

## ABSTRACT

**Susandari.** 2009. *Students' Mastery in Spelling English Words Presented in Their Textbook the Case of the Eighth Year Students of SMP N 3 Patebon Kendal in the Academic Year of 2008/2009.* Final Project, English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Drs. Alim Sukrisno, MA. Second Advisor: Drs. Djoko Sutopo, M.Si.

**Key words :** Mastery, Spelling, Words, Textbook

The objective of this final project was to describe the students' mastery in spelling English words by the eighth year students of SMP Negeri 3 Patebon in the academic year of 2008/2009. Besides, this study was also conducted to describe the common difficulties faced by the students.

The population of this research was 229 and the writer took only 20% out of the population or 48 students as the sample of this research. These samples were chosen by using proportional random sampling. Then, they were given 40 test items to spell and write on pieces of paper. The test items were arranged proportionally; consisting of 21 nouns, 9 verbs, 9 adjectives, and 1 adverb. In collecting the data the writer used pieces paper of students' spellings. After that, she administered the results of the students' spelling by writing them on a table of analysis. After the raw scores were obtained, the data were computed and interpreted using the criterion of 2004 Curriculum.

After the data were computed and analyzed, it was found that on the average, the students' score was 51.8. The mean of the students' spelling results was 20.72, which meant that each student was only able to spell 20 words out of 40 words correctly. This fact indicated that the students still faced difficulties in spelling English words. Meanwhile, there were 10 words considered difficult based on the results of the data. They were *refuse, large, daughter, various, blood, tree, surgery, scale, needle, and assignment.*

Based on the average proportion of the data, the students' mastery in spelling English words presented in their textbook was considered poor. It might be caused by the different elements between English and their native languages. Therefore, it is suggested that the students improve their ability in spelling English words. Moreover, it is suggested that English teachers do whatever they can to improve the students' mastery in spelling English words.