THE STUDENTS` MASTERY IN SPELLING ENGLISH WORDS PRESENTED IN THE TEXTBOOK

A Case Study of the Eighth Year Students of SMP 3 Patebon Kendal in the Academic Year of 2008/2009

a final project

submitted in partial fulfillment of the requirements for the degree of Sarjana Pendidikan in English

by

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Fakultas Bahasa dan Seni, Universitas Negeri Semarang, menyatakan dengan sesungguhnya bahwa final project yang berjudul: **Students' Mastery in Spelling English Words presented in their Textbook the Case Study of the Eighth Year Students of SMP N 3 Patebon in the Academic Year of 2008/2009,** yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri, yang saya hasilkan melalui penelitian, bimbingan, diskusi dan pemaparan (ujian). Semua kutipan, baik yang diperoleh dari sumber kepustakaan maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan final project. Dengan demikian, walaupun tim penguji dan pembimbing penulisan final project ini membubuhkan tanda tangan keabsahannya, seluruh isi final project ini tetap menjadi tanggung jawab saya sendiri. Jika di kemudian hari ditemukan pelanggaran terhadap konvensi tata tulis ilmiah, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

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Yang membuat pernyataan

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We'll never know till we have tried.

No pain no gain.

This final project is dedicated to:

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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.

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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.

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CHAPTER I
INTRODUCTION

Chapter I presents the background of the study, reasons for choosing the topic, research questions, purpose of the study, the significance of the study, limitation, and organization of the study.

1.1 Background of the Study

Students who graduated from Universitas Negeri Semarang and took S-1 program would get Sarjana degree. However, to get the Sarjana degree, they have to fulfill some requirements. One of these requirements is writing a final project (Buku Panduan Universitas Negeri Semarang: 67). The final project is a kind of small research in which it must be relevant with the subject or program taken by the students in Universitas Negeri Semarang.

The writer has observed some students who have joined with her private course. She has focused on their language learning development. After she observed them for about a year, at first glance, the students seem to have problem with their spelling. The writer feels that the students have difficulties when they are asked to write English words. Based on the writer`s observation, the students made the consistent mistakes in spelling English words.

This phenomenon is reasonable to be developed into the topic of the research. For that reason, the topic of this study is about the students` spelling mastery. This would discuss the students` mastery in spelling English words. In

addition, individually, students find some problems in spelling English words. However, the spelling problems may happen to the students classically. Moreover, it must be something which makes students difficult. Therefore, the writer will do the research focused on the students` spelling mastery and what difficulties or problem faced by the students in spelling English words.

In short, the obligation to write the final project and the experience with the students in the private course who get many problems in spelling English words are the background why this research was done.

1.2 Reasons for Choosing the Topic

This research will particularly deal with the mastery in spelling English words. The writer chooses the topic because in her opinion, spelling is very important skill in English. However, during her observation in her environment, she found many problems in spelling. Besides, although there are many problems of students` spelling mastery, it does not get much attention from teachers and English education researchers.

The topic of spelling is rarely discussed by the researcher. For that reason, this topic is considered worth-discussed in this study.

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1.3 Research Questions

To make systematic approach in solving the problem, the writer formulates the research questions as follows:

1) How well do the eighth year students of SMP 3 Patebon kabupaten Kendal master spelling of English words?
2) What problems are faced by the eighth year students of SMP 3 Patebon kabupaten Kendal in spelling English words?

1.4 Purpose of the Study

Based on the problem stated above, the study intends to describe how well the eighth year students of SMP 3 Patebon Kendal spell English words along with what problems faced by the students in spelling them.

1.5 The Significance of the Study

The writer hopes that the result of the study can be useful in many ways. Firstly, it will be useful for the writer because she is expected to become an English teacher. Therefore, she will get a concept about the students` mastery in spelling English words and understand what common difficulties faced by the students.

Secondly, it will be useful for the English teachers, especially the teachers who handle English subject in the eighth of SMP 3 Patebon Kendal to know the students` mastery in spelling English words so that they know what they should do to improve the students` mastery in spelling English words.

At last, this study can be used as an input for English education development because it will give a view about the students` mastery in spelling English words and the problem faced by the students in spelling English words.

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1.6 Limitation

In order not to make misunderstanding between the writer and the reader, the writer would like to limit the study as follows:

1) The subjects of the study are limited to the eighth year students of SMP Negeri 3 Kendal.
2) The study is limited to English content words offered in the textbook used by the eighth year students of SMP Negeri 3 Patebon in the academic year of 2008/2009.

1.7 Organization of the Study

This paper consists of five chapters, that are:

Chapter 1 is introduction which consists of background of the study, reasons for choosing the topic, research questions, purpose of the study, the significance, limitation, and organization of the study.

Chapter 2 is review of related literature. It presents review of the previous study, review of the theoretical background which includes spelling, spelling problem, curriculum, and spelling instruction, and textbook. It also contains theoretical framework.

Chapter 3 is method of investigation. It consists of object of the study and subjects of the study which includes population and sample. Moreover, it gives the explanation of types of data, instrument of collecting data, collecting material fort the test, method of collecting data, and method of analyzing data which

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includes calculating students` score, calculating the percentage of correct spelling, determining criteria of mastery level, and item difficulty.

Chapter 4 is the analysis of the data. It consists of statistical analysis and interpretation of the data which try to answer the first research questions. It also consists of descriptive analysis which tries to answer the second research questions.

Chapter 5 is conclusion and suggestion.

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CHAPTER II
REVIEW TO RELATED LITERATURE

Chapter II would like to present review of the previous studies, review of the theoretical studies, and theoretical framework. They will be discussed one by one in the following three sub-chapters.

2.1 Review of the Previous Studies

Spelling is one of the basic skills of language whose existence cannot be ignored. Therefore, several researches have been carried out to evaluate students` mastery in spelling English words, among which are Rohmah (2003) and Wahyuni (2008). Rohmah (2003) conducted a study on the students` mastery in spelling English words to the seventh year students of SLTP Negeri 6 Sragen. She demonstrated that according to Curriculum of 2004 criterion, the students` mastery was categorized as average. The average category was shown by the statistical analysis that based on the mean, the average of the students` score was 61.35. According to Rohmah, the problems or difficulties found by the students are:

1) the omission of silent letter, such as light, knife, right, etc;
2) the substitution of diphthongs consisting of two vowels together, such as coat, rain, road, etc;
3) the changing of *y* into *i*, such as happy, monkey, etc;
4) the substitution of *g* into *j*, such as general, giant, page, etc;
5) the substitution of c into k and s, such as can, cool, cinema, etc;
6) the omission of final consonant doubled, such as pill, ball, letter, etc;
7) the omission of final *e* before adding suffix, such as take-taking, etc;

8) the lack of the understanding of the inconsistency of English spelling;
9) poor auditory discrimination, and
10) the lack the understanding of the English spelling rules.

On the other hand, in another case, Wahyuni (2008) evaluated English spelling mastery of the seventh year students of SLTP Negeri 4 Ngawen Blora. She found out that based on Curriculum of 2004 criterion, the students were considered excellent in spelling English words. It could be seen from the statistical analysis that the mean of 89.2. In short, it indicated that based on Curriculum of 2004 criterion, the seventh year students of SLTP Negeri Ngawen Blora had sufficiently mastered the spelling of English words.

Here, the writer compares the two results of the researches based on Curriculum of 2004 criterion because the criterion is fairer and more logical than other criteria. The criterion will also be used later in this study. The summary of the two studies are presented as follows:

Table 2.1

Summary of the Studies

Case Study	Score	Level of Achievement
SLTP Negeri 6 Sragen (Rohmah)	61.35	Average
SLTP Negeri 4 Ngawen (Wahyuni)	89.2	Excellent
Mean	**75.27**	**Good**

From the two studies above, based on the mean, it can be seen that the students` mastery in spelling English words is considered good.

Table 2.2

Curriculum of 2004 Criterion

Score	Grade
85-100	A (excellent)
72-84	B (good)
60-71	C (average)
50-59	D (poor)
0-49	E (fail)

From the description above, it can be concluded that there have been a number of studies of students` spelling of English words. However, the study of students` spelling mastery of the English words taken from the textbook has not been conducted.

2.2 Review of the Theoretical Studies

There are some important things related to the research on the spelling mastery of English words. Therefore, those things will be presented in this chapter.

2.2.1 Spelling

Wallace and Larsen (1978: 363) defined spelling as follows: ‘Spelling may be defined as the ability to arrange properly letters into words that are necessary for effective written communication.’ People often do not pay too much attention to spelling, whereas a different spelling has a different meaning; for example, when the teacher dictates “I have a cake for you”. There may be two results made by the students. First, “I have a cake for you”, and second, “I have a kick for you”. Those sentences have very different meanings. The second result is not correct

because the student writes “kick” instead of “cake”. Based on these facts, spelling is very essential in communication.

In addition, spelling skill also deals with other language skills. Pranowo (2006) on the TEFLIN Journal stated that ‘knowing the correct spelling of a word well is a prerequisite for successful reading.’ This statement is supported by the previous research. Carpenter & Miller (in Mercer and Mercer, 1989: 412) said: ‘Children who have trouble recognizing words in reading usually have poor spelling.’ Those two statements indicate that spelling has a very close relationship with reading. Moreover, the complicated spelling of English words is often found in students` writing. In line with this, Smedley (1983:18) reported:

> The vast majority of spelling mistakes among adults and other children who have adequate auditory and visual are of this kind. I give a sample of two kinds essays written by a university student (who also shows sign of poor visual memory): wasteage, authentisity, seperate, obsticals, nobel, supress, highten, remedie, division, explaination, concidering, leterature, dicipline, conciousness, privilaged, willful, idealogies. What characterizes these errors is that they are in the main, intelligent guesses but they happen to be wrong.

The problems and difficulties of spelling are because of the inconsistent relationship of graphemes-morphemes of English. In line with this, Mercer and Mercer (1989: 412) stated:

> The English language presents inconsistent relationships between phonemes (speech sounds) and graphemes (written symbols).... Thus, differences exist between the spelling of various words and the way the words are pronounced.

One of the inconsistent relationships of phoneme-grapheme is some different ways of spelling [k]. The spellings that represent the sound [k] are for example:

1) *c* in cable, cash, across, etc;

2) *ch* in character, chemist, chaos, etc;

3) *ck* in kick, back, pick, etc;

4) *k* in kid, keep, kettle, etc, and

5) *qu* in quality, question, quiz, etc.

For that reason, English spelling rules and generalizations become things that are needed in learning spelling of English words. They are some principles of English spelling that will make students easier in learning and mastering English spelling. In line with this, Thornburry (2002:155) stated that there are four productive rules of spelling. They are:

1) use *i* before *e* except after c when pronounced like e in *bed*. This rule accounts for: *chief, piece, relieve, receipt, ceiling, their,* and *heir,*
2) if the word ends in a consonant + *y*, then you change the *y* to *i* when adding a suffix. This accounts for: *happier, relies, beautiful, pitiless,* and *married,*
3) if the word ends in a syllable formed by a combination of a single consonant, a single vowel and a single consonant, such as *wet, run, travel, stop,* you double the final consonant when adding an ending that begins with a vowel, such as -er, -ing, -est, giving *wetter, running, traveller, stopped, beginner,* and *bigger,* and
4) if there is an unpronounced *e* at the end of the word, and if the suffix begins with a vowel, then you drop the e: *loving, liked, nudist, writer*.

2.2.2 Spelling Problem

The inconsistent relationship of phoneme-grapheme of English spelling causes many problems. Tesdell in the RELC Journal (1987) stated that spelling is a common problem for EFL students. Furthermore, Thornburry (2002: 155) stated:

> The problem of spelling is complicated by the existence of many words that are pronounced the same, but spelt differently (homophones), such as *aloud and allowed,* and many that are spelt the same, but pronounced differently (homograph), such as a *live* concert and where do you *live*?

As stated by Davis and Rinvolucri (1988:22), the students may have problem in spelling English words in some ways, for example: (1) silent letter, such as san*d*wich, ha*l*f, *k*nee, *w*rong, etc; and (2) past ending, such as /t/ for push*ed*, /d/ for pull*ed*, /ɪd/ for start*ed*, etc.

In addition, Mercer and Mercer (1989:416-417) stated some problems of spelling as follows:

(1)consonant-vowel-consonant-silent *e*, such as line, cake, etc;
(2)variant consonant sounds for *c* and *g*, such as ice, large, etc;
(3)plurals, such as bikes, glasses, etc;
(4)words with *r*-controlled vowels, such as war, dirt, etc;
(5) two sounds of *oo*, such as foot, moon, etc;
(6)final consonant doubled, such as pill, etc;
(7)consonant-vowel-consonant pattern in which final consonant is doubled before adding ending, such as bat-batter, etc;
(8)homonyms, such as ate-eight, blue-blew, etc.

2.2.3 Curriculum

In Oxford Advanced Learner`s Dictionary, curriculum is defined as the subjects that are included in a course of study or taught in a school, college, etc. Curriculum deals with the teaching learning activities in order to achieve the objectives of education. Meanwhile, Wright (1963) pointed out that ‘curriculum has been used, historically, to refer to selected portions of accumulated knowledge, classified into separate subjects, or disciplines, and transmitted to students in convenient administrative units, called “course”.’ In addition, Hammond (1992) proposed some requirements of curriculum as follows:

(1)curriculum is intentions or plans of activities,
(2)curriculum is needed to be made explicit, and
(3)both education and training are referred to in the definition to avoid the misunderstanding that occurs one if one is omitted.

Curriculum in Indonesia has changed from time to time. Some curricula that have been applied in Indonesia are 1954 curriculum, 1968 curriculum, 1975 curriculum, 1984 curriculum, 1994 curriculum, 1999 curriculum, competence-based curriculum (KBK), and the newest curriculum, KTSP or school-based curriculum. Changes occurred to improve the quality of education.

Based on the KTSP, one of the objectives of English instruction in SMP is to develop students` ability in communicating, both oral and written communication. Furthermore, English instruction in SMP deals with four language skills. They are listening, speaking, reading, and writing. In mastering the writing skill, for example, the teacher must train and equip the students with some aspects of writing. Spelling is considered an important aspect that supports writing skill.

2.2.4 Spelling Instruction

Spelling is one of basic skills of language, so it must get more attention in the teaching and learning activities. In line with this, Smedley (1983: 6) stated that there are two fundamental reasons in teaching spelling. They are:

1) Teaching spelling is important since poor spelling interferes with the communication between writer and reader. Accurate spelling is important because otherwise, the effectiveness of students` written work is impaired.
2) From social point of view, teaching spelling is important because good spelling is regarded as desirable attainments and a person who is prone to error may be regarded as ‘uneducated’ or ‘ignorant’.

Sometimes English teachers find difficulties in teaching spelling since English spelling is inconsistent. They sometimes have tended to view English

spelling as haphazard, with no useful structure for guiding students to become efficient spellers. However, Wallace and Larsen (1978) pointed out:

> It is important to note, however, that recent research has demonstrated that, although English orthography certainly is not consistent, it does possess sufficiently consistent phoneme-grapheme correspondences (rules) so that they can be used in spelling diagnosis and instruction.

This means that spelling instruction can be based on teaching rules and generalizations. 'After learning a general spelling rule, the child is able to use it in spelling unfamiliar words,....' (Mercer and Mercer, 1989: 420). The examples are the patterns like *cool-fool-pool* and *hitting-running-batting*, etc.

Reid and Hresko (1981:256) stated that 'spelling mastery is almost a universal goal in education, but one that most students do not achieve'. It shows that spelling mastery is problematic. The errors made by students in their writing should be the guides for the teachers to find and determine an appropriate method of teaching spelling, so the poor spelling students can be minimized as much as possible.

2.2.5 Textbook

Textbooks play a very important role in contributing the teaching learning process. Riazi as quoted by Razmjoo in Asian EFL Journal (2007) said 'textbooks play a very crucial role in the realm of language teaching and learning and are considered the next important factor (element) in the second/foreign language classroom after the teacher'. The use of textbooks makes easier not only for the teachers in demonstrating the lessons but also for the students in understanding the lessons.

Furthermore, Hutchinson and Torres (in Litz:2008) stated that 'no teaching-learning situation, it seems, is complete until it has its relevant textbook'. Meanwhile, in the Asian EFL Journal, Razmjoo (2007) mentioned some functions of the textbooks in teaching-learning language as follows:

1. to serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom,
2. to provide the basis for the content of the lessons, the balance of the skills, taught, and the kinds of language tasks students use,
3. to serve primarily to supplement the teacher`s instruction,
4. to provide a major source of contact they have with the target language, excluding the input provided by the teacher, and
5. to provide ideas on how to plan and teach lessons as well as formats that teachers can use.

2.3 Theoretical Framework

Because this study focuses on spelling mastery, it presents several points related to spelling, especially English spelling. Spelling is one of language components whose existence cannot be ignored. It is important because each word has its own spelling. Therefore, a different spelling results a different meaning. It can also be said that spelling ability is the basic and essential skill within language. For that reason, spelling must get much attention in language curriculum. In line with this, Otto et al. (1973:255) pointed out:

> Because of its nature relationship with the other language arts, spelling should be a part of the total language arts curriculum. Each of the other content area instructional programs should also teach spelling and reinforce what is taught elsewhere. But spelling needs a home, and that home is logically within the language arts curriculum.

However, in fact, spelling skill gets less attention than other skills. It is shown by the portion of the spelling in the textbooks used in the teaching and

learning activities. Generally, most of the textbooks used by the students do not present spelling in the same proportion as the other aspects of skills.

In fact, there is a natural relationship between spelling and other language skills. One of the evident is that sometimes, spelling errors are found in students` writing. The errors are due to addition of extra letters, omission of needed letters, reversal of whole words, consonant order of syllables, misinterpretation of dialect, and phonetic spelling of non-phonetic words (Edgington in Mercer and Mercer, 1989:418).

The errors made by students in their writing should be the guides for the teachers to find and determine an appropriate method of teaching spelling and remedying students who have poor spelling ability. In line with this, Otto et al. (1973:249) reported that 'it is important for teachers to be concerned with the affective as well as the cognitive responses of poor spellers to remedial spelling instruction.' After the teachers have found the appropriate method of teaching and remedying spelling, we hope that students` poor spelling can be minimized as much as possible.

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CHAPTER III
RESEARCH METHODOLOGY

Chapter III concerns with the things related to the research method. This chapter would like to discuss the sequences of the systematic processes used in gathering the required data. The processes consist of object of the study, subject of the study, type of data, instrument of collecting data, collecting material for the test, selecting the members of test items, method of collecting data, and method of analyzing the data.

3.1 Object of the Study

The object of this study is the students` spelling mastery.

3.2 Subjects of the Study

The data were obtained from a group of the eight year students of SMP Negeri 3 Patebon Kendal, who became the subjects of the study.

3.2.1 Population

Population is the whole subjects of the research (Arikunto, 2006: 130). Meanwhile, according to Gay (1981: 86) 'the population is the group of interest to the researcher, the group to which she or he would like the results of the study to the generalizable'. Talking about population, the population of this study is the eighth year students of SMP Negeri 3 Patebon Kendal in the academic year of 2008/2009.

Based on the writer`s observation in SMP Negeri 3 Patebon, there are 229 students of the eighth year in the academic year of 2008/2009. They are divided into 6 classes, from class A to class F. They are 39 students in class A, 38 students in class B, 38 students in class C, 38 students in class D, 38 students in class E, and 38 students in class F (see Appendix 1).

3.2.2 Sample

Sample is part of population (Arikunto, 2006: 131). The population of research, which is 229 students needed to be sampled because it is too big to investigate. Arikunto (2006: 134) stated the rule of sample as follows: If the population is less than 100, the sample is the whole population. On the contrary, if the population is more than 100, it will be enough to take about 10% - 15% or 20% - 25%. Finally, based on statement above, the writer decided to take 20% of the whole population (48 students) as the number of samples. Because the students are spread in six classes, they are taken by using the proportional sampling technique. The proportion was presented as follows:

Table 3.1

The Proportion of the Samples

Class	The numbers of students	20%
A	39	8
B	38	8
C	38	8
D	38	8
E	38	8
F	38	8

	229	48

Since the population was homogeneous enough in terms of linguistic input but it spread in six classes in which some of them have different numbers of students, a lottery technique was used for selecting the samples. The lottery was done in the form of small pieces of paper. First, the students` numbers were written on small pieces of paper based on their numbers for classroom role-calling. Then, the pieces of paper were rolled and put into a can. After that, the can was shaken and the required numbers of pieces of paper were dropped. At last, the students whose numbers were dropped became the respondents of this study.

The first lottery was done for class A which has 39 students. Next, for class B, the lottery was done by reducing the number of 39 because the number of students of class B was 38 students. Then, it is repeated for class C, D, E, and F since the numbers of the students of class C, D, E, and F was same as those of class B (38 students).

Finally, the 48 respondents of the research were derived, which proportionally represented every class. The selected samples were presented like this:

Table 3.2

The Result of the Selected Samples

Class	The number of students	20%	Selected Sample
A	39	8	2, 9, 10, 11, 16, 17, 30, 38
B	38	8	2, 5, 9, 11, 15, 16, 21, 31

C	38	8	13, 20, 25, 26, 27, 30, 34, 36
D	38	8	7, 9, 12, 13, 20, 22, 28, 36
E	38	8	6, 9, 10, 16, 24, 25, 31, 34
F	38	8	6, 8, 10, 20, 23, 27, 30, 36
	229	48	

See Appendix 2.

3.3 Type of Data

Mursid (1997: 3) defined a research as follows: 'A research is a systematic activity of solving many kinds of problems and the solution of the problem needs data collection and interpretation.' A research is done by a researcher because of the existence of the problem and her motivation to find the solution. In this study, the method of investigation used is a case study. In this case study, the writer used static data in the form of students` spelling in written form.

3.4 Instrument of Collecting Data

In collecting the data, a spelling test was constructed. To apply the test, the writer used a disk containing recording of some English words pronounced by native speaker that must be heard by the students. The disk contained words or vocabularies that have been learned by the students at their level. The vocabularies were taken from the book used by the students (English on Sky for Junior High School Students Year VIII).

3.5 Collecting Material for the Test

After the book was observed, there were 332 words found. The words chosen are content words. The words which appeared more than once were counted once. In this study, the writer only took 12% of the whole words (40 words) since it would take too much time for the students to spell all of the words. However, the words which were listed consisted of four parts of speech. They were nouns, verbs, adjectives, and adverbs (see Appendix 3). Since the test materials were in clusters, proportional sampling technique was once again applied. It was presented as follows:

Table 3.3

The numbers of test materials

Parts of Speech	The Numbers of Parts of Speech Found	12%
Noun	171	21
Verbs	74	9
Adjectives	77	9
Adverbs	10	1
	332	40

3.6 Selecting the Members of Test Items

There were two kinds of technique used in selecting the members of test items; purposive and random sampling technique.

3.6.1 Purposive Technique

The words which appeared at least three times were regarded important and highly frequently used. Consequently, those words had to be included as the members of test items. The result of the selection was as follows.

Table 3.4

Table of the words selected through purposive sampling technique

Class of Words	Words	Frequency of Appearance
Noun	Classmate	15
	Assignment	18
	Restaurant	10
	Bird	9
Verbs	Prepare	8
	Explore	10
	Bought	19
	Meet	14
	Keep	15
Adjective	Bad	10
	Lazy	17
Adverb	Last	8

From the table 3.4, it could be seen that there were 12 words selected through purposive sampling technique. In details, there were 4 nouns, 5 verbs, 2 adjectives, and 1 adverb.

3.6.2 Random Sampling Technique

The rest 323 words, which appeared less than three times, were considered rarely used. In taking the samples of these words, proportional random sampling

technique was used. The rule was same as that of taking the samples of population. The result of selecting the instrument items through random sampling technique was as follows.

Table 3.5

The Result of Sampling Technique of Test Material

Parts of Speech	Words Spelt
Noun	11, 21, 53, 68, 79, 88, 120, 142, 155, 159, 161, 163, 203, 214, 244, 259
Verbs	8, 20, 93, 275
Adjectives	12, 15, 18, 48, 57, 83, 105
Adverbs	-

Finally, the words to be the test instrument of the research were obtained. There were 40 words. They were 21 nouns, 9 verbs, 9 adjectives, and 1 adverb. The more detailed selected words could be seen in Appendix 3.

3.7 Method of Collecting Data

There were several steps in collecting the data. They are:

(1) coming to the respondents,

(2) preparing students to do the test,

(3) distributing the answer sheets to the students,

(4) playing the disk containing some English words that are pronounced twice and asking the respondents to spell or write the words they heard on the given answer sheets,

(5) administering the students` spelling by writing down the students` spelling on the table of analysis so that the students` difficulties in spelling English words could be determined. The example of the table of analysis was like this:

Table 3.6

The Table of Analysis

Students	Words						
	peel	**part**	**...**	**...**	**...**	**Bird**	**nurse**
1	peel	pat	...	...	...	Bird	nurse
2	pill	part	...	...	...	Bed	nurs
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
48	pil	part	...	...	...	Bird	nurse

See Appendix 4.

3.8 Method of Analyzing Data

After students` spellings were analyzed by using the table of analysis above, the students` mastery of spelling could be calculated. To calculate students` mastery, there were some steps to do.

3.8.1 Calculating Students` Score

To calculate students` score, first, the students` spelling had to be determined to be correct and wrong. Each word spelt correctly was given a score of one and each word spelt wrongly was given a score of zero. The students` scores were analyzed like this:

Table 3.7

The Table of Score Analysis

Code	Words spelt								
	1	**2**	**3**	**...**	**...**	**...**	**...**	**...**	**40**
N-1	1	0	1	1	1	0	1	0	1
N-2	0	1	0	1	0	1	1	1	0

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N-3	1	1	1	0	0	1	0	1	0
N-4	...	...	...	...	...	...	...	...	...
N-5	...	...	...	...	...	...	....	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
N-48	...	...	...	...	...	...	...	...	...

3.8.2 Calculating the Scores of Correct Spellings

After the students` score was put into the table, the percentage of the students` correct spelling could be calculated using the formula below:

$$X = \frac{\sum RCA}{\sum MCA} X100$$

in which,

X = students` scores,

RCA = respondents' correct answer, and

MCA = maximum correct answer.

By using the formula above, the spelling mastery of each student could also be seen by using the following table:

Table 3.8

Spelling Mastery for Each Student

Code of the Students	**Students` Answers**		**Total Utterances (Fx)**	**Sum of Correct Spellings ∑cp**	**Score**
	Right Answers	**Wrong Answers**			
N-1	30	10	40	30	75
N-2	27	13	40	27	67.5
N-3	29	11	40	29	72.5
...	...	...	...	...	...
...	...	...	...	...	...
N-48	...	...	...	...	...
Mean	...	...	...	...	...

See Appendix 5.

3.8.3 Determining Criterion of Mastery Level

After the correct percentage was known, then the students` mastery level could be obtained. There are many criteria used to evaluate student`s achievement. Some of them were as follows:

Academic Grading in Indonesia

(1) Before KBK (before Competency Based Curriculum)

Score	Qualification
10	Exceptional
6-9	Passing
5	Highest failing grade for certain subjects
4	Passing grade in some subjects, a failing grade in others
3	Highest failing grade in general
<2	Failing grade

(2)KBK (Competency Based Curriculum)

Score	Qualification
100	Highest point
70-99	Passing score in all subjects
55-69	Pass or not differ from each subjects
<55	Fail

(3) The Criterion of Mastery level in the Curriculum of 2004.

Score	Grade

85-100	A (excellent)
72-84	B (good)
60-71	C (average)
50-59	D (poor)
0-49	E (fail)

(4) KTSP

In KTSP, the level of student`s mastery level is constructed based on KKM.

(http://wikipedia.org/wiki/assessment)

Mastery Level by Harris (1969:134)

Student`s Achievement	
Test Score	Level of Achievement
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very poor

Mastery Level by Tinambunan (1988:129)

Percentage of correct answer	**Grade**	**Level of achievement**
93 – 100% correct	A – Outstanding	Outstanding achievement
85 – 92% correct	B – Very good	Above average achievement
75 – 84% correct	C – Satisfactory	Average achievement

60 – 74% correct	D – Very Weak	Below average
Below 60% correct	E – Fail	Insufficient achievement

Although there were many criteria of mastery level, this study used the criterion of mastery level in the curriculum of 2004. This criterion was the most logical criterion among all criteria mentioned above. Besides, it also had the clear explanation of the mastery level.

3.8.4 Determining Item Difficulty Level

The item difficulty of test showed how difficult the test items are. After the item difficulty was found, the students` difficulties in spelling English words could be found. In order to know the item difficulty, the formula proposed by Saifudin Azwar (1996:134) was applied. The formula was as follows:

$$ID = \frac{ni}{N};$$

in which,

ID = the index of item difficulty level,

ni = the number of correct answers, and

N = the total number of respondents

Then, to determine the level of difficulty, the criterion proposed by Arikunto was used. According to Arikunto (2002:210), the item difficulty of the test is categorized into 3 levels. They are:

$0.00 < ID \leq 0.30$ is said to be difficult,

$0.30 < ID \leq 0.70$ is said to be medium, and

$0.70 < ID \leq 1.00$ is said to be easy.

In addition, the analysis of difficulty level of each item was presented as follows:

Table 3.9

Table of Difficulty Level

Code of the Item	**The numbers of students who answered the items correctly (N1)**	**The students who answered the items (N)**	**Index of Difficulty Level (ID)**	**Levels of Difficulty**
I-1	27	48	0.56	Medium
I-2	30	48	0.62	Medium
I-3	42	48	0.87	Easy
...	...	...	...	...
...	...	...	...	...
...	...	...	...	...
I-40	10	48	0.20	Difficult

See Appendix 6.

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CHAPTER IV
DATA ANALYSIS

Chapter IV deals with the analysis of the study. The analysis would be done according to the order of the research questions. To answer the research questions, the technique elaborated in Chapter III would be applied. The selected data in Appendix 4, 5, and 6 would be used to describe the students` mastery in spelling and to identify the problems faced by students. In addition, the data in appedices would try to analyze and answer the research questions one by one in the following sub-chapters. The steps taken in analyzing the data are as follows.

4.1 Correcting the respondents' answers through the use of a table of analysis as seen in Appendix 4.

4.2 Determining whether the answers of the respondents are right or wrong, each right answer was scored 1. On the other hand, each wrong answer was scored 0.

4.3 Entering the Results of the Activity 2 into the Table 4.1 as seen below.

4.4 Determining the Students' Scores

The students' scores could be analyzed both overall and individual student.

4.4.1 Determining the Overall Students' Scores

The students' overall scores were determined by applying the following formula as elaborated in Chapter 3.

$$X = \frac{\sum RCA}{\sum MCA} X100$$

$$= \frac{995}{1920} X\ 100$$

$$= 51.8$$

4.4.2 Determining the Individual Student's Score

The individual student's score was determined by applying the following formula as elaborated in Chapter 3.

$$X = \frac{RCA}{MCA} X100;$$

in which:

X = respondent's score,

RCA = respondent's correct answer, and

MCA = maximum correct answer.

Some calculation of respondents' scores are as follows:

(1) Respondent 1

$$X = \frac{RCA}{MCA} X100$$

$$= \frac{16}{48} X100$$

$$= 33$$

(2) Respondent 2

$$X = \frac{RCA}{MCA} X100$$

$$= \frac{19}{48} X100$$

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= 39

By applying the same formula, the level of mastery of the rest of the students could be calculated They were presented in Appendix 5.

4.5 Interpreting the Findings

The calculation of the students' scores above would not tell us anything unless they were interpreted. The interpretation of the result of the overall students' scores was done by determining their level of achievement. Here, the criterion of mastery level in the curriculum of 2004 was used.

Table 4.2

The Criterion of Mastery level in the Curriculum of 2004.

Score	Grade
85-100	A (excellent)
72-84	B (good)
60-71	C (average)
50-59	D (poor)
0-49	E (fail)

From the computation, the overall students' score was 51.8. Based on the criterion above, it took place in the criterion between 50-59 which meant that the students were considered poor in the mastery of spelling English words.

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4.6 Determining the Level of Difficulty of Test Items

The level of difficulty of test items could be determined both individual and overall items.

4.6.1 Determining the Level of Difficulty of Test Items on Average

To determine the level of difficulty of the test item in average, first of all, the average word spelt by the students correctly were measured. The average word was obtained by dividing the sum of the respondents' correct answer with the total number of the respondents. The computation is as follows:

$$\text{N (mean)} = \frac{\sum RCA}{\sum R}$$

$$= \frac{995}{48}$$

$$= 20.72$$

Referring to the result above, it could be said that in general, each student could only spell 20 words correctly out of 40 items. After the students' spelling results were determined, the index of the level of difficulty on average could be measured. In doing this, the following formula was applied.

$$\text{ID} = \frac{ni}{N};$$

in which:

ID = index of difficulty,

ni = mean, and

N = total number of respondents.

Consequently, the computation was as follows:

$$\text{ID} = \frac{ni}{N}$$

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$$= \frac{20}{48}$$

$$= 0.42$$

From the computation above, it could be seen that the index of difficulty level was 0.42. Referring to the level of difficulty proposed by Arikunto as stated in Chapter 3, the index of items difficulty was in the rate between $0.30 < ID \leq 0.70$. Therefore, on the average, the test items were considered medium.

4.6.2 Determining the Level of Difficulty of Individual Test Items

The level of difficulty of each test item should be measured so that later we would know the difficulties that the students faced. The level of difficulty of individual item was calculated by using the formula below:

$$Yn = \frac{NCI}{MCI};$$

in which,

Yn = level of individual item difficulty,

NCI = number of correct item, and

MCI = maximum correct item.

Some of the calculation are as follows:

(1) Item 1

$$Yn = \frac{NCI}{MCI}$$

$$= \frac{17}{48}$$

$$= 0.35$$

(2) Item 2

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$$Yn = \frac{NCI}{MCI}$$

$$= \frac{32}{48}$$

$$= 0.67$$

By applying the same formula, the level of difficulty of the rest items could be calculated. However, the more detailed results could be seen in Appendix 6. Referring to the results, the item was considered to be:

(1) difficult if there were 0-14 students spelt the item correctly,

(2) medium if there were 15-33 students spelt the item correctly, and

(3) easy if there were 34-48 students spelt the item correctly.

4.7 Explaining the Difficulties

From Table 4.1, it could be seen that there were some words which were difficult for the students to spell. Those words were *refuse, large, daughter, various, blood, tree, surgery, scale, needle, and assignment.* However, the writer would only explain the big three of the misspelt words. The explanation was as follows.

(1) Next, the difficult word was *daughter*. None of the students was able to spell this word. It might be because there was no mute of silent letter in Indonesia, such as *gh.*

(2) The tendency to spell *j* instead of *dg* happened in the word *large*. It was because in Indonesia laguage, there is no sound / / spelt *dg.* Moreover, it was because they lacked understanding in determining a certain sound.

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(3) Two vowels together, such as *oo* pronounced / / made the students difficult in spelling the word *blood*. The reason was because in their native language, there was no word with two vowels together.

In short, the difficulties faced by the students in spelling English words were because of several things. They were:

1. the differences between English and their native language (Indonesian),
2. the lack of understanding in determining a certain sound,
3. the lack of the understanding of the inconsistency of English spelling, and
4. the lack of understanding of the English spelling rules.

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CHAPTER V
CONCLUSIONS AND SUGGESTIONS

Chapter V would like to present the conclusions of the study. Moreover, this chapter also tries to offer some suggestions.

5.1 Conclusions

From the data analysis and interpretation in the previous chapter, the conclusions below were derived.

1) Based on the criterion of mastery level used in the Curriculum 2004, the mastery of the eighth year students of SMP Negeri 3 Patebon in spelling English words presented in their textbook are poor.
2) The difficulties faced by the students were mostly because there were different elements in spelling system between the Indonesian and the English language.

5.2 Suggestions

Based on the conclusions, some suggestions were offered to improve the spelling mastery. The suggestions offered are presented below.

1) The students should improve their spelling mastery by practicing it in daily activities related to spelling, such as reading and writing.

2) The English teachers should teach to the students about the inconsistency of English spelling and English spelling rules so that the students could understand English spelling well.
3) The curriculum makers should pay attention to the portion of spelling in the textbook.

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Appendix 1

List of students chosen as samples

Class	The number of students	(20%)	Sample
A	39	8	1. Abdul Ghofur (2) 2. Da`i Muhammad A.W (9) 3. Danang Puji W (10) 4. Dawam Adhiguna (11) 5. Ellys Rafikasari T (16) 6. Eni Inayati (17) 7. Rizqi Aulia A (30) 8. Yuli Riyani A (38)
B	38	8	9. Abdullah Khadiq (2) 10. Ahmad Rizky F (5) 11. Bintari (9) 12. Devi Siesanti (11) 13. Erna Yulianti (15) 14. Evy Mei D (16) 15. Nur Afifah (21) 16. Suciningtyas Galuh (31)
C	38	8	17. A. Asychoerudin (13) 18. Laila Afriliana (20)

			19. Nur Mohammad S (25) 20. Nurul Fitri (26) 21. Oktaviani Ervi S (27) 22. Riena Yanuarti (30) 23. Susi Susanti (34) 24. Tri Heni W (36)
D	38	8	25. Atika Hardiyanti (7) 26. Ayu Prasetyowati (9) 27. Dwi Ananto N (12) 28. Eko Agung S (13) 29. Misbakhul Huda (20) 30. M. Dimas I (22) 31. Rifqi Wahyu H (28) 32. Tri Yuni S (36)
E	38	8	33. Amirul Rizal (6) 34. Ayu Dewantari (9) 35. Dadang Setiawan (10) 36. Fahad Milata A (16) 37. Itsna Laelatul M (24) 38. Laelatul Fitriyah (25) 39. Noviawati (31) 40. Nur Khalimah (34)
F	38	8	41. Anis Maghfiroh (6)

			42. Anta Winarto (8) 43. Fitriana Kusuma D (10) 44. Melati Sekarsanti S (20) 45. Muhammad Bagus S (23) 46. Nani Riyatun (27) 47. Nur Uvita D (30) 48. Teguh Alifudin (36)
	229	48	

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Appendix 2

Vocabulary List Found in the Book Used by the Eighth Year Students of SMP Negeri 3 Patebon Kendal (English on Sky for Junior High School Students Year VIII)

1. Rubbish (N)	2. Receive (V)	3. Straight (Aj)	4. Always (Av)	5. Hour (N)
6. Finished (V)	7. Very (Av)	8. Peel (V)	9. Dictionary (N)	10. Help (V)
11. Part (N)	12. Soft (Aj)	13. Husband (N)	14. Take (V)	15. Thirsty (Aj)
16. Well (Av)	17. Soldier (N)	18. Heavy (Aj)	19. Bitter (Aj)	20. Refuse (V)
21. Weekend (N)	22. Offer (V)	23. Bad (Aj)	24. Usually (av)	25. Board (N)
26. Ask (V)	27. Tired (Aj)	28. Soon (Av)	29. Bathroom (N)	30. Stronger (Aj)
31. Beautifully(Av)	32. Interesting (Aj)	33. Handsome(Aj)	34. Wait (V)	35. Often (Av)
36. Dentist (N)	37. Down (Aj)	38. Purpose (N)	39. Played (V)	40. Right (Aj)
41. Quite (Av)	42. Magazine (N)	43. Live (V)	44. Excellent (Aj)	45. Regularly(Av
46. T-junction (N)	47. See (V)	48. Important (Aj)	49. Comfortable(Aj)	50. Dustbin (N)
51. Catch (V)	52. Freezing (Aj)	53. Apartment (N)	54. Chalk (N)	55. Eat (V)
56. Fast (Aj)	57. Large (Aj)	58. Fur (N)	59. Glad (Aj)	60. Town (N)
61. Rest (V)	62. Happy (Aj)	63. Farm (N)	64. Drink (V)	65. Afraid (Aj)
66. Challenge (N)	67. Sorry (Aj)	68. Egg (N)	69. Curves (N)	70. Difficult (Aj)
71. Pleasure (N)	72. Cheat (V)	73. Healthy (Aj)	74. Cough (N)	75. Look (V)
76. Wild (Aj)	77. Medicine (N)	78. Climbing (V)	79. Daughter (N)	80. Own (Aj)
81. Holiday (N)	82. Listen (V)	83. Stronger (Aj)	84. Extinct (Aj)	85. Moment (N)
86. Helped (V)	87. Tame (Aj)	88. Lighting (N)	89. Patience (N)	90. Leave (V)
91. Useful (Aj)	92. Invitation (N)	93. Kill (V)	94. Speak (V)	95. Native (Aj)
96. Spoke (V)	97. Nice (Aj)	98. Homework (N)	99. Smoke (V)	100. Table (N)
101. Love (V)	102. Wrong (Aj)	103. Throat (N)	104. Laugh (V)	105. Various (Aj)
106. Regular (Aj)	107. Teaspoon (N)	108. Walk (V)	109. Finish (V)	110. Physician(N)
111. Send (V)	112. Modern (Aj)	113. Technician(N)	114. Think (V)	115. Examination
116. Cook (V)	117. Adult (N)	118. Watches (V)	119. Blue (Aj)	120. Blood (N)
121. Stethoscope(N)	122. Grew (V)	123. Noisy (Aj)	124. Gloves (N)	125. Studeid (V)
126. Daily (Aj)	127. Watched (V)	128. Thick (Aj)	129. Prepare (V)	130. Injection (N)

131. Hate (V)	132. Inside (Aj)	133. Prescription(N	134. Explore (V)	135. Bandage (N)
136. Clap	137. Easy (Aj)	138. Brown (Aj)	139. Bed (N)	140. Turn (V)
141. Next (Aj)	142. Insect (N)	143. Excercise (N)	144. Command (V)	145. Different(Aj
146. Dirty (Aj)	147. Imitate (V)	148. Careful (Aj)	149. Surprise (V)	150. Catch (V)
151. Far (Aj)	152. Heart (N)	153. Wish (V)	154. Clean (V)	155. Tree (N)
156. Animal (N)	157. Measure (V)	158. Mountain (N)	159. Surgery (N)	160. Round (Aj)
161. Winter (N)	162. Jungle (N)	163. Wings (N)	164. Filling (V)	165. Stay (V)
166. Great (Aj)	167. River (N)	168. Celebrate (V)	169. Emergency (Aj)	170. Lake (N)
171. Develop (V)	172. Pale (Aj)	173. Sea (N)	174. Practice (V)	175. Few (Aj)
176. Home (N)	177. Guide (V)	178. Wonderful(Aj	179. Lazy (Aj)	180. Classmate(N
181. Limited (V)	182. Food (N)	183. Warm (Aj)	184. Danger (N)	185. Enrol (V)
186. Old (Aj)	187. Apply (V)	188. Mammal (N)	189. Contain (V)	190. Famous (Aj)
191. Appeal (V)	192. Ancient (Aj)	193. Fish (N)	194. Prohibit (V)	195. Low (Aj)
196. Reptile (N)	197. Unpleasant (Aj)	198. Ride (V)	199. Last (Aj)	200. High (Aj)
201. Whale (N)	202. Include (V)	203. Scale (N)	204. Unknown (Aj)	205. Tortoise (N)
206. Enjoy (V)	207. Industrial (Aj)	208. Giant (N)	209. Bloom (V)	210. Cooler (Aj)
211. Students (N)	212. Consist (V)	213. Cloudy (Aj)	214. Spring (N)	215. Derive (V)
216. Sunny (Aj)	217. Fruit (N)	218. Discover (N)	219. Branch (N)	220. Unusual (Aj)
221. Trunk (N)	222. Fly (V)	223. Better (Aj)	224. Root (N)	225. Smell (V)
226. Slender (Aj)	227. Way (N)	228. Meet (V)	229. Crowded (Aj)	230. World (N)
231. Survive (Aj)	232. Grass (N)	233. Wrap (V)	234. Much (Aj)	235. He (N)
236. Bright (Aj)	237. Paper (N)	238. Bought (V)	239. Javanese (Aj)	240. Part (N)
241. Alive (Aj)	242. Monkey (N)	243. Time (N)	244. Temple (N)	245. Day (N)
246. Soil (N)	247. Language (N)	248. Future (N)	249. Wings (N)	250. Meat (N)
251. Farm (N)	252. She (N)	253. Weekend (N)	254. Result (N)	255. Salt (N)
256. Wheat (N)	257. Slice (N)	258. Season (N)	259. Needle (N)	260. Knife (N)
261. Hammer (N)	262. Flower (N)	263. Assignment(N	264. Supply (N)	265. Mouse (N)
266. Cupboard (N)	267. Sun (N)	268. Newspaper(N)	269. Atmosphere (N)	270. Meet (V)
271. Company (N)	272. Uniform (N)	273. Book (N)	274. Uncle (N)	275. Pleased (V)
276. Restaurant (N)	277. Accident (N)	278. Family (N)	279. Keep (V)	280. Birthday (N)
281. Purse (N)	282. Announcement	283. Skill (N)	284. Arm (N)	285. Departure(N
286. Card (N)	287. Club (N)	288. Participant(N)	289. Product (N)	290. Agent (N)
291. Pairs (N)	292. Party (N)	293. Stuffs (N)	294. Trip (N)	295. Theatre (N)

296. Place (N)	297. Weather (N)	298. Centre (N)	299. Beach (N)	300. City (N)
301. Wind (N)	302. Snow (N)	303. Storm (N)	304. Star (N)	305. March (N)
306. Umbrella (N)	307. Bird (N)	308. Climate (N)	309. South (N)	310. East (N)
311. Stone (N)	312. Bone (N)	313. Sport (N)	314. Botanist (N)	315. Petal (N)
316. Root (N)	317. Stem (N)	318. identification	319. nurse (N)	320. thousands(N
321. Grandma (N)	322. Facilities (N)	323. Fabric (N)	324. Court (N)	325. Game (N)
326. Businese (N)	327. Space (N)	328. Price (N)	329. Island (N)	330. bag (N)
331. Clothes (N)	332. School (N)	333. Rhinoceros(N)	334. Mud (N)	335. Waterfall(N)

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Appendix 3

List of Words to be spelt

Directions: Listen to the cassette, then write what you heard on the given sheet. Each item will be read twice. Listen carefully!

1. peel (8)
2. part (11)
3. soft (12)
4. thirsty (15)
5. heavy (18)
6. refuse (20)
7. weekend (21)
8. bad (23)
9. important (48)
10. apartment (53)
11. large (57)
12. egg (68)
13. daughter (79)
14. stronger (83)
15. lighting (88)
16. kill (93)
17. various (105)
18. blood (120)
19. prepare (129)
20. explore (134)
21. insect (142)
22. tree (155)
23. surgery (154)
24. winter (161)
25. wings (163)
26. lazy (179)
27. classmate (180)
28. last (199)
29. scale (203)
30. spring (214)
31. bought (238)
32. temple (244)
33. needle (259)
34. assignment (263)
35. meet (270)
36. pleased (275)
37. restaurant (276)
38. keep (279)
39. bird (307)
40. nurse (319)

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