of writing to daily activity than displacing the words, sentence, symbol in one place to another, for example students will learn about o'clock. The teacher not only give exercise how to write o'clock system in English, but s/he should involve the material into students' lesson schedule, transportation schedule, etc that is related to o'clock. Then, students will rewrite as the example of the exercise, or they can rewrite if there is instruction to replace the subject, noun, pronoun, etc.

Therefore, based on the background, I am interested in conducting a quasi-experimental study of the seventh grade students of SMP Negeri 3 Purwodadi

entitled “The Effectiveness of Meaningful Copying in Teaching Spelling to the Seventh Grade Students of SMP Negeri 3 Purwodadi.”

1.2 Reason for Choosing Topic

My research topic is “The Effectiveness of Meaningful Copying Technique in Teaching Spelling to the Seventh Grade Students of SMP Negeri 3 Purwodadi”. My research focuses on whether meaningful copying is effective to teach spelling in the beginning level of writing. Reasons for choosing the topic are:

First, my research reveals unique thing as the innovation in education system. Meaningful copying is an example of modification of copying activity. The modification is placed in the combination of meaningful learning and copying activity. The copying activity has meaning because the activity is related to things of students’ surrounding life.

Second, my topic promises the development of science. Many techniques are used to teach spelling, but meaningful copying is added to the technique in the beginning level of writing. Copying is important activity to introduce the concept of writing topic before students increase their level to organize the writing itself.

Third, the topic promises the problem solving of teaching writing in beginning level. Students of the seventh grade at SMP Negeri 3 Purwodadi need technique to learn writing in the beginning level. It is important to practice students how to write in a good and correct writing. As we know, in the background, more than 65% students have low quality in spelling.

Fourth, there are not many people examine this topic. The result of observation before choosing the topic, there is no the same technique. Meaningful

copying is fresh technique, and it is reasonable to be examined whether it is effective or not. My research still holds on to the research of writing in the middle school and beginning level for first students at junior high school.

1.3 Research Questions

Based on the background of my research, I construct the research question as follows:

- 1) Is there any significant difference between the students taught using meaningful copying technique compared with dictation technique?
- 2) What are students responses towards meaningful copying technique in learning spelling?

1.4 Research Objectives

Based on the background of this research, the objectives of my study are to find out whether there is significant difference between the students taught using meaningful copying technique compared with dictation technique, and to find out students' responses towards meaningful copying technique in learning spelling.

1.5 Significances of the Study

The outcomes of this study are expected to be significant theoretically and practically.

Theoretically, the findings of the study can enrich the literature on teaching writing (it can be specified on teaching spelling) and the use of meaningful

copying as the technique to introduce the material concept at the beginning level of writing.

Practically, the result of the study is also expected to provide the English teachers some benefits in teaching writing to the seventh grade students by using meaningful copying technique such as the teacher can utilize simple activity (e.g copying activity) and combine to the essence of meaningful learning. Furthermore, it is also hoped that this study can motivate the students to learn English so that they are more interested in learning and helping their writing. Finally, the finding of the study is hoped to facilitate the students and the teachers with an effective learning-teaching language process.

1.6 Definition of Key Terms

1. Meaningful copying is a teaching technique as variation to rewriting and imitative writing that is combined to the essence of meaningful learning.
 - a. Rewriting is “the other aspect of rewriting is editing. When you edit, you check to make sure that the spelling, capitalization, punctuation, vocabulary, and grammar are correct. Editing is somewhat mechanical because you are basically following rules.” (Boardman in Zenita Rahmah, 2016:16)
 - b. Imitative writing is writing down the models which is given the teacher in the beginning of writing with tasks in hand-writing letters, word, punctuation, and spelling (Brown, 2004:220)
 - c. Meaningful learning is “learning with understanding much stronger and longer-lasting than rote learning (learning by memorization) because students address the conceptual meaning of knowledge being learned, and

link this new information with previous knowledge.” (Angelo and Howard, 2009:114).

2. Writing

“Writing is a way to produce language, which you do naturally when you speak. It is partly a talent, but it is mostly skill, and like any skill, it improves with practice. Writing is also an action—a process of discovering and organizing your ideas, putting them on paper, and reshaping and revising them.” (Mayers, 2005: 2)

1.7 Limitation of the Study

Because of some practical and time reasons, the study limits its investigation in the three concerns: the scope of this study is about the use of meaningful copying technique in order to get understanding to the students in learning spelling as the beginning learning of writing.

Because this study uses quasi-design, there is no randomization in sampling. The sample is taken by purposive sampling that uses some consideration. There are two classes as the samples, they are 7C as the experimental group and 7E as the control group.

To support the study, I use triangulation to convince the reader that the data is valid and reliable. The multiple sources to support the data are observation, questionnaire, and documentation (teacher documents and photo documentations).

1.8 Outline of the Study

This study is divided into five chapters. Chapter 1 is introduction. This chapter discusses background of the study, reason for choosing the topic, research question, objective of the study, definition of key terms, limitation of the study, and outline of the study.

Chapter II is review of related literature. This chapter describes review of previous studies, review of theoretical background, and theoretical framework.

Chapter III is research methodologies. This chapter explain the methods of the study which include research design, population, sample and sampling technique, research variables and hypotheses, instrument of collecting data, procedures of collecting data, and procedures of analyzing data.

Chapter IV is data analysis and discussion. This chapter concerns with the result of the study based on data analysis and discussion of research findings.

Chapter V is conclusions and sugestions. This chapter describes the conclusions and sugestions. It concludes the study and provides suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this review of related literature, there are 3 points that are represented. They are review of of the previous study, review of theoretical background, and theoretical framework.

2.1 Review of the Previous Study

First, a study was conducted by Griva and Anastasiou (2009). The objectives of the research were to investigate the effects of morphological strategies training on students with or without spelling difficulties in English as a foreign language, and to assess the feasibility of morphological strategies training in a classroom context. The research design used by this research was quasi experimental design which one as the experimental class and the other was a control class. In this quasi experimental design, there were pre-test, treatment, and post-test.

The experimental group was taught by using Morphological Processing Spelling Approach. MPSA was a type of morphological processing strategies training included in the spelling program. MPSA provided explicit and systematic methamorphological instruction in word-level skills, when students did dictation from a meaningful text. By drawing students' attention to the flexional and derivational morphology, the principal aim of the MPSA was to help students, especially the poor ones, develop morphological knowledge and morphological strategies through the spelling. MPSA conducted five steps, namely first, pre-

dictation step, the teaching emphasis was on morphological awareness training. The students were taught oral identification and segmentation of the morphemic components of the words, they were taught to identify the common part of the words, to analyze words into their morphemes, to check for affixes and roots, and to realize that spelling of bases, and the spelling of inflexions typically remain unchanged regardless of the lexical context. Second, the main step of teacher's dictation, was on highlighting morpho-semantics and morpho-orthographic relations, then she questioned and prompted the students to spell the target words. The third step was stimulating the students to reflect on the spelling patterns corresponding to analyze morpheme. The fourth step was providing the students with the opportunity for self-correction, with the teacher paying special attention to the students with spelling difficulties. At the final test, the students were encouraged to verbalize metamorphological strategies explicitly, to report the specific difficulties and evaluate themselves in a rather enjoyable environment releasing them from "failure fear".

In the other hand, the control group was taught using the traditional program of dictation which there were two steps in this activity. First, the dictation of individual words, it means the students should have already memorized. Typically, children were given lists of irrelevant words and had to memorize their spelling, as learning to spell was considered to be a matter of storing sequences of letters their correct order in visual memory. Second step was teacher recited a text extracted from students textbook and students phonetically transcribed it. The teacher began to dictate the text and, the students transcribed it.

Then, students asked for the words or phrase to be repeated; the teacher generally repeated word and phrase once, if requested. Afterwards, she read the dictation through second time, and then the students were allowed for a minute or two final corrections before the teacher asked to collect and correct them.

The population of the research was sixth-grade Greek students with the sample of each group are 23 for experimental class and 25 for control class. The research finding shew the metamorphological training yielded specific effects on targeted morpheme patterns. The observation data revealed that the metamorphological training promoted students' active participation, and the participation questionnaire data indicated that students got satisfaction from their training. Finally, the interview data highlighted that teachers considered the intervention as a feasible way of improving students' morphological processing skill in spelling.

The same points of what Griva and Anastasiou did were the design of the study, method of collecting data by using triangulation, and the implementation of individual work in the process of MPSA strategies. They used quasi-experimental design to prove whether the MPSA strategies were effective or not. The use of pre-test and post-test as the instrument to collect the data. To convince the data was valid and reliable, they used triangulation. Triangulation was the use of more than one technique to support the statistical data. Here, they used interview and observation. The implementation of individual work in MPSA was used to give individual understanding to each students.

Second, a study was conducted by Crinon (2012). The objectives of the research was to understand the effect of collaborative learning, here was peer feedback and to analysis the dynamic writing and the dynamic learning during writing an adventure novel. The research design used comparative study because there were some groups of 64 students contained high-achieving and low-achieving students. The population of the research was Primary Students at Paris with the sample used 64 students of grades 4 and grades 5 between 9-11 years old.

There were 4 activities to do collaborative work in writing an adventure novel. First, students read a passage from an adventure novel that eventually incorporated the episode which students were required to write. Second, individually students wrote a first draft of episode. The writing task was prompted by an adult reading several examples of a similar episode. Third, students engaged in distance-learning collaboration for the purpose of review and revision. Here, students did distance-learning collaborative via email to get review and revision from their peer worker. Fourth, students revised and rewrote their text individually. The research finding shew that there was difference in each group, and there was dynamic writing between high-achieving students and low-achieving students. In fact, a group which did good collaborative activity would help the low-achieving students to revise their writing. Moreover, the high-achieving students could increase their dynamic writing better. The succession of collaborative learning was caused by the succession of reading the passage given.

Based on the what Crinon investigated, he wanted the students to have individual understanding about the adventure novel and write the first draft of the

episode individually before doing collaborative learning. It was the same point to what I investigated. Giving the individual understanding was important before the students came to peer work or discussion so that the students were ready to the material.

The last, a final project was conducted by Fitriana (2014). The objective of the research was to find out whether Make a Match technique was effective in teaching writing of descriptive text. The research design used quasi-experimental design which the sample had been available and there had been characteristics of the sample. The population of the research was seventh grade students of SMP Negeri 15 Semarang with the sample are 7A as the control group and 7B as the experimental group. There were pre-test, post-test as the instrument. After giving pre-test to both of group, the experimental group got treatment while the control group did not. Then, in the end of the class there was post-test, a test for students after giving the treatment.

The activities to make a match technique, namely first, the teacher divided the class in two group. Group A brought the questions, and Group B brought the answer. Second, they had to find the matches. Based on the result of the pre-test there was no significant difference between experimental group and control group. Then, the researcher gave a treatment, here was make a match technique to the experimental group. In the other hand, the control group was not given by the treatment, the researcher only explained as usual. The students of control group got bored, and it influenced their result of their post-test. In fact, the experimental group's score was higher than the control group's.

The similarities of what Fitriana investigated to what I investigated were the design of the research and the applying of individual work. The design of Fitriana's study was quasi-experimental to find out whether make a match technique was effective or not. The applying of individual work was important in the use of make a match technique. Students were asked to understand what they held (questions and answers), then they matched each other.

All the techniques use the formation of individual work before doing peer or group work. Meaningful copying has the same principal with the techniques to give individual work at the beginning of writing class. The difference of Meaningful copying with others is Meaningful copying does not use collaborative learning or peer and group activity after doing individual work. Meaningful copying is a modification of rewriting and imitative writing that has meaning in its implementation, it is related to certain topic of students' surrounding life. Meaningful copying technique focuses on giving individual work to the students so that they have individual understanding.

2.2 Review of Theoretical Background

In this research, I provide three points that are presented in this review of theoretical background. They are general concept of writing, teaching writing, and general concept of meaningful copying.

2.2.1 General Concept of Writing

There are several definitions about writing that can be studied. Hyland (2004:5) stated that “writing is an activity to get things done such as; describing something, telling a story, requesting on overdraft, drafting an essay, and soon.” One must be aware how important to communicate in writing is, but, before achieving ability in writing, one should be aware how to arrange words into sentences in a good spelling. The beginning level of students at seventh grade need Meaningful copying as the media to practice writing in good spelling before they can arrange the sentences into good paragraph.

Mayers (2005:2) stated that “writing is a way to produce language, which you do naturally when you speak. It is partly a talent, but it is mostly skill, and like any sill, it improves with practice. Writing is also an action-a process of discovering ang organizing your ideas, putting them on paper, and reshaping and revising them”. We can say writing as the most sophisticated skill because in writing it is not only about the meaning and structure but also punctuation, spelling, and capitalization.

Writing is an ability that needs a special treatment. It is not simply write, but it includes sense to deliver the message. According to Cambridge Dictionary, writing is to make marks which represents letters, words or numbers on a surface, such as paper or a computer screen, using a pen, pencil or keyboard, or to use this method to record thoughts, facts, or message.

2.2.1.1 Spelling

One of mechanics which built writing is spelling. Many researcher in his/her book explained what the spelling is and what spelling contributes in writing.

Department of Education and Training (1997:7-8) stated that “Learning to write well involves learning to spell. Spelling is functional. That is, it is a system for making meaning. Spelling is also social, its purpose is being enable readers to construct meaning.” Department Education and Training added that

English spelling is a system which integrates phonetic and morphemic patterns to produce meaning in writing. Understanding phonetic patterns enable writers to spell those words that have predictable sounds-letter relationships. Morpheme is smallest unit that carry meaning, while phonemes is words that arrange the morphemes, for example phonemes /b/, /a/, and /t/ together form the morpheme /bat/

Etherton (2005:2) stated that “Spelling matters is the key to writing fluently and communicating effectively. Spelling needs to be taught and practiced.”

Based on the theoretical studies of spelling above, spelling is the part of writing that is important to be taught to the students with strategies and approaches. Spelling should be introduced to the students before they start in writing activity.

2.2.2 Teaching Writing

Teaching writing is a complex activity, and it needs practice many times. Teaching writing is a bit like squeezing an underinflated baloon, it pops out somewhere else. Teaching writing can seem a lot like that. Let’s say we teach words and their spelling, the next thing we have have new words and difficulties

to remember the spelling. We teach students new words and combine them to sentences, and soon we have sentences that go on for a half of page.

According to Harmer (1998:73), there are four reasons for teaching writing to students of English as a foreign language.

a. Reinforcement

Some students acquire languages in a purely oral way, but most of them benefit greatly from seeing the language write down. Students often find it useful to write sentences using new language shortly after they have studied it.

b. Language Development

The actual process of writing helps learners to learn as they go along. The mental activity they have to go through in order to construct proper written text is all part of the ongoing learning experience.

c. Learning Style

Writing is appropriate for learners who take little longer time at picking up language by looking and listening. It can be a quiet reflective activity instead of the rush and bother of interpersonal face to face communication.

d. Writing as Skill

Teaching writing is a basic language just as important as speaking, reading, and listening. Students just needs to know how to write letters, how to reply advertisement, etc. They also needs to know some of writing's special conventions such as spelling, punctuation, paragraph construction, etc.

2.2.2.1 Teaching Spelling

In writing, of course there are some mechanics that should be taught to students. According to Paulston and Bruder (1976:205), “at the beginning level, we have three major teaching points in the writing of compositions : (1) correct form of the language on the sentence level, (2) mechanics of punctuation and spelling, (3) content organization.”

According to Focus on Literacy (1997:18), “within an integrated language environment where learning to spell is closely linked to talk, listen, read, and write, students should be taught a systematic and explicit way about the types of spelling knowledge that are appropriate to their writing purposes and stage spelling development.”

Systematic instruction to teach spelling has three important dimension: First, it involves the teacher having clear understanding of what knowledge and skills need to be taught and clear perception of when it is appropriate to teach particular skills. Second, it requires the teachers to monitor systematically the need for certain skills to be taught. Third, the instruction should not be left to chance. (Department of Education and Training, 1997:18)

2.2.3 General Concept of Meaningful Copying

Meaningful Copying refers to meaningful learning, rewriting, and imitative writing.

2.2.3.1 Meaningful Learning

Meaningful in Meaningful copying refers to meaningful leaning which has meaning, “Learning with understanding much stronger and longer-lasting than rote learning (learning by memorization) because students address the conceptual meaning of knowledge being learned, and link this new information with previous knowledge.” (Angelo and Howard, 2009:114).

Muchlas Samani (2007) added that meaningful learning is the process to relate the new information in relevant concepts that are in the human’s cognitive structure. In learning process, creating of meaningful learning is important not only for students but also teacher. Meaningful learning is a learning that takes a part in complex, meaningful projects that require sustained engagement, collaboration, research, management resources, and the development of an ambitious performance or product.

2.2.3.2 Rewriting

Copying refers to rewriting. Rewriting based on Murray (1972) in Villanueva (2003:4) has the meaning as “reconsideration of subject, form, audience. It is researching, rethinking, redesigning, rewriting-and finally, line by line editing, the demanding, satisfying process of making each word right.” Murray emphasizes in

repairing of misspelling is important. I support this, teaching spelling is better started when students are in the beginning level.

Paulston and Bruder (1976:206) stated that “rewriting is an activity inside of controlled composition.” Rewriting is not meaningless activity. Exactly, rewriting can be used to control composition such as repairing the mechanics of writing (spelling).

2.2.3.3 Imitative Writing

Copying also refers to imitative writing. Imitative writing becomes the learning strategy for the students in the beginning level. Brown (2001:343) stated that, “At the beginning level of learning to write, students will simply “write down” English letters, words, and possibly sentences in order to learn the conventions of the orthographic code.”

Lynskey (1957:396) said in his article that imitative writing is a technique which gives the guidance to the students to write something. The models serve content and style. He added that in writing, many human beings has learned to write well by studying and imitating. The activity of the imitative writing such as imitating, adapting, and changing.

Based on the explanation above, I conclude that meaningful copying is a copying activity which has meaning in its implementation, “meaning” in the meaningful copying is connecting the technique to students’ real life.

2.3 Theoretical Framework

I made a brief review from both of previous study and theoretical background. From the previous studies, there were many researchers did research in the beginning level of writing with many kinds of techniques. The aim of all the techniques is to improve students' ability in writing, includes in spelling.

As the previous idea above, writing is productive language, and it is an ability that needs treatment, as a result students need practice in writing. In the beginning level, growing the principle of writing especially spelling is important. It will be better if it is started with individual work. Meaningful copying wants to grow the writing process and accuracy in spelling with individual work before students work in group.

In this study the population of the research was the seventh grade students of SMP Negeri 3 Purwodadi. Since it was quasi-experimental research, it used two classes as the sample. The first class was as experimental group and the second class as the control group. First, I conducted observation before doing the research and during the research. Then I conducted try-out test to the other class in order to measure the validity and reliability of the test. In this study, I used content validity and internal consistency validity. For the reliability, I used inter-rater reliability and items reliability. After that, I conducted pre-test for experimental and control group. Then, I taught spelling with certain topic which was adapted from syllabus. The experimental group was taught by using meaningful copying, and the control group was taught by using dictation. Finally, I gave post-test for both of groups. Both pre-test and post-test were conducted in

the form of written test. For additional data to support the statistical data, I used triangulation (observation, questionnaire, and documentation).

Theoretical Framework

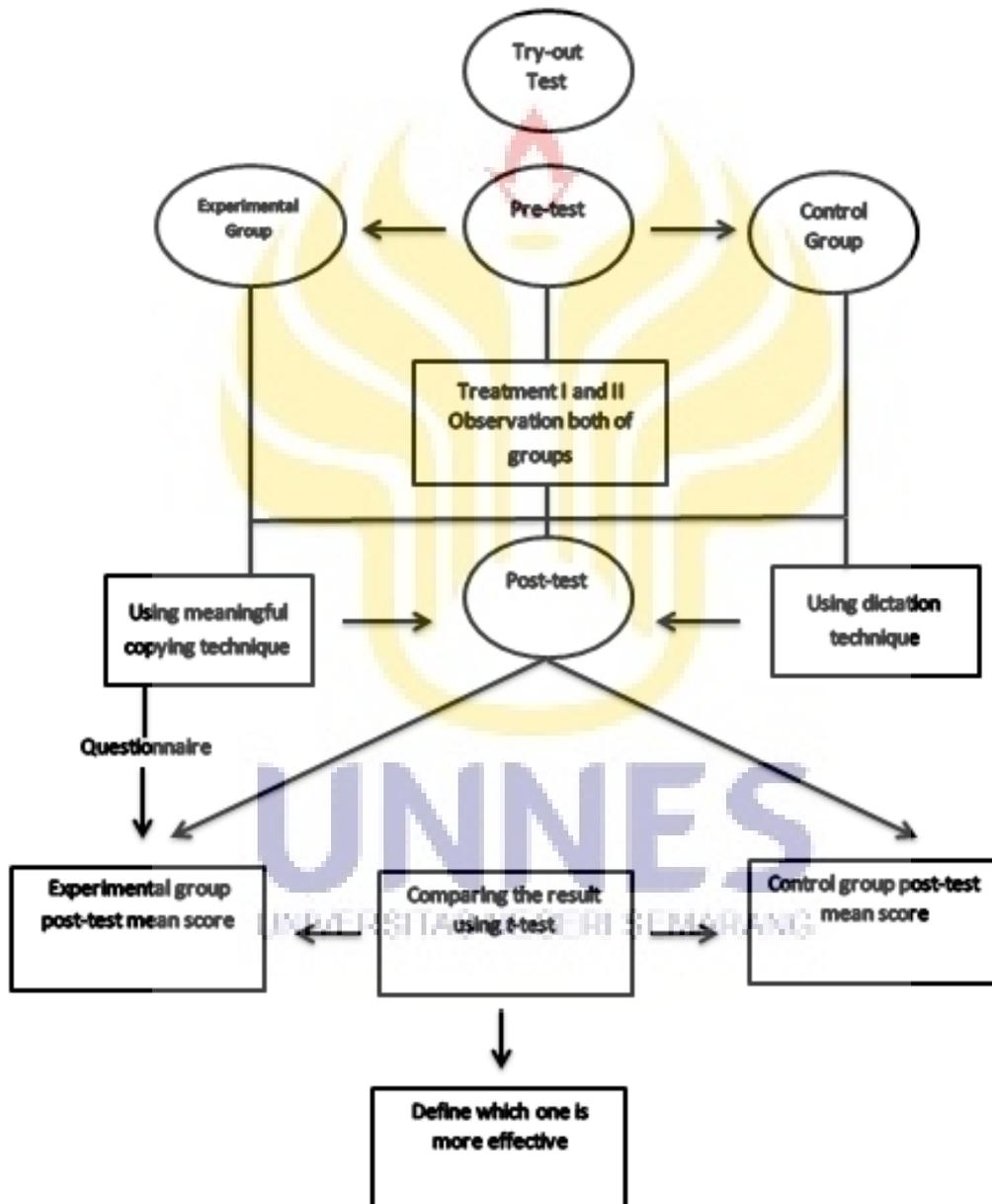


Figure 2.1

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the study that has been conducted and some suggestions related to study.

5.1 Conclusions

Based on the data analysis and the result of students' perception in the use of meaningful copying technique, it can be concluded that the meaningful copying technique is the effective technique in learning spelling compared to dictation technique. There are significant difference in the average score of experimental and control group and the result of *t*-test. The analysis data is supported by students' perception achieving, it shows that meaningful copying technique has covered almost all the material.

The average score of experimental group was 66.63 for the pre-test and 86.54 for the post-test, while the average score of control group was 65.50 for the pre-test and 78.89 for the post-test. It means that there is an improvement of students' achievement in writing spelling. Each group had different achievement. The experimental group's achievement was higher than the control group's. The result of the calculation of independent sample *t*-test for $\alpha = 5\%$, it showed that $t(74)$ was -6.167 and sig (2-tailed) was 0.000. Because the significance data 0.000 < 0.05, there is a significance difference in students' writing spelling score of the seventh grade students of SMPN 3 Purwodadi in the academic year of 2016/1017 between students who were taught writing spelling by using meaningful copying

and those who are taught without meaningful copying technique (by using dictation technique). It is strengthened by looking at the $-t_{count} < -t_{table} = -6.167 < -1.99$. Beside that, the result of students' perception in the use of meaningful copying is 92.6% of students which answer "yes". It means that, meaningful copying technique has covered almost all the materials, and the students have understood about the materials and the implementation of mmeaningful copying technique.

5.2 Suggestions

Based on on the result of the study, I proposed suggestions for the English teacher, students and next researchers as follows:

1. For English Teacher
 - 1) Meaningful copying may the alternative in teaching writing spelling at the beginning level of writing. When teacher wants to share the topic or sub-topic of writing, he/she can use meaningful copying to introduce the material.
 - 2) The teacher should match the meaningful copying with the material. Meaningful copying can be used in genre text, vocabulary, and short or long sentences.
2. For the next researchers

They can make this study as as their reference to conduct research on the same field. They are also expected to be able to cover the limitation of this study. They can conduct a research with the same technique but in different

topic. Hopefully, the researchers can prepare everything as good as possible in conducting their researcher and can follow up this research.



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