A STUDY ON THE FIRST GRADE STUDENTS' SPELLING ABILITY ENGLISH WORDS AT SDN 02 MANDAU

A THESIS

Intended to Fulfill one of the Requirements Letter for the Award of Sarjana Degree in English Language Teaching and Education

WINRI INDAH SARI
126312031

ENGLISH STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
ISLAMIC UNIVERSITY OF RIAU
PEKANBARU
2019

DECLARATION

The undersigned researcher :

Name : Winri Indah Sari

Student Number : 126312031

Place/ date of birth : Duri, 09 February 1994

Study Program : English Education

Faculty : Teacher Training and Education

Acknowledges this thesis is definitely from my own ideas, except the quotations (directly or indirectly) which were taken from various sources and mentioned scientifically. She is responsible for the data and facts provided in this thesis.

Pekanbaru, February 2013

The researcher

WINRI INDAH SARI
NPM: 126312031

ACKNOWLEDGEMENT

First of all, from the deepest of my heart, I would like to express the sincere gratitude to the almighty one, Jesus Christ who has given me blessing, love, easiness, opportunity, mercy, both strength and healthy to accomplish this thesis entitle " A STUDY ON THE FIRST GRADE STUDENTS' SPELLING ABILITY ENGLISH WORDS AT SDN 02 MANDAU "

This paper is intended to fulfill one of the requirement for the Bachelor Degree in English Study Program, Teaching and Education Faculty, Islamic University of Riau. In arranging this paper, a lot of people have provided motivation, support, advices and suggestions. In this valuable chance, the researcher intended to express his gratitude and appreciation to all of them:

1. Dr. Sri Amnah, M.Si as the Vice Dean of Academic of Teacher Training and Education Faculty of Islamic University of Riau.
2. Miranti Eka Putri , S.Pd ., M.Ed as the Head of English Study Program who gave easiness and suggestion to the researcher in doing her research.
3. Dr.Sri Yuliani., M.Pd as the first advisor, who contributed a lot of her time, ideas, suggestion, and advice for the completion this thesis.
4. Fitra Elia, M.Hum, as second advisor, who contributed a lot of her time, correction, suggestion, and motivation for the completion this thesis.
5. For my beloved parents, Jesman Manurung and Renta Silitonga, thank you for all of your endless love, pray, and support and also for reminding me to keep going on and never give up on everything. I love you.

6. My gratitude also goes to my big family especially for my grandfather and grandmother, for my brother Daniel Sitorus, Josua Adi Pratama, and Robby Wardana. For my aunt Hotmariana Silitonga and Barita Silitonga and all my big family never stop ask me to finish my study sooner. Thank you very much.
7. I am very grateful to have some close friends who always support me. Thank you Rifki Yolanda, Febiola Oktaviani, Rika Yuliana Sari, Maria Simamora, and Widia Elizabeth. You all must be graduated too sooner.
8. Finally, I would like to thank everybody who was important to the successful realization of this undergraduate thesis. This undergraduate thesis is far from perfect, but it is expected that it will be useful not only for the researcher, but also for the readers.

Pekanbaru,28 February 2019

The Researcher

WINRI INDAH SARI

ABSTRACT

Winri Indah Sari. 2019. ***A Study on the First Grade Students' Spelling Ability English Word at SDN 02 Mandau.***

Keywords: Spelling

Spelling is stated that words come in at least two forms: oral and print. Oral is the set of words for which we know the meanings when we speak or read orally. The printed forms of words related to the spelling of words. The spelling itself means the forming of words from letters according to accepted usage. The problem above seems to be a common thing if we talk about learning English at elementary school and that is the fact that the writer faces in teaching English.

The following questions guided the study: To what extend do current spelling series reflect research-based practices and what underlying theoretical framework is stated or implied in each series? What types of spelling strategies, activities, and techniques are represented in student workbooks and teacher edition books? Two sub questions included: Do they reflect current research and / or the theoretical frameworks stated or implied in each series and do spelling programs provide multiple strategies, techniques, and activities to differentiate instruction? The final question asked, in what ways are these programs similar or different? A comparative content analysis was used to examine the spelling series at one grade levels. The modified Allred-Tolman spelling program evaluation instrument and a teacher and student edition evaluation scale were used. The study revealed that a specific philosophy for teaching spelling was not addressed in the Houghton Mifflin, Scholastic Spelling, Sitton Spelling, and Treasures series. These series did not promote a specific spelling approach to teaching spelling but based on the lessons, used a combination of strategies to teach spelling. The Words Their Way program was the only spelling program that outlined the developmental spelling approach theory and followed this specific theory throughout their program. The research and theoretical basis were represented in the activities and the lessons focus primarily on studying word pattern sand hands on word study practice for students at their development spelling stage. When analyzing the components at the programs, the Words Their Way, Sitton Spelling, and Treasures program materials and lessons were complex in organization and management. Differentiated instruction was addressed in all programs and specifically meeting the needs of English language learners was a component that was included in all programs expect Sitton Spelling. Lastly, when comparing the programs, it was found that continue to use many of the same strategies to teach spelling that were used in the past. Houghton Mifflin, Scholastic Spelling, and Treasures all follow a traditional 5-days format that included weekly words list of 10-20 words. All of the spelling programs did focus on integrating writing with spelling and included writing components in all their lessons. The Sitton Spelling series does offer some individualized components but does not instruct students at a developmental stage of spelling. While all the programs include some new components for teaching spelling, such as the integrated writing component, word

sorting activities, and small group instruction lessons, only the Words Their Way program offers a truly individualized approach to teaching spelling to students at their stage of developmental spelling.

This is a descriptive research because it was consist one variable. Descriptive research is done to describe the facts and the characteristics of a given population factually and accurately. This research was conducted at the students' first grade at SDN 02 Mandau. The sample of this research is class 1.c which consist of 22 students. This research analyze by using percentage as the indicators.

The researcher could say that the student of the research was able to have good English especially in spelling the words. The students good achievement was caused by their good understanding of words and interesting to learn the foreign language, it could also be interpreted that with their good spelling of words letter by letter.

UNIVERSITAS ISLAM RIAU
PEKANBARU

ABSTRAK

Winri Indah Sari. 2019. ***Studi Kemampuan Kata Ejaan Siswa Kelas Pertama di SDN 02 Mandau.***

Kata kunci: Ejaan

Ejaan dinyatakan bahwa kata-kata datang setidaknya dalam dua bentuk: lisan dan cetak. Lisan adalah serangkaian kata yang kita tahu artinya ketika kita berbicara atau membaca secara lisan. Bentuk kata-kata tercetak terkait dengan ejaan kata-kata. Ejaan itu sendiri berarti pembentukan kata-kata dari huruf sesuai dengan penggunaan yang diterima. Masalah di atas tampaknya menjadi hal yang umum jika kita berbicara tentang belajar bahasa Inggris di sekolah dasar dan itu adalah kenyataan yang dihadapi penulis dalam mengajar bahasa Inggris.

Pertanyaan-pertanyaan berikut memandu penelitian: Sampai sejauh mana seri ejaan saat ini mencerminkan praktik berbasis penelitian dan kerangka teori apa yang mendasari dinyatakan atau tersirat dalam setiap seri? Apa jenis strategi ejaan, kegiatan, dan teknik yang diwakili dalam buku kerja siswa dan buku edisi guru? Dua sub pertanyaan termasuk: Apakah mereka mencerminkan penelitian saat ini dan / atau kerangka kerja teoritis yang dinyatakan atau tersirat dalam setiap seri dan apakah program ejaan menyediakan berbagai strategi, teknik, dan kegiatan untuk membedakan instruksi? Pertanyaan terakhir diajukan, dalam hal apa program-program ini serupa atau berbeda? Analisis konten komparatif digunakan untuk memeriksa seri ejaan pada satu tingkat kelas. Instrumen evaluasi program ejaan Allred-Tolman yang dimodifikasi dan skala evaluasi edisi guru dan siswa digunakan. Studi ini mengungkapkan bahwa filosofi spesifik untuk pengajaran ejaan tidak dibahas dalam seri Houghton Mifflin, Ejaan Skolastik, Ejaan Sitton, dan Treasures. Serial ini tidak mempromosikan pendekatan ejaan khusus untuk mengajar ejaan tetapi berdasarkan pelajaran, menggunakan kombinasi strategi untuk mengajarkan ejaan. Program Words Your Way adalah satu-satunya program ejaan yang menguraikan teori pendekatan ejaan perkembangan dan mengikuti teori khusus ini di seluruh program mereka. Dasar penelitian dan teori diwakili dalam kegiatan dan fokus pelajaran terutama pada belajar pola kata tangan pasir pada praktik studi kata untuk siswa pada tahap pengembangan ejaan mereka. Saat menganalisis komponen di program, materi dan pelajaran program Words Your Way, Sitton Spelling, dan Treasures sangat kompleks dalam organisasi dan manajemen. Instruksi dibedakan ditangani dalam semua program dan secara khusus memenuhi kebutuhan pelajar bahasa Inggris adalah komponen yang dimasukkan dalam semua program yang diharapkan Sitton Ejaan. Terakhir, ketika membandingkan program, ditemukan bahwa terus menggunakan banyak strategi yang sama untuk mengajarkan ejaan yang digunakan di masa lalu. Houghton Mifflin, Ejaan Skolastik, dan Harta semuanya mengikuti format 5-hari tradisional yang mencakup daftar kata mingguan 10-20 kata. Semua program ejaan fokus pada mengintegrasikan penulisan dengan ejaan dan memasukkan komponen tulisan dalam semua pelajaran mereka. Seri Sitton Ejaan memang menawarkan beberapa komponen individual tetapi tidak

menginstruksikan siswa pada tahap perkembangan ejaan. Sementara semua program mencakup beberapa komponen baru untuk pengajaran ejaan, seperti komponen penulisan terintegrasi,kegiatan pengurutan kata, dan pelajaran pengajaran kelompok kecil,hanya program Words Your Way yang menawarkan pendekatan individual untuk pengajaran ejaan kepada siswa pada tahap perkembangannya ejaan.

Penelitian ini bersifat deskriptif karena terdiri dari satu variabel. Penelitian deskriptif dilakukan untuk menggambarkan fakta dan karakteristik populasi tertentu secara faktual dan akurat. Penelitian ini dilakukan di kelas satu siswa di SDN 02 Mandau. Sampel penelitian ini adalah kelas 1.c yang terdiri dari 22 siswa. Penelitian ini menganalisis dengan menggunakan persentase sebagai indikator.Peneliti dapat mengatakan bahwa siswa dalam penelitian ini dapat memiliki bahasa Inggris yang baik terutama dalam mengeja kata-kata. Prestasi siswa yang baik disebabkan oleh pemahaman mereka yang baik akan kata-kata dan menarik untuk belajar bahasa asing, itu juga dapat diartikan bahwa dengan ejaan kata-kata mereka yang baik huruf demi huruf.

TABLE OF CONTENT

Page

Page

ACKNOWLEDGEMENT i
ABSTRACT iv
TABLE OF CONTENTS v
LIST OF TABLE viii
LIST OF APPENDIX ix

CHAPTER I INTRODUCTION
1.1 Background of the Problem 1
1.2 Identification of the Problem 3
1.3 Focus of the Problem 5
1.4 Research Question 5
1.5 The Objective of the Research 5
1.6 Significance of the Research 5
1.7 Defenition of Key Terms 5

CHAPTER II REVIEW OF THE RELATED LITERATURE
2.1 The Nature of Spelling 7
2.1.1 Definition 7
2.1.2 History of Spelling 9
2.1.3 Spelling Strategies 12
2.1.4 Developing Spelling Skills 13
2.1.5 The English Spelling System 15
2.1.6 Previous Studies 16

2.2 Words 18

CHAPTER III RESEARCH METHODOLOGY

3.1 The Research Design..... 20
3.2 The Location and Time of the Research..... 20
3.3 The Population and Sample 20
3.4 Research Instrument..... 22
3.5 Technique of Collecting Data 22
3.6 Technique of Analysis Data..... 23
3.6.1 Quantitative..... 23

CHAPTER IV DATA PERSENTATION AND ANALYSIS

4.1 Data Percentage 25
4.1.1 Data Transcription..... 25
4.1.1.1 Spelling Alphabet Done by Students..... 25
4.1.1.2 Students' Spelling Ability..... 30
4.1.1.3 Score Spelling Done by Srudents..... 33
4.1.2 Data Analysis Technique 34
4.2 Data Interpretation 38

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion..... 39
5.1.1 Theoretical Conclusion 39
5.1.2 Practical Conclusion..... 39
5.2 Suggestion..... 40
5.2.1 Suggestion for Students..... 41
5.2.2 Suggestion for Teacher 41

BIBLIOGRAPHY……89

LIST OF TABLE

Table 1. Sample and Population 21

Table 2 Spelling of Alphabet 23

Table 3 The Classification are as The Following 24

Table 4 Score Spelling Done by Student 33

Table 4 1.2 Data Analysis Technique 34

Table 6 The Category of Words Level 37

UNIVERSITAS ISLAM RIAU PEKANBARU

CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

English is very important for us, because English is international language and English has for four skills. They are Listening, Speaking, Reading, and Writing. English in Indonesia is the first foreign language to be taught and junior and senior high school. But along development of science and technology, the students should be able a part of English, such as Vocabulary, Grammar, and English expression, etc. Therefore, Indonesian government put English in Curriculum as a subject should be taken by the students from Elementary school up to Universities.

As the needs of English increase offer the year, people do not only communicate with those who come from the some country but also with those who come different country. In order to be able to convey meaning and talk to people around the world, they must be able to speak English since it is and international language. It is very reasonable English as foreign language is taught as a compulsory subject from the elementary level to the university level.

Spelling is one of the tools that facilities the effective communicate of the writer's message. It is an integral part of the writing process and should take over, in the publication stage of children's reading. Beginning readers need to know when spelling matters in the reading process. They need to know that composition, language use and organization are more important than accurate spelling in the early stages of the

reading process. However, in the final draft when the reading is ready for publication, accurate spelling will determine how the reading will be received by the audience.

Throughout the past decade there has been a growing misconception that school no longer value not teach spelling. There has been a public dissatisfied that graduating students are unable to spell e ven the simplest words and see no value for accurate spelling. However, misconception often result when there are attempts at changing the way we understand or practice educational theory.

Such as the case with spelling. As teachers were being encouraged to adopt process writing in their classrooms, they were also receiving the message that the use of basic spellers was not an educational sound practice, and that the widespread use of invented spelling along with opportunities to read and write widely, would facilitate spelling growth. Much of this theory has a sound basis. However, teachers were not provided enough opportunities to develop and understanding of the theory and classroom practices that would help them provide the instruction to facilitate growth in spelling development for young learners.

The implementation of changes in language teaching and learning left many teachers with the problem of how to ensure that primary children were taught spelling strategies. Teachers were expected to make decisions about the content of the spelling program, plan suitable activities and assess and evaluate children's knowledge and use of spelling. In many cases all of this was expected without enough support for the classroom teacher.

In the teaching and learning process there are some components to make the instruction successful. They are teacher, students, material and another. Those components are essential and should be inter correlated. Media as one of the components in teaching and learning process are used by teacher as source to explain the material to students. Since existence of technology has given us a big influence in the educational failed, there are many school adopting technology as the source in the teaching and learning process. In fact technology has affected positively to the language teaching, especially in attracting the student motivation in learning a language.

Another phenomenon, some of the students may be able to mention the words, however they sometimes cannot write the spelling correctly, for example, teacher shows the picture of cat, and asks them what picture it is, they know that it is an cat, but they cannot write it correctly where as in fact they have been learning that word from the first grade.

Most of students in learning spelling as usually more interest to learn spelling English if the way to doing the process of learning the teacher using a picture. Based on the background above the researcher is interested in conducting a research with the tittle: " **A STUDY ON THE FIRST GRADE STUDENTS' SPELLING ABILITY ENGLISH WORD AT SDN 02 MANDAU"**

1.2 Identification of The Problems

Many problem appear when the teaching English spelling at SDN 02 Mandau is done, such as student cannot spell English words in spelling, the students do not understand about spelling words.

Based on the experience by the researcher of the first grade students' at SDN 02 Mandau the teacher in there faced problems in teaching the language, still have problem in learning English words, especially in their words spelling ability. They often make mistake in spelling the English words such as omitting one or more letters, for example they write 'bok' for 'book' , 'tabel' for 'table' or 'bek' for 'bag' and changing some letters into Indonesian spelling, such as 'ticer' for 'teacher' or 'dokter' for 'doctor' and 'spun' for 'spoon'.

Another phenomenon, some of the students may be able to mention the words, however, they sometimes cannot write the spelling correctly, for example teacher shows the picture of cat, and asks them what picture it is, they know that it is a cat but they cannot write it correctly where as in fact they have been learning that word from the first grade. In other words, English is introduced firstly in the first grade but they still made mistakes in the word spelling when they are already in the first grade.

The problem above seems to be a common thing if we talk about learning English at elementary school and that is the fact that the researcher faces in teaching English. This problem emerges because there are some differences between the spelling of English and Indonesian language. English language has so many different ways to spell which are not found in students' first language or in Indonesian language. For example, English words that sound the same but are spelled differently such as byte, bite,bight, or words that do not sound like they are spelled such as one, do, late, who, great, etc. are not exist in students' first language spelling.

UNIVERSITAS ISLAM RIAU
PEKANBARU

1.3 Focus of the Problem

To make this research the researcher just focus on the student spelling or how to pronounce a sentence from the picture that given by the researcher.

1.4 Research Question

In this research, the writer formulates that the problem as follow:

1. "how is the first year students spelling of English words at SDN 02 Mandau?"

1.5 The Objective of Research

The general of the research is to find out:

1. The spelling of English word at SDN 02 Mandau.

1.6 Significance of the Research

This research is purposed to let English teach and the candidate of teachers know:

This research is expected to give contribution to the English teachers of SDN 02 Mandau about the students' in spelling words:

1. This research is expected to give information to the students about spelling the words by picture
2. This research is expected to provide the information related to the ability of the first year students in spelling vocabulary.

1.7 Definition of Key Terms

1. Spelling:defined as the proper way to write a word, using the correct order of letters.

a. an example of spelling is the spelling of the words "cat" as "C" "A" "T".

b. an example of spelling is when you actually say or write the letters of the word “cat”

2.Word: a single distinct meaningful element of speech or writing, used with others (or sometimes alone) to form a sentence and typically shown with a space on either side when written or printed.

3. Study: the act of learning and spending time discovering information or an academic work or investigation about a particular thing or subject area.

4. Picture: to describe about detailed something or to represent someone in a photograph in picture

CHAPTER II

THEORETICAL FRAMEWORK

2.1 The Nature of Spelling

2.1.1 Definition

Spelling is one of the less interesting and more laborious aspects of writing. It can also be the most noticeable, one that can create a good or bad impression before the reader thinks about what the writer has to say. (Phenix & Scott-Dunne 1994)

According to Ur (1996: 60) there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, as follows:

1. Form: pronunciation and spelling

The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and one or the other will be preserved by the learner when encountering the item for the first item. In teaching, teachers need to make sure that the other these aspects are accurately presented and learned.

2. Grammar

The grammar of new item will be necessary to be taught if this is not obviously covered by general grammatical rules. An item have an unpredictable change of form in certain grammatical contexts may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same time as teachers teach base form. When teaching a new verb, for example, teacher must

give also its past form if this irregular (*think*, *thought*). Similarly, when teaching noun, Teachers may wish to present its plural form, if it is irregular (mouse, mice).

3. Aspect of meaning (1): denotation, connotation, appropriateness

The meaning of a word is primarily what it refers to in the real world, its denotation; this is often the sort of definition that is given in a dictionary. For example, *dog* denotes a kind of animal; more specifically, a common, domestic carnivorous mammal; and both *dank* and *moist* mean slightly wet. A less obvious component of the meaning of an item is its connotation: the association, or positive or negative feeling it evokes, which may or may not be indicated in a dictionary definition. The word dog, for example, as understand by most British people, has positive connotations of friendship and loyalty.

A more subtle aspect of meaning that often needs to be taught is whether a particular item is appropriate one to use in a certain context or not. For example, learners may know that *weep* is virtually synonym in denotation with *cry*, but it is more formal, tends to be used in writing more than in speech, and is in general much less common

4. Aspect of meaning (2): meaning relationship

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships: here are some of the main ones.

a. Synonyms: items that mean the same, or nearly the same; for example: bright, clever, smart serve synonyms of intelligent.
b. Antonyms: items that mean the opposite; rich is an antonym of poor.

c. Hyponyms; items that serve as specific examples of general concepts; dog, lion, mouse are hyponyms of animal.

d. Co-hyponyms or co-ordinates: other items that are the 'same kind of thing'; red, blue, green, and brown are co-ordinates.

e. Super ordinate: general concepts that 'cover' specific items; animal is the Super ordinate of dog, lion, and mouse.

f. Translation: words or expressions in the learners' mother tongue that are more or less) equivalent meaning to the item being taught.

Based on the explanation above it is chosen one aspect of vocabulary which is discussed in this research because the researcher wants to improve the students 'spelling ability.

2.1.2 History of spelling

There are a number of different reasons as to why English spelling is problematic. To start with one has to take into account that the current spelling system "is a result of a process of development that has been going on for over 1000 years" (Crystal 2003:274). Crystal further mentions six linguistic and social events that have contributed to the result of the present spelling system.

Firstly, he claims that the problem started with the introduction of the Roman 23-letter alphabet for the 35 phonemes of Old English (Crystal 2003:274). Today the 26 letters have to handle over 40 phonemes, which makes English a non-phonetic language, that is, it does not fulfil the criterion of one letter-one phoneme (Crystal 2003:272).

Secondly, Crystal (2003:30) highlights the effects that the Norman Conquest in 1066 had on the English language. The invaders firstly introduced their language to the church as they appointed French-speaking abbots and bishops. Secondly, French-speaking barons were appointed and French merchants took advantage of the commercial opportunities. That way, French flourished among the new hierarchy and nobles. Two centuries later, conflicts emerged between the two countries and lead to the Hundred Years War, which resulted in the diminished status of French (Crystal 2003:31).

There are several linguistic consequences of the Norman Conquest; firstly, new words were introduced. The majority of the loans belonged to fields of administration, trade, medicine, art and fashion, others were abstract terms which were constructed with French affixes, such like *con-*, *trans-*, *pre-*, *-ance*, and *-tion*. Examples of words from Old English that were substituted are *leod*, which gave place to *people*, *wilting* to *beautiful* and *stow* to *place*. Some of the new words did not replace the already existing words but co-existed and developed slightly different meanings or connotations. Examples of this are *doom* (OE), and *judgement* (F), *hearty* (OE) and *cordial* (F) and *house* (OE) and *mansion* (F) (Crystal 2003:46). Secondly, Norman scribes started to write the English they heard according to French spelling conventions. As a result, a number of Old English forms were replaced by French forms; *h* by *gh* in words like *might* and *enough*, *u* by *ou* in *house*, *c* by *ch*in *church*, etc. (Crystal 2003:41).

Another social event that affected English spelling was the introduction of printing. At first, it caused confusion as many printers came from the Continent and brought their own spelling norms. In addition, words were often shortened or

lengthened in order to achieve line justification. The most common variation was in the final *e*. However, the printing also gradually contributed to the stabilization of the spelling system (Crystal 2003:274). William Caxton set up the first printer in England in the late 15th century which gave people a greater access to books. This also led to a growing interest of the language itself and eventually the first grammar books started to appear (Crystal 2003:56).

In the 15th century, a major change in the pronunciation took place, which is referred to as the Great Vowel Shift. Crystal explains that "the change affected the seven long vowels in the language each vowel changed its sound quality, but the distinction between one vowel and the next was maintained" (2003:55). The Middle English long vowels were raised and those that were already raised were diphthongized. This event was a long process and several vowels took over 200 years to work their way to their present sound. The Great Vowel Shift is responsible for the complexity of the present-day spelling system because it occurred at the same time as spelling became more stable by the introduction of printing, as mentioned earlier. For instance, the word *name* is spelled with an *a* because it was pronounced with a when the spelling convention was established and the sound change that later occurred was ignored by the printers (Crystal 2003:275).

Furthermore, in the 16th century, a spelling reform occurred, where scholars tried to indicate the origin of a word through its spelling. That way a *b* was added to the word *debt* to make clear that it came from the Latin word *debitrum.* Likewise, a *b* was inserted to *doubt* and a *g* to *reign,* to demonstrate its origins *dubitare* and *regno.* Other attempts to reorganize the spelling were to extend some spelling forms to apply for

similar words, for example, the *gh* from *night* and *light* was extended to words like *delight* and *tight.* This resulted in an increased number of irregular forms (Crystal 2003:274).

Finally, a new wave of loanwords arrived in English from different languages such as French, Spanish, Portuguese, Italian, Latin and Greek, in the late 16th and early 17th century and brought with them a number of alien spellings. Some of those words are *bizarre, brusque , caustic and cocoa.* However, Crystal claims that "while these periods [the Norman Conquest and the late 16th- early 17th century] represent the peaks of borrowing activity in the history of English, there was no reduction in the underlying trend during later centuries" (2003:126).English is, according to him, one of the most prolific borrowers in the world

2.1.3 Spelling Strategies

In order to continue learning, constructing and checking spellings, with a view to achieving and sustaining accuracy throughout a substantial text, pupils need to undertake the following regularly:

1. recognize and record personal errors, corrections, investigations, conventions, exceptions and new vocabulary
2. sound out words phonemically and by syllables
3. draw on analogies to known words, roots, derivations, word families, morphology and familiar spelling patterns
4. identify words which pose a particular challenge and learn them by using mnemonics, multi-sensory reinforcement and memorizing critical features

5. use the quartiles of a dictionary and find words beyond the initial letter
6. make effective use of a spellchecker, recognizing where it might not be sufficient or appropriate.

2.1.4 Developing spelling skills

In learning to spell, student progress along a developmental pathway until they can successfully integrate the four forms of spelling knowledge: phonological, visual, morphemic and etymological.

Students who need additional support in spelling should be provided with a program that recognizes their current developmental level and builds an understanding of word patterns based on each of the four forms of spelling knowledge.

Systematic teaching of spelling will involve initial teacher modeling of strategies followed by guided and then independent practice. The teacher's role is to organize the examination of words in such a way that students understand how particular spelling features and patterns operate (Templeton & Morris, 1999).

An explicit and systematic spelling program should:

• focus on teaching appropriate words related to:

– the students' current levels of performance

– the class program and student needs

• explicitly teach spelling patterns

• teach in small chunks

• provide opportunity for sufficient practice and feedback

• ensure maintenance of previously learned words

• provide for generalization of newly acquired spelling skills

• emphasis the importance of correct spelling

• include dictionary skills

• be integrated across all Key Learning Areas.

English spelling causes a great deal of trouble among learners (and some natives) and it is therefore often suggested that the language has irregular spelling system. Meanwhile, there are others that claim that there is a highly predictable spelling system in the English language.

David Crystal (2003:271) disentangles this ambiguity by explaining that the proportion of irregularity depends on whether proper names, rare foreign loan words and lengthy technical terms are included or not. He also clarifies that English spelling appears to be more irregular than it really is because many of the most frequently used words are among the approximate 500 words whose spelling is completely irregular.

Besides, it is essential to problematize the notion of regularity. According to Crystal "Regularity implies the existence of a rule which can generate large numbers of words correctly" (2003:272). That way, a rule that works for 500 words is considered to be plainly regular, while as one that simply applies for ten words is doubtfully a rule at all. Based on this concept of regularity, 80 per cent of everyday English words are spelled according to regular patterns. Finally, Crystal (2003:272) reaches the conclusion that one should not exaggerate the size of the problem, nor minimize it either, as a great deal of confusion is caused by the irregular spelling.

Recent research has provided a clearer understanding of the process of learning to spell and how to facilitate progression through this process. It is understood that spelling development is facilitated by:

• involvement in meaningful language experiences in a print-rich environment

• an understanding of the individual nature of the developmental stages of spelling

• an understanding of the problem-solving nature of spelling development

• distinct lessons that promote an understanding of the process of rule generation and hypothesis testing

• the promotion of a spelling consciousness that values and promotes risk taking

2.1.5 The English spelling system

English spelling causes a great deal of trouble among learners (and some natives) and it is therefore often suggested that the language has irregular spelling system. Meanwhile, there are others that claim that there is a highly predictable spelling system in the English language.

David Crystal (2003:271) disentangles this ambiguity by explaining that the proportion of irregularity depends on whether proper names, rare foreign loan words and lengthy technical terms are included or not. He also clarifies that English spelling appears to be more irregular than it really is because many of the most frequently used words are among the approximate

500 words whose spelling is completely irregular.

Besides, it is essential to problematize the notion of regularity. According to Crystal “Regularity implies the existence of a rule which can generate large numbers of

words correctly" (2003:272). That way, a rule that works for 500 words is considered to be plainly regular, while as one that simply applies for ten words is doubtfully a rule at all. Based on this concept of regularity, 80 per cent of everyday English words are spelled according to regular patterns. Finally, Crystal (2003:272) reaches the conclusion that one should not exaggerate the size of the problem, nor minimize it either, as a great deal of confusion is caused by the irregular spelling.

2.1.6 Previous studies

Doval - Suárez (2004:58) mentions Charles Read as an important name on cognitive studies of spelling. He developed a new view of spelling as a linguistic process, in contrast to the traditional view of spelling as a mere visual process. With this as a starting-point, Frith (1980) developed the *dual route model of spelling*, which is based on the idea of two separate and independent processes or routes, one visual and one phonological. The visual process functions as a mental lexicon which is built up after a certain degree of exposure to a word, whereas the phonological process "produces spelling by breaking up a word into its component phonemes and then uses the knowledge of phoneme-grapheme correspondence to assemble an appropriate spelling" (Doval-Suárez 2004:58). According to this model, the phonological process is capable of producing the correct spelling of regular words, while the visual process is more appropriate for irregular words.

Other important names in this area are Bryant and Bradley (1985) who agree with Frith on the idea of spelling as different processes, although they argue that the

"phonological awareness is the casual factor in the development of reading and spelling, and that it appears in spelling before it appears in reading" (Doval-Suárez 2004:65).

One investigation that has contributed to the awareness of the importance of metacognition, learning strategies and learning styles was undertaken by Carrell, Pharis and Liberto (1998). A group of students were divided into three groups; the first two groups underwent training in two different learning strategies while the third group received no training. They were then tested on their ability to answer multiple choice comprehension questions. The researchers also included a measure of learning style in the test. The result suggested that strategy training gave an improved second-language reading. It also confirmed that there is a relation between personal learning styles and strategy training (Hedge 2001:81).

2.1.7 Spelling Support Reading

Spelling instruction may be old fashioned, but its importance has not diminished with computerized spell checkers and there's no reason to believe that it will diminish in the foreseeable future. Even if spell checkers were improved dramatically, such that they caught virtually all spelling errors and supplied the right word as the first choice, the type of in-depth word study described here would still be extremely valuable students. The benefits go well beyond good spelling:

For young children, research clearly indicates that spelling supports learning to read, and for older children, it's likely that learning about the meaningful relationships between words will contribute to vocabulary growth and reading comprehension. The complexity of English gives us seemingly infinite choices among words when we're

searching for the right way to express ourselves, and the language's regularity makes reading, speaking, and writing those words an achievable goal.

2.2 Words

When children are surrounded by print and see print used for real purposes, they are more likely to develop a firm understanding of the concept of word.-Word Sense 1994. Young children do not usually demonstrate a knowledge of the concept of "word". They generally do not leave spaces between words, nor do they represent words by using the beginning or ending sound. In their initial attempts to use written communication, young children tend to string letters together in a line. It is only after they begin to develop the concept of word that spaces appear between the letters and words. Young children need to learn that while oral language does not necessarily have pauses between words, written language does. To write effectively children have to know where one word ends and another begins.

Children gain awareness of what a word is through their reading and writing experiences. There are many daily opportunities to help children develop the concept of word. These include:

- shared reading of a chant, rhyme, poem or big book
- conferencing with children about their writing
- the teacher spelling out loud periodically as experience charts, and stories are written
- center activities focusing on word games
- producing tactile words using materials such as plasticine

- using sentence strips from a favorite book or from children's written work. The child is read the complete sentence. Then it is cut into separate words which are mixed up. The child's task is to take each word and rebuild the sentence.
- purposesful dictation. The teacher dictates a list, riddle or message for the children to write.

UNIVERSITAS ISLAM RIAU
PEKANBARU

CHAPTER III

RESEARCH METHODOLOGY

3.1 The Research Design

This is a descriptive quantitative research. This type of research is used to describe the data in order to get a generalization or a conclusion to the population. Descriptive research is done to describe the facts and the characteristics of a given population factually and accurately. Furthermore, Nuril (1991:295) states that descriptive research is done to answer questions concerning the current status of the subject of the study. It is useful for investigating a variety of educational problems. This descriptive study tries to describe students' ability in comprehending descriptive text. Gay (2000:276) says that descriptive research sounds very simple-just ask some people some questioning and count responses .

3.2 The Location and Time of the Research

These research data has been be collected on January 2018 at the first year students of SDN 02 Mandau

3.3 The Population and Sample

a. Population

Fraenkel and Wallen (1993: 78) state that a population is the group to which the results of the study are intended to apply. Furthermore, Gay (2000: 122) states that a population is the group of interest to the researcher, the group to which she or he would

like the result of the study to be generalizable. In this study, the population of this study is all of the first year students of SDN 02 Mandau. There are one classes, each class has 22 students. The total number of the population is 22.

Table 1. Sample and Population

No	Class	Number of population
1	1C	22
	TOTAL	22

b. Sampling

Gay (2000: 121) says that sampling is the process of selecting a number of individuals for a study in such a way that they represent the larger group from which they were selected. The writer uses cluster random sampling technique in this research. Based on Fraenkel and Wallen (1993:84) say that cluster random sampling is more effective with large numbers of clusters. It is the selection of groups, or clusters of subjects rather than individual.

There only one class chosen for the sample. To know which class taken as the sample, the writer provided two pieces of paper in which one of them written the word "sample" while on the other is not. Then the writer asked to the chairman of each class to take the folded paper from the box, the chairman who taken the paper with "sample" sign in it selected as the sample of the research.

3.4 Research Instrument

In the research, the researcher used instrument. The students should complete the words that given by the teacher and the researcher checked students' task.

The word that give to sample, as follows:

1. R-d-o-o : d-o-o-r
2. S-i-h-f : f-i-s-h
3. G-i-t-e-r : t-i-g-e-r
4. S-o-h-e : s-h-o-e
5. Y-e-k : k-e-y
6. S-o-h-u-e : h-o-u-s-e
7. L-u-r-e-r : r-u-l-e-r
8. G-e-g : e-g-g
9. N-e-q-u-e : q-u-e-e-n
10. J-e-p-e : j-e-e-p
11. B-r-e-z-a : z-e-b-r-a
12. C-o-w : c-o-w

3.5 Technique of Collecting Data

The steps in collecting the data as follows:

1. The teacher gave instruction to the students (give words) by the test
2. The teacher asked the students to arrange the word
3. The teacher gave several minutes for each students to completed the words
4. The researchers analysed students spelling word by test that given by the teacher

5. The researcher asked the English teacher of SDN 02 Mandau to correct students' spelling.

3.6 Technique of Analyzing Data

After obtaining the data, the writer analyzed the data obtained from the research.

3.6.1 Quantitative

The writer also used the formula as follows on finding percentage of the students' "correct" in spelling.

The writer analyzed the data observation as follows:

1. The writer found out the correctness of the students' arrange the words by comparing them with the test. The following of the example of data analysis technique:

Table 2: spelling alphabet

No.	Words	Spelling alphabet			
		d	o	O	r
1.	Door	√	√	√	-

2. To find out the ability level of students' spelling, the formula were taken from wayan and P:P NArietina in kurniasih (2008:28).

$X=\frac{r}{n}\ x\ 100$

X= individual scores

R= number of frequency

N= number of students

According Deap of in Desvita, (2006:24) the classify the students' level of the ablity in spelling of English word: the researcher used the criteria.

Table 3

The classifications are as the following

No.	Percentage	Category
1.	66,667 % - 100	Good
2.	33,34% - 66,66%	Fair
3.	0% - 33,33%	Bad

For example : the number of the spellings are 12 item, and there are 15 students respondents, so the score can be concluded as follows:

$$x = \frac{12}{15} \; x\,100 = 80$$

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

4.1 Data Percentage

After collecting the data and having classified them, the writer listed and wrote out to make a transcription based on the problem of the research. The writer analyzed the data by using technique of analyzing data presents in chapter III. This analysis was necessary made to answer the formulation of the problem of the research.

4.1.1 Data Transcription

The writer exposed the result of the test each items, there were 12 items to be discussed. There were 12 words and 26 letters, and there were the alphabet A until Z. The letter of spelling were : a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, and z.

4.1.1.1 Spelling alphabet done by students

1. Door (d, o, o, r)

From this word there were 4 letters, the first letter D : 1 from 22 students were (21) false spelling and the rest of students were classified into correctly spelling. The second letter O : 2 from 22 students were (19 and 21) false spelling and the rest of students were classified into correctly spelling. The third letter O : 1 from 22 students were (12) false spelling and the rest of the students were classified into correctly spelling. And the

fourth letters R : 3 from 22 students were (12, 19, and 21) false and the rest of students were classified into correctly spelling.

2. Fish (f, i, s, h)

From this word there were 4 letters, the first letter F : 4 from 22 students were (5, 9, 21, and 22) false spelling and the rest of the students were classified into correctly spelling. The second letters I : 7 from 22 students were (7, 9, 12, 15, 17, 20, and 22) false spelling and the rest of students were classified into correctly spelling. The third letter S : 9 from 22 students were (4, 5, 9, 12, 13, 15, 17, 21, and 22) false spelling and the rest of students were classified into correctly spelling. The fourth letter H : 13 from 22 students were (1, 4, 5, 7, 9, 12, 13, 15, 16, 17, 20, 21, and 22 false spelling and the rest of students were classified into correctly spelling.

3. Tiger (t, i, g, e, r)

From this word there were 5 letters, the first letter T : 1 from 22 students were (21) false spelling and the rest of the students were classified into correctly spelling. The second letters I : 3 from 22 students were (2, 7, and 20) false spelling and the rest of students were classified into correctly spelling. The third letter G : 5 from 22 students were (1, 2, 7, 20, and 21) false spelling and the rest of students were classified into correctly spelling. The fourth letter E : 4 from 22 students were (1, 2, 7, and 20) false spelling and the rest of students were classified into correctly spelling. The fifth letter R : 4 from 22 students were (1, 2, 7, and 20) false spelling and the rest of students were classified into correctly spelling.

4. Shoe (s, h, o, e)

From this word there were 4 letters, the first letter S: all students were could spelled the letter “S” correctly. The second letters H : 16 from 22 students were (1, 2, 3, 4, 6, 7, 8, 10, 11, 12, 13, 15, 16, 19, 20, and 21) false spelling and the rest of students were classified into correctly spelling. The third letter O : 17 from 22 students were (2, 3, 4, 6 7, 8, 9, 10, 11, 12, 13, 14, 15, 19, 20, 21, and 22) false spelling and the rest of students were classified into correctly spelling. The fourth letter E : 15 from 22 students were (2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 20, and 22) false spelling and the rest of students were classified into correctly spelling.

5. Key (k, e, y)

From this word there were 3 letters, the first letter K : only 1 from 22 students (21) false spelling and the rest of the students correctly spelling. The second letters E : all students were could spelled the letter “E” correctly . The third letter Y : 1 from 22 students were (21) false spelling and the rest of students were classified into correctly spelling.

6. House (h, o, u, s, e)

From this word there were 5 letters, the first letter H : 3 from 22 students were (7, 20, and 21) false spelling and the rest of the students were classified into correctly spelling. The second letters O : 5 from 22 students were (5, 7, 17, 18, and 20) false spelling and the rest of students were classified into correctly spelling. The third letter U : 5 from 22 students were (5, 7, 17, 20, and 21) false spelling and the rest of students were classified into correctly spelling. The fourth letter S : 4 from 22 students were (5, 7, 20, and 21) false spelling and the rest of students were classified into correctly spelling. The fifth

letter E : 4 from 22 students were (5, 7, 17, and 20) false spelling and the rest of students were classified into correctly spelling.

7. Ruler (r, u, l, e, r)

From this word there were 5 letters, the first letter R : 6 from 22 students were (2, 5, 6, 12, 14, and 21) false spelling and the rest of the students were classified into correctly spelling. The second letters U : 4 from 22 students were (7, 12, 15, and 20) false spelling and the rest of students were classified into correctly spelling. The third letter L : 8 from 22 students were (2, 5, 6, 7, 12, 14, 20, and 21) false spelling and the rest of students were classified into correctly spelling. The fourth letter E : 4 from 22 students were (7, 14, 15, and 20) false spelling and the rest of students were classified into correctly spelling. The fifth letter R : 4 from 22 students were (7, 12, 14, and 20) false spelling and the rest of students were classified into correctly spelling.

8. Egg (E, g, g)

From this word there were 3 letters, the first letter E : 11 from 22 students were (2, 4, 6, 7, 8, 10, 11, 15, 18, 20, and 21) false spelling and the rest of the students were classified into correctly spelling. The second letters G : 9 from 22 students were (2, 4, 6, 8, 10, 11, 15, 18, and 20) false spelling and the rest of students were classified into correctly spelling. The third letter G : 2 from 22 students were (7 and 20) false spelling and the rest of students were classified into correctly spelling.

9. Queen (q, u, e, e, n)

From this word there were 5 letters, the first letter Q : 4 from 22 students were (3, 10, 11, and 21) false spelling and the rest of the students were classified into correctly spelling. The second letters U : 4 from 22 students were (3, 10, 11, and 21) false spelling and the rest of students were classified into correctly spelling. The third letter E : 8 from 22 students were (2, 3, 6, 7, 10, 11, 12, and 21) false spelling and the rest of students were classified into correctly spelling. The fourth letter E : 4 from 22 students were (3, 10, 11, and 21) false spelling and the rest of students were classified into correctly spelling. The fifth letter N : 8 from 22 students were (2, 3, 6, 7, 10, 11, 12, and 21) false spelling and the rest of students were classified into correctly spelling.

10. Jeep (j, e, e, p)

From this word there were 4 letters, the first letter J : 4 from 22 students were (7, 13, 15, and 20) false spelling and the rest of the students were classified into correctly spelling. The second letters E : all students were could spelled the letter “E” correctly. The third letter E : 9 from 22 students were (2, 6, 7, 10, 12, 13, 15, 20, and 21) false spelling and the rest of students were classified into correctly spelling. The fourth letter P : 9 from 22 students were (2, 6, 7, 10, 12, 13, 15, 20, and 21) false spelling and the rest of students were classified into correctly spelling.

11. Zebra (z, e, b, r, a)

From this word there were 5 letters, the first letter Z : 2 from 22 students were (10 and 21) false spelling and the rest of the students were classified into correctly spelling. The second letters E : 4 from 22 students were (7, 10, 20, and 21) false spelling and the rest

of students were classified into correctly spelling. The third letter B : 5 from 22 students were (3, 7, 10, 20, and 21) false spelling and the rest of students were classified into correctly spelling. The fourth letter R : 5 from 22 students were (3, 7, 10, 20, and 21) false spelling and the rest of students were classified into correctly spelling. The fifth letter A : 2 from 22 students were (7, and 20) false spelling and the rest of students were classified into correctly spelling.

12. Cow (c, o, w)

From this word there were 3 letters, the first letter C: 4 from 22 students were (6, 7, 15, and 20) false spelling and the rest of the students were classified into correctly spelling. The second letters O : 1 from 22 students were (20) false spelling and the rest of students were classified into correctly spelling. The third letter W : 4 from 22 students were (6, 7, 15, and 20) false spelling and the rest of students were classified into correctly spelling.

4.1.1.2 Students' Spelling Ability

a). Adrian has 3 problems in this test. They were fish, tiger and shoe. He can't arrange the word correctly

b). Aisya Putri has 6 problems in this test. They were tiger, shoe, ruler, egg, queen, and jeep. She can't arrange the word correctly

c). Alfi has 3 problems in this test. They were key, queen, and zebra. He can't arrange the word correctly

UNIVERSITAS ISLAM RIAU PEKANBARU

d). Aliya has 3 problems in this test. They were fish, shoe, and egg. She can't arrange the word correctly

e). Alzam has 3 problems in this test. They were fish, house, and ruler. He can't arrange the word correctly

f). Azira has 6 problems in this test. They were shoe, ruler, egg, queen, jeep, and cow. She can't arrange the word correctly

g). Cahaya has 10 problems in this test. They were fish, tiger, shoe, house, ruler, egg, queen, jeep, zebra, and cow. She can't arrange the word correctly

h). Debora has 2 problems in this test. They were shoe and egg. She can't arrange the word correctly

i). Farzahria has 2 problems in this test. They were fish, and shoe. She can't arrange the word correctly

j). Febryani has 5 problems in this test. They were shoe, egg, queen, jeep and zebra. She can't arrange the word correctly

k). Friyanka has 3 problems in this test. They were shoe, egg, and queen. She can't arrange the word correctly

l). Kenzi has 6 problems in this test. They were door, fish, shoe, ruler, egg, queen, and jeep. He can't arrange the word correctly

m). Kevin has 3 problems in this test. They were fish, shoe, and jeep. He can't arrange the word correctly

UNIVERSITAS ISLAM RIAU
PEKANBARU

n). Lucky has 2 problems in this test. They were fish, and shoe. He can't arrange the word correctly

o). Maura has 6 problems in this test. They were fish, shoe, ruler, egg, jeep, and cow. She can't arrange the word correctly

p). Meysha has 2 problems in this test. They were fish and shoe. She can't arrange the word correctly

q). Nataka has 2 problems in this test. They were fish and house. He can't arrange the word correctly

r). Raykal has 2 problems in this test. They were house and egg. He can't arrange the word correctly

s). Ruben has 2 problems in this test. They were door, and shoe. He can't arrange the word correctly

t). Sari has 9 problems in this test. They were fish, tiger, shoe, house, ruler, egg, jeep, zebra, and cow. She can't arrange the word correctly

u). Yumoza has 11 problems in this test. They were door, fish, tiger, shoe, key, house, ruler, egg, queen, jeep, and zebra. She can't arrange the word correctly

v). Zeskya has 2 problems in this test. They were fish, and shoe. She can't arrange the word correctly

UNIVERSITAS ISLAM RIAU
PEKANBARU

4.1.1.3 Score Spelling Done by Student

NO	NAME	TEST SCORE		SCORE TOTAL	CATEGORY
		TRUE	FALSE		
1	Adrian	9	3	75	Good
2	Aisya Putri	6	6	50	Fair
3	Alfi	9	3	75	Good
4	Aliya Ziva	9	3	75	Good
5	Alzam Afri Zaputra	9	3	75	good
6	Azira Ramadani	6	6	50	fair
7	Cahaya Intan	2	10	16,6	bad
8	Debora Cindya	10	2	83,3	good
9	Farzahria	10	2	83,3	good
10	Febryani	7	5	58,3	fair
11	Friyanka	9	3	75	good
12	Kenzi	6	6	50	fair
13	Kevin	9	3	75	good
14	Lucky	10	2	83,3	good
15	Maura	6	6	50	fair
16	Meysha	10	2	83,3	good
17	Nataka	10	2	83,3	good

18	Raykal	10	2	83,3	good
19	Ruben	10	2	83,3	good
20	Sari Lastio	3	9	25	bad
21	Yumoza	1	11	8.3	bad
22	Zeskya Rindri	10	2	83,3	good

4.1.2 Data Analysis Technique

The recapitulation of the students spelling from individual letters.

Table 4.

The descriptive of the students spelling from individual words letter by letter

no	words	letters	total	percentage	Category
1	Door	D	21	95%	Good
		O	20	90%	Good
		O	21	95%	Good
		R	19	86%	Good
2	Fish	F	18	81%	Good
		I	15	68%	Good
		S	13	59%	Fair
		H	9	40%	Fair
3	Tiger	T	21	95%	Good

		I	19	86%	Good
		G	17	77%	Good
		E	18	81%	Good
		R	18	81%	Good
4	Shoe	S	22	100%	Good
		H	6	27%	Bad
		O	5	22%	Bad
		E	7	31%	Bad
5	Key	K	21	95%	Good
		E	22	100%	Good
		Y	21	95%	Good
6	House	H	19	86%	Good
		O	17	77%	Good
		U	17	77%	Good
		S	18	81%	Good
		E	18	81%	Good
7	Ruler	R	16	72%	Good
		U	18	81%	Good
		L	14	63%	Fair
		E	18	81%	Good
		R	18	81%	Good
8	Egg	E	11	50%	Fair

UNIVERSITAS ISLAM RIAU PEKANBARU

		G	13	59%	Fair
		G	20	90%	Good
9	Queen	Q	18	81%	Good
		U	18	81%	Good
		E	14	63%	Fair
		E	18	81%	Good
		N	14	63%	Fair
10	Jeep	J	18	81%	Good
		E	22	100%	Good
		E	13	59%	Fair
		P	13	59%	Fair
11	Zebra	Z	20	90%	Good
		E	18	81%	Good
		B	17	77%	Good
		R	17	77%	Good
		A	20	90%	Good
12	Cow	C	18	81%	Good
		O	21	95%	Good
		W	18	81%	Good

UNIVERSITAS ISLAM RIAU PEKANBARU

Table 5

The category of words level

no	category	number of item	Percentage
1	Good	38	76%
2	Fair	9	18%
3	Bad	3	6%
	Total	50	100%

It can been seen from **table 5** that only 38 of letters from 50 letters that got the category of good level (1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 14, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 33, 34, 35, 37, 39, 40, 43, 44, 45, 46, 47, 48, 49, and 50), and 9 of the letter from 50 letters got the category fair level (7, 8, 28, 31, 32, 36, 38, 41, and 42), and the last 3 of the letter from 50 letters got category of bad level (15, 16, and 17).

To assess the result of the students test the researcher gave the teacher at SDN 02 Mandau as an appraiser. The role of the teacher as an appraiser is:

1. Appraisers provide information to students that researcher need data from students in the form of question sheet
2. The researcher gets data from students in the form of sheets in composing words
3. Appraisers check student data especially how many words students can arrange

4.2 Data Interpretation

By the data on the transcription, we would say that the spelling by first year at SDN 02 Mandau, who was chosen to be sample of the research, got good achievement in English specially in spelling the word. Data s result did not have problem with influence, of environment and social component. Such as the student faced problems in mothers' language learning and the teachers' competence l teaching process.

In conclusion the writer could say that the student of the research was able to have good English speaking in pronunciation especially in spelling the words. Their good achievement was caused by their good understanding of words and interesting to learn the foreign language, it could also be interpreted that with their good spelling of words letter by letter and interested to learn the foreign language. They might get enjoyable to learn the language.

UNIVERSITAS ISLAM RIAU
PEKANBARU

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The conclusion and suggestion are developed on the basic or research finding and writers' interpretation. The presentation of the research in this chapter, the writer has concludes and suggest as follow:

5.1.1 Theoretical Conclusion

In Indonesia is tough as a foreign language, it is used to communication in English, spelling is a part of pronunciation, and pronunciation is a part of speaking because spelling is used to support to communication and avoid to misunderstanding ability is one important factor in speaking competence.

5.1.2 Practical Conclusion

Previous analysis the writer made conclusion about this research as in the following:

1. For words door, there were 4 letters and all of the letter got good level
2. For words fish, there were 4 letters and 2 letter got good level (f and i) and for the rest letter got fairy level (s and h)
3. For words tiger, there were 5 letters and all of the letter got good level

4. For words shoe, there were 4 letters and (s) got good level, and (h, o, and e) got bad level
5. For words key, there were 3 letters and all of the letter got good level
6. For words house, there were 5 letters and all of the letter got good level
7. For words ruler, there were 5 letters and letter (l) got fairy level, for the rest letters got good level
8. For words egg, there were 3 letters (e and g) got fairy level , and (g) for the rest letters got good level
9. For words queen, there were 5 letters (e and n) got fairy level and for the rest letters got good level
10. For words jeep, there were 4 letters (e and p) got fairy level and for the rest letters got good level
11. For words zebra, there were 5 letters and all of the letters got good level
12. For words cow, there were 3 letters and all of the letters got good level

5.2 Suggestion

From the conclusion above, the writer would like to suggest point especially for English teachers are teaching at elementary school level, to improve the student ability in speaking skill in pronounce especially in spelling of sound they process to make good programs that may take students to participate activity in the process of learning English elementary school.

Looking at result of the research, the writer would like to offer some suggestion as follows:

5.2.1 Suggestion for the students

1. The first year of the students at elementary school need more practice through teachers' explanation reading book, allowed English course and others

2. The students have to explanation have to build their own interested and motivation and practice spelling

3. To improve spelling the students should often practice everyday

4. The students must study hard in the class, or at home

5.2.2 Suggestion for the teacher

1. The teacher most should give the student more time to practice English especially in speaking, pronounce and spelling

2. The teacher should always give the students more knowledge of foreign language especially English

UNIVERSITAS ISLAM RIAU
PEKANBARU

APPENDIX

01

STUDENTS SPELLING OF FIRST YEAR

SDN 02 MANDAU

1. ADRIAN
2. AISYA PUTRI ANDINI
3. ALFI
4. ALIYA ZIRA
5. ALZAM AFRI ZAPUTRA
6. AZIRA RAMADANI
7. CAHAYA INTAN
8. DEBORA CINDYA
9. FARZAHRIA
10. FEBRYANI
11. FRIYANKA
12. KENZI
13. KEVIN
14. LUCKY LAVIONE
15. MAURA

16. MEYSHA

17. NATAKA

18. RAYKAL

19. RUBEN

20. SARI LASTIO

21. YUMOZA

22. ZESKYA RINDRI

UNIVERSITAS ISLAM RIAU
PEKANBARU

APPENDIX

02

THE WORDS OF SPELLING

23. DOOR
24. FISH
25. TIGER
26. SHOE
27. KEY
28. HOUSE
29. RULER
30. EGG
31. QUEEN
32. JEEP
33. ZEBRA
34. COW

UNIVERSITAS ISLAM RIAU
PEKANBARU

APPENDIX

03

SPELLING OF ALPHABET

Result of : ADRIAN

No.	Words	Spelling alphabet			
		D	O	O	R
1.	Door	√	√	√	√

2.	Fish	F	I	S	H	
		√	√	√	–	

3	Tiger	T	I	G	E	R
		√	√	–	–	–

4	Shoe	S	H	O	E
		√	–	√	√

5	Key	K	E	Y
		√	√	√

6	House	H	O	U	S	E
		√	√	√	√	√

7	Ruler	R	U	L	E	R
		√	√	√	√	√

8	Egg	E	G	G
		√	√	√

9	Queen	Q	U	E	E	N
		√	√	√	√	√

10	Jeep	J	E	E	P
		√	√	√	√

11	Zebra	Z	E	B	R	A
		√	√	√	√	√

UNIVERSITAS ISLAM RIAU PEKANBARU

12	Cow	C	O	W
		√	√	√

Result of : AISYA PUTRI ANDINI

No.	Words	Spelling alphabet			
		D	O	O	R
1.	Door	√	√	√	√

2.	Fish	F	I	S	H	
		√	√	√	√	

3	Tiger	T	I	G	E	R
		√	–		–	–

4	Shoe	S	H	O	E
		√	–	–	–

5	Key	K	E	Y
		√	√	√

UNIVERSITAS ISLAM RIAU PEKANBARU

6	House	H	O	U	S	E
		√	√	√	√	√

7	Ruler	R	U	L	E	R
		–	√	–	√	√

8	Egg	E	G	G
		–	–	√

9	Queen	Q	U	E	E	N
		√	√	–	√	–

10	Jeep	J	E	E	P
		√	√	–	–

11	Zebra	Z	E	B	R	A
		√	√	√	√	√

12	Cow	C	O	W
		√	√	√

UNIVERSITAS ISLAM RIAU PEKANBARU

Result of : ALFI

No.	Words	Spelling alphabet			
		D	O	O	R
1.	Door	√	√	√	√

2.	Fish	F	I	S	H	
		√	√	√	√	

3	Tiger	T	I	G	E	R
		√	√	√	√	√

4	Shoe	S	H	O	E
		√	–	–	–

5	Key	K	E	Y
		√	√	√

6	House	H	O	U	S	E

UNIVERSITAS ISLAM RIAU PEKANBARU

		√	√	√	√	√

7	Ruler	R	U	L	E	R
		√	√	√	√	√

8	Egg	E	G	G
		√	√	√

9	Queen	Q	U	E	E	N
		–	–	–	–	–

10	Jeep	J	E	E	P
		√	√	√	√

11	Zebra	Z	E	B	R	A
		√	√	–	–	√

12	Cow	C	O	W
		√	√	√

UNIVERSITAS ISLAM RIAU PEKANBARU

Result of : ALIYA ZIVA

No.	Words	Spelling alphabet			
		D	O	O	R
1.	Door	√	√	√	√

2.	Fish	F	I	S	H
		√	√	–	–

3	Tiger	T	I	G	E	R
		√	√	√	√	√

4	Shoe	S	H	O	E
		√	–	–	–

5	Key	K	E	Y
		√	√	√

6	House	H	O	U	S	E

UNIVERSITAS ISLAM RIAU PEKANBARU

		√	√	√	√	√

7	Ruler	R	U	L	E	R
		√	√	√	√	√

8	Egg	E	G	G
		–	–	√

9	Queen	Q	U	E	E	N
		√	√	√	√	√

10	Jeep	J	E	E	P
		√	√	√	√

11	Zebra	Z	E	B	R	A
		√	√	√	√	√

12	Cow	C	O	W
		√	√	√

UNIVERSITAS ISLAM RIAU PEKANBARU

Result of : ALZAM AFRI ZAPUTRA

No.	Words	Spelling alphabet			
		D	O	O	R
1.	Door	√	√	√	√

2.	Fish	F	I	S	H
		–	√	–	–

3	Tiger	T	I	G	E	R
		√	√	√	√	√

4	Shoe	S	H	O	E
		√	√	√	√

5	Key	K	E	Y
		√	√	√

6	House	H	O	U	S	E

UNIVERSITAS ISLAM RIAU PEKANBARU

		√	–	–	–	–

7	Ruler	R	U	L	E	R
		–	√	–	√	√

8	Egg	E	G	G
		√	√	√

9	Queen	Q	U	E	E	N
		√	√	√	√	√

10	Jeep	J	E	E	P
		√	√	√	√

11	Zebra	Z	E	B	R	A
		√	√	√	√	√

12	Cow	C	O	W
		√	√	√

UNIVERSITAS ISLAM RIAU PEKANBARU

Result of : AZIRA RAMADANI

No.	Words	Spelling alphabet			
		D	O	O	R
1.	Door	√	√	√	√

2.	Fish	F	I	S	H	
		√	√	√	√	

3	Tiger	T	I	G	E	R
		√	√	√	√	√

4	Shoe	S	H	O	E
		√	–	–	–

5	Key	K	E	Y
		√	√	√

6	House	H	O	U	S	E

UNIVERSITAS ISLAM RIAU PEKANBARU

		√	√	√	√	√

7	Ruler	R	U	L	E	R
		–	√	–	√	√

8	Egg	E	G	G
		–	–	√

9	Queen	Q	U	E	E	N
		√	√	–	√	–

10	Jeep	J	E	E	P
		√	√	–	–

11	Zebra	Z	E	B	R	A
		√	√	√	√	√

12	Cow	C	O	W
		–	√	–

UNIVERSITAS ISLAM RIAU PEKANBARU

Result of : CAHAYA INTAN

No.	Words	Spelling alphabet			
		D	O	O	R
1.	Door	√	√	√	√

2.	Fish	F	I	S	H
		√	–	√	–

3	Tiger	T	I	G	E	R
		√	–	–	–	–

4	Shoe	S	H	O	E
		√	–	–	–

5	Key	K	E	Y
		√	√	√

6	House	H	O	U	S	E

UNIVERSITAS ISLAM RIAU PEKANBARU

		–	–	–	–	–

7	Ruler	R	U	L	E	R
		√	–	–	–	–

8	Egg	E	G	G
		–	√	–

9	Queen	Q	U	E	E	N
		√	√	–	√	–

10	Jeep	J	E	E	P
		–	√	–	–

11	Zebra	Z	E	B	R	A
		√	–	–	–	–

12	Cow	C	O	W
		–	√	–

UNIVERSITAS ISLAM RIAU PEKANBARU

Result of : DEBORA CINDYA

No.	Words	Spelling alphabet			
		D	O	O	R
1.	Door	√	√	√	√

2.	Fish	F	I	S	H	
		√	√	√	√	

3	Tiger	T	I	G	E	R
		√	√	√	√	√

4	Shoe	S	H	O	E
		√	–	–	–

5	Key	K	E	Y
		√	√	√

6	House	H	O	U	S	E

UNIVERSITAS ISLAM RIAU PEKANBARU

		√	√	√	√	√

7	Ruler	R	U	L	E	R
		√	√	√	√	√

8	Egg	E	G	G
		–	–	√

9	Queen	Q	U	E	E	N
		√	√	√	√	√

10	Jeep	J	E	E	P
		√	√	√	√

11	Zebra	Z	E	B	R	A
		√	√	√	√	√

12	Cow	C	O	W
		√	√	√

UNIVERSITAS ISLAM RIAU PEKANBARU

Result of : FARZAHRIA AYU NINDYA

No.	Words	Spelling alphabet			
		D	O	O	R
1.	Door	√	√	√	√

2.	Fish	F	I	S	H	
		–	–	–	–	

3	Tiger	T	I	G	E	R
		√	√	√	√	√

4	Shoe	S	H	O	E
		√	–	–	–

5	Key	K	E	Y
		√	√	√

6	House	H	O	U	S	E

UNIVERSITAS ISLAM RIAU PEKANBARU

		√	√	√	√	√

7	Ruler	R	U	L	E	R
		√	√	√	√	√

8	Egg	E	G	G
		√	√	√

9	Queen	Q	U	E	E	N
		√	√	√	√	√

10	Jeep	J	E	E	P
		√	√	√	√

11	Zebra	Z	E	B	R	A
		√	√	√	√	√

12	Cow	C	O	W
		√	√	√

UNIVERSITAS ISLAM RIAU PEKANBARU

Result of : FEBRYANI

No.	Words	Spelling alphabet			
		D	O	O	R
1.	Door	√	√	√	√

2.	Fish	F	I	S	H	
		√	√	√	√	

3	Tiger	T	I	G	E	R
		√	√	√	√	√

4	Shoe	S	H	O	E
		√	–	–	–

5	Key	K	E	Y
		√	√	√

6	House	H	O	U	S	E

UNIVERSITAS ISLAM RIAU PEKANBARU

		√	√	√	√	√

7	Ruler	R	U	L	E	R
		√	√	√	√	√

8	Egg	E	G	G
		–	–	√

9	Queen	Q	U	E	E	N
		–	–	–	–	–

10	Jeep	J	E	E	P
		√	√	–	–

11	Zebra	Z	E	B	R	A
		–	–	–	–	√

12	Cow	C	O	W
		√	√	√

UNIVERSITAS ISLAM RIAU PEKANBARU

Result of : FRIYANKA

No.	Words	Spelling alphabet			
		D	O	O	R
1.	Door	√	√	√	√

2.	Fish	F	I	S	H	
		√	√	√	√	

3	Tiger	T	I	G	E	R
		√	√	√	√	√

4	Shoe	S	H	O	E
		√	–	–	–

5	Key	K	E	Y
		√	√	√

6	House	H	O	U	S	E

UNIVERSITAS ISLAM RIAU PEKANBARU

		√	√	√	√	√

7	Ruler	R	U	L	E	R
		√	√	√	√	√

8	Egg	E	G	G
		–	–	√

9	Queen	Q	U	E	E	N
		–	–	–	–	–

10	Jeep	J	E	E	P
		√	√	√	√

11	Zebra	Z	E	B	R	A
		√	√	√	√	√

12	Cow	C	O	W
		√	√	√

UNIVERSITAS ISLAM RIAU PEKANBARU

Result of : KENZI

No.	Words	Spelling alphabet			
		D	O	O	R
1.	Door	√	√	–	–

2.	Fish	F	I	S	H
		√	–	–	–

3	Tiger	T	I	G	E	R
		√	√	√	√	√

4	Shoe	S	H	O	E
		√	–	–	–

5	Key	K	E	Y
		√	√	√

6	House	H	O	U	S	E

		√	√	√	√	√

7	Ruler	R	U	L	E	R
		–	–	–	√	–

8	Egg	E	G	G
		√	√	√

9	Queen	Q	U	E	E	N
		√	√	–	√	–

10	Jeep	J	E	E	P
		√	√	–	–

11	Zebra	Z	E	B	R	A
		√	√	√	√	√

12	Cow	C	O	W
		√	√	√

UNIVERSITAS ISLAM RIAU PEKANBARU

Result of : KEVIN

No.	Words	Spelling alphabet			
		D	O	O	R
1.	Door	√	√	√	√

2.	Fish	F	I	S	H
		√	√	–	–

3	Tiger	T	I	G	E	R
		√	√	√	√	√

4	Shoe	S	H	O	E
		√	–	–	–

5	Key	K	E	Y
		√	√	√

6	House	H	O	U	S	E

UNIVERSITAS ISLAM RIAU PEKANBARU

		√	√	√	√	√

7	Ruler	R	U	L	E	R
		√	√	√	√	√

8	Egg	E	G	G
		√	√	√

9	Queen	Q	U	E	E	N
		√	√	√	√	√

10	Jeep	J	E	E	P
		–	√	–	–

11	Zebra	Z	E	B	R	A
		√	√	√	√	√

12	Cow	C	O	W
		√	√	√

UNIVERSITAS ISLAM RIAU PEKANBARU

Result of : LUCKY LAVIONE

No.	Words	Spelling alphabet			
		D	O	O	R
1.	Door	√	√	√	√

2.	Fish	F	I	S	H
		√	√	√	√

3	Tiger	T	I	G	E	R
		√	√	√	√	√

4	Shoe	S	H	O	E
		√	√	–	–

5	Key	K	E	Y
		√	√	√

6	House	H	O	U	S	E

UNIVERSITAS ISLAM RIAU PEKANBARU

		√	√	√	√	√

7	Ruler	R	U	L	E	R
		–	√	–	–	–

8	Egg	E	G	G
		√	√	√

9	Queen	Q	U	E	E	N
		√	√	√	√	√

10	Jeep	J	E	E	P
		√	√	√	√

11	Zebra	Z	E	B	R	A
		√	√	√	√	√

12	Cow	C	O	W
		√	√	√

UNIVERSITAS ISLAM RIAU PEKANBARU

Result of : MAURA

No.	Words	Spelling alphabet			
		D	O	O	R
1.	Door	√	√	√	√

2.	Fish	F	I	S	H	
		√	–	–	–	

3	Tiger	T	I	G	E		R
		√	√	√	√		√

4	Shoe	S	H	O	E
		√	–	–	–

5	Key	K	E	Y
		√	√	√

6	House	H	O	U	S	E

		√	√	√	√	√

7	Ruler	R	U	L	E	R
		√	–	√	–	√

8	Egg	E	G	G
		–	–	√

9	Queen	Q	U	E	E	N
		√	√	√	√	√

10	Jeep	J	E	E	P
		–	√	–	–

11	Zebra	Z	E	B	R	A
		√	√	√	√	√

12	Cow	C	O	W
		–	√	–

UNIVERSITAS ISLAM RIAU PEKANBARU

Result of : MEYSHA

No.	Words	Spelling alphabet			
		D	O	O	R
1.	Door	√	√	√	√

2.	Fish	F	I	S	H	
		√	√	√	–	

3	Tiger	T	I	G	E	R
		√	√	√	√	√

4	Shoe	S	H	O	E
		√	–	√	√

5	Key	K	E	Y
		√	√	√

6	House	H	O	U	S	E

UNIVERSITAS ISLAM RIAU PEKANBARU

		√	√	√	√	√

7	Ruler	R	U	L	E	R
		√	√	√	√	√

8	Egg	E	G	G
		√	√	√

9	Queen	Q	U	E	E	N
		√	√	√	√	√

10	Jeep	J	E	E	P
		√	√	√	√

11	Zebra	Z	E	B	R	A
		√	√	√	√	√

12	Cow	C	O	W
		√	√	√

UNIVERSITAS ISLAM RIAU PEKANBARU

Result of : NATAKA

No.	Words	Spelling alphabet			
		D	O	O	R
1.	Door	√	√	√	√

2.	Fish	F	I	S	H
		√	–	–	–

3	Tiger	T	I	G	E	R
		√	√	√	√	√

4	Shoe	S	H	O	E
		√	√	√	√

5	Key	K	E	Y
		√	√	√

6	House	H	O	U	S	E

UNIVERSITAS ISLAM RIAU PEKANBARU

		√	–	–	√	–

7	Ruler	R	U	L	E	R
		√	√	√	√	√

8	Egg	E	G	G
		√	√	√

9	Queen	Q	U	E	E	N
		√	√	√	√	√

10	Jeep	J	E	E	P
		√	√	√	√

11	Zebra	Z	E	B	R	A
		√	√	√	√	√

12	Cow	C	O	W
		√	√	√

UNIVERSITAS ISLAM RIAU PEKANBARU

Result of : RAYKAL

No.	Words	Spelling alphabet			
		D	O	O	R
1.	Door	√	√	√	√

2.	Fish	F	I	S	H	
		√	√	√	√	

3	Tiger	T	I	G	E	R
		√	√	√	√	√

4	Shoe	S	H	O	E
		√	√	√	√

5	Key	K	E	Y
		√	√	√

6	House	H	O	U	S	E

UNIVERSITAS ISLAM RIAU PEKANBARU

		√	–	√	√	√

7	Ruler	R	U	L	E	R
		√	√	√	√	√

8	Egg	E	G	G
		–	–	√

9	Queen	Q	U	E	E	N
		√	√	√	√	√

10	Jeep	J	E	E	P
		√	√	√	√

11	Zebra	Z	E	B	R	A
		√	√	√	√	√

12	Cow	C	O	W
		√	√	√

UNIVERSITAS ISLAM RIAU PEKANBARU

Result of : RUBEN

No.	Words	Spelling alphabet			
		D	O	O	R
1.	Door	√	–	√	–

2.	Fish	F	I	S	H
		√	√	√	√

3	Tiger	T	I	G	E	R
		√	√	√	√	√

4	Shoe	S	H	O	E
		√	–	–	√

5	Key	K	E	Y
		√	√	√

6	House	H	O	U	S	E

UNIVERSITAS ISLAM RIAU PEKANBARU

		√	√	√	√	√

7	Ruler	R	U	L	E	R
		√	√	√	√	√

8	Egg	E	G	G
		√	√	√

9	Queen	Q	U	E	E	N
		√	√	√	√	√

10	Jeep	J	E	E	P
		√	√	√	√

11	Zebra	Z	E	B	R	A
		√	√	√	√	√

12	Cow	C	O	W
		√	√	√

UNIVERSITAS ISLAM RIAU PEKANBARU

Result of : SARI LASTIO

No.	Words	Spelling alphabet			
		D	O	O	R
1.	Door	√	√	√	√

2.	Fish	F	I	S	H	
		√	–	√	–	

3	Tiger	T	I	G	E	R
		√	–	–	–	–

4	Shoe	S	H	O	E
		√	–	–	–

5	Key	K	E	Y
		√	√	√

6	House	H	O	U	S	E

UNIVERSITAS ISLAM RIAU PEKANBARU

		–	–	–	–	–

7	Ruler	R	U	L	E	R
		√	–	–	–	–

8	Egg	E	G	G
		–	√	–

9	Queen	Q	U	E	E	N
		√	√	√	√	√

10	Jeep	J	E	E	P
		–	√	–	–

11	Zebra	Z	E	B	R	A
		√	–	–	–	–

12	Cow	C	O	W
		–	–	–

UNIVERSITAS ISLAM RIAU PEKANBARU

Result of : YUMOZA

No.	Words	Spelling alphabet			
		D	O	O	R
1.	Door	–	–	√	–

2.	Fish	F	I	S	H
		–	√	–	–

3	Tiger	T	I	G	E	R
		–	√	–	√	√

4	Shoe	S	H	O	E
		√	–	–	√

5	Key	K	E	Y
		–	√	–

6	House	H	O	U	S	E

UNIVERSITAS ISLAM RIAU PEKANBARU

		–	√	–	–	√

7	Ruler	R	U	L	E	R
		–	√	–	√	√

8	Egg	E	G	G
		–	–	√

9	Queen	Q	U	E	E	N
		–	–	–	–	–

10	Jeep	J	E	E	P
		√	√	–	–

11	Zebra	Z	E	B	R	A
		–	–	–	–	√

12	Cow	C	O	W
		√	√	√

UNIVERSITAS ISLAM RIAU PEKANBARU

Result of :ZESKYA RINDRI

No.	Words	Spelling alphabet			
		D	O	O	R
1.	Door	√	√	√	√

2.	Fish	F	I	S	H	
		–	–	–	–	

3	Tiger	T	I	G	E	R
		√	√	√	√	√

4	Shoe	S	H	O	E
		√	√	–	–

5	Key	K	E	Y
		√	√	√

6	House	H	O	U	S	E

UNIVERSITAS ISLAM RIAU PEKANBARU

		√	√	√	√	√

7	Ruler	R	U	L	E	R
		√	√	√	√	√

8	Egg	E	G	G
		√	√	√

9	Queen	Q	U	E	E	N
		√	√	√	√	√

10	Jeep	J	E	E	P
		√	√	√	√

11	Zebra	Z	E	B	R	A
		√	√	√	√	√

12	Cow	C	O	W
		√	√	√

UNIVERSITAS ISLAM RIAU PEKANBARU

BIBLIOGRAPHY

Aitchison, 2003. *Young learner in learning spelling.* Newgroup. Inggris

Boston, Ken. 1998. *State Literacy Strategy Teaching speeling K-6*. Department of Education and Training Curriculum Support Directorate.NewYork.

Brown .H.D. (2000).*Principles of Language Learning and Teaching*. 4th Edition. Longman

Brown, D. 1992. *Teaching by Principles*. New Jersey: Prentice Hall

Carten, Mc Jeanne. 2007. *Teaching Vocabulary*. Cambridge University Press.

Chodidjah, Itje. 2000. *Pedoman Mengajar Bahasa Inggris di Sekolah Dasar di Indonesia.* Jakarta

Chu, 1997. *Pronunciation skill, studies on junior high school students*. Newgroup. Inggris

Clark, 1990. *Teaching spelling for young learners.* Newgroup. Inggris

Dardjowidjojo, S. (2000).English *Teaching in Indonesia.EA Journal*, *18*(1), pp 30. Yogjakarta

Darson,G(2005). *Improve Your Spelling*. Pinguin Group: London

Depdiknas, 2004.Kurikulum 2004: *Standar Kompetensi Mata Pelajaran Bahasa Inggris Kelas 5 SD dan MI*. Jakarta:Departemen Pendidikan Nasional.

Donald. W. E, et al. *media pengajaran*.sinar baru. Bandung

Ehri et al. (1987), *categorize vowel sounds of children*. Pengajaran kosakata. Jakarta .

Fraenkel and Wallen, 1993, result *of the study effectively- the improvement of students activities.* pinguin group. London

Gay, 2000 (276) *simple research in teaching-learning*. Teaching and learningbook. Cambridge

Hornby, *activities of learning and study.* Oxford university press. Amerika

Http:// nitk.sourceforge.net/index.php/Book retrieved: on May 22, 2013

Http://www. Idonline.org/article/gi92 retrieved on January 14, 2013

Http://www.auburn.edu/murraba/spelling.html. retrieved on April 25, 2013

Http://www.Scholastic. Com/ *teachers/article/how-children-learn-spell* retrieved on Desember 22, 2012

Kamil, L. Michael. 2005. *Teaching and Learning Vocabulary. Bringing Research to Practice.* Lawrence Erlbaum Associated publishers, London

Masterson and Crede, 1999. *Spelling errors with problems vowels*. New Jersey. Prentice Hall

Moon, 2006. *The improvement of students' communicative activities.* Children learn the language by listening. Sembeda

Mukarto, *Grow with English, An English Course* For Elementary School Students, Jakarta :Penerbit Erlangga.

Lines, 2005. *Young learners to spelling words.* Griyae. London

Nuril, 1991(295) *educational research, new problems.* universitas bandung. Bandung jawa barat

Ott, P.(2007).*How to Manage Spelling Successfully*. New York.

Pinter, 2006. *Characteristic of young learners- same characteristic young learner*. London

Paul, 2003. *Children learn spelling English.*englishclub. Bandung

Rahmajanti, Sri and Astuti, P. Utari. 2002. *English for Young Learners.* Malang.

Read, Charles. 1971, 1975. *Spelling errors by native children*. New York.

Scott and Ytreberg, 1990. *Differences young learners and adults to elementary school*. Young learners group. London

Smith, 1995. *Process young learners to spelling*. Universitas Yogjakarta.

Sukrianto, *Teaching and Learning English,* Practice and Theory. Jakarta: Indonesia University of Education. Jakarta

Suyanto, Kasihani K. E. 2000. *Senang belajar bahasa Inggris di Sekolah Dasar*: Penelitan. Jakarta

Teng's, 2002. *Indonesian speakers with English vowels.* Penguin group. London

Thornbury.S.(2002). *How to Teach Vocabulary*. Longmanpp:151-156.

Ur, Penny. 1996. *A course in language Teaching*. Cambridge : Cambridge