

**THE CORRELATION BETWEEN VOCABULARY MASTERY AND
SPELLING ABILITY AT SMP NEGERI 1 PANGKALAN LADA**

THESIS



By:

DIAN YUNI MAYESTI

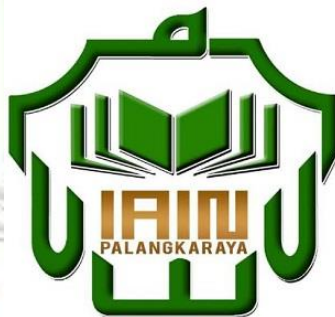
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**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF EDUCATION AND TEACHER TRAINING
DEPARTMENT OF LANGUAGE EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
1440 H/2019 M**

**THE CORRELATION BETWEEN VOCABULARY MASTERY AND
SPELLING ABILITY AT SMP NEGERI 1 PANGKALAN LADA**

THESIS

Presented to:
**State Islamic Institute of Palangka Raya in Partial Fulfillment of the
Requirements for the Degree of
Sarjanain English Language Education**



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FACULTY OF EDUCATION AND TEACHER TRAINING
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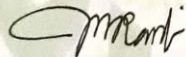
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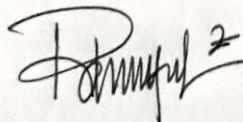
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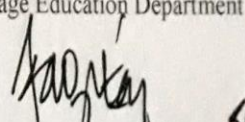
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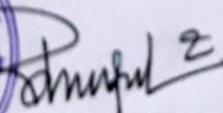
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MOTTO AND DEDICATION

“Do things that you think you can’t do”
“Eleanor Roosevelt”

This Thesis is dedicated to:

First of all, thanks to Allah that give me chance to finish this study. My beloved father Mislán and mother Marfu’ah for their support and prayer. My beloved brother Hendra Adi Pratama that always support me. All of my friends, especially my roomates Siti Urfa, Hifzahtul Radiah, Ummu Qulsum, Siti Haryanita, Norlina. Thank you so much for all your support.

DECLARATION OF AUTHORSIP

In the name Allah,

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MASTERY AND SPELLING ABILITY AT SMP
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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.
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Palangka Raya, June, 2019

My own declaration,



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ABSTRACT

Mayesti, Dian Yuni. 2019. *The Correlation between Vocabulary Mastery and Spelling Ability at SMP Negeri 1 Pangkalan Lada*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor: (I) Hj. Apni Ranti, M. Pd., (II) Hesty Widiastuty, M. Pd.

Keywords: correlation, vocabulary mastery, spelling ability

The principal purpose of this study was to find out the correlation between vocabulary mastery and spelling ability of the seventh grade students of SMP Negeri 1 Pangkalan Lada.

In this study, it is used quantitative method with correlation study to answer the problem of the study. Population of this study consisted of seventh grade students of SMP Negeri 1 Pangkalan Lada in academic year 2017/2018 with total were 77 students. The sample was determined using cluster random sampling and resulted 52 students. Test was used to collected the data of the study were multiple choices test used in vocabulary test and dictation used in spelling ability test. After get the data, researcher corrected and analyzed the result of the test.

The data were analyzed using Pearson Product Moment Correlation. The result of this study showed that the index correlation variable X and Y was 0.549. The criteria of correlation between two variables among 0.400 – 0.700 that are indicated moderate correlation. While the r_{xy} higher than r_{table} in significant level 5% and 1% ($0.273 < 0.549 > 0.354$). It concluded there is positive correlation between vocabulary mastery and spelling ability were alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected.

ABSTRAK

Mayesti, Dian Yuni. 2019. *Hubungan antara Penguasaan Kosakata dan Kemampuan Mengeja di SMP Negeri 1 Pangkalan Lada*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing : (I) Hj. Apni Ranti, M. Pd., (II) Hesty Widiastuty, M. Pd.

Kata kunci: correlation, vocabulary mastery, spelling ability

Tujuan penelitian ini adalah untuk mengetahui adanya hubungan antara penguasaan kosakata dan kemampuan mengeja pada siswa kelas tujuh di SMP Negeri 1 Pangkalan Lada.

Pada penelitian ini, peneliti menggunakan metode penelitian kuantitatif dengan studi korelasi untuk menjawab permasalahan penelitian tersebut. Populasi penelitian ini terdiri dari siswa kelas tujuh di SMP Negeri 1 Pangkalan Lada tahun ajaran 2017/2018 dengan jumlah sebanyak 77 siswa. Penentuan sampel dengan menggunakan teknik cluster random sampling dan berjumlah 52 siswa. Tes digunakan untuk mengumpulkan data dimana bentuk pilihan ganda digunakan dalam tes kosakata dan mendikte digunakan dalam tes mengeja. Kemudian peneliti mengoreksi dan menganalisa hasil tes tersebut.

Data dianalisis menggunakan Pearson Product Moment Correlation. Hasil penelitian menunjukkan bahwa indeks korelasi variabel X dan Y adalah 0,549. Kriteria hubungan antar kedua variabel adalah 0,400 – 0,700 yang mengindikasikan bahwa adanya korelasi sedang. Dimana r_{xy} lebih tinggi dibandingkan r_{table} dilevel signifikan 5% dan 1% ($0,273 < 0,549 > 0,354$). Dapat disimpulkan bahwa ada hubungan positif antara pemahaman kosakata dan pengejaan dengan alternatif hipotesis (H_a) diterima dan nol hipotesis (H_o) ditolak.

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The researcher realizes that the study is still far from the perfectness, therefore some constructive critical and suggestions are welcomed. Finally, may Allah always blesses us.

Palangka Raya, May, 2019

The Researcher,

DIAN YUNI MAYESTI
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LIST OF ABBREVIATION

DF	: Degree of Freedom
H_a	: Alternative Hypothesis
H_o	: Null Hypothesis
IAIN	: Institut Agama Islam Negeri
SMP	: Sekolah Menengah Pertama
SPSS	: Statistic Product and Service Sollution



CHAPTER I

INTRODUCTION

A. Background of the Study

Language takes important role in human life. Every human in the world needs language for communication. Without language people cannot make any relationship with others, because language is the most effective tool communication. By language, human can expression their emotion, feeling or opinion to another people. In order to know each other, people have to know language. There some varieties language in the world, but English is international language. Almost all people countries have adapted English as a compulsory subject at school, include Indonesia. It is learned from primary school into university. Language has many useful for human. In this regard, Finocacchiaro' stated that "*Language is the means by which results of human thought and action are passed on.*" (Marry Finocacchiaro, 1987).

Murcia and Lois in their book teaching English as a second or Foreign Language, stated: "*The essence of language in human activity on the part of one individual to make him understood by another, and activity on the part the other to understand what the main of the first was.*" (Murcia and Lois Menthos, 1959; p. 183).

Language is necessity to human life and civilization is certainly not possible without it. According to Brown in his book, stated that "Language is a system of arbitrary conventionalized vocal, written, or

gestural symbols that enable members of a given community to communicate intelligible with one another” (Brown Douglas, 2000; 05).

In order to produce a language, we need vocabulary. Vocabulary is important aspect, because without vocabulary we cannot speak directly. Vocabulary is a list of words usually in alphabetical order and with explanation of their meaning, less complete than a dictionary (Neufield, 1988; p. 159). Vocabulary is one important aspects in learning a foreign language. With a limited vocabulary anyone will also has a limited understanding in terms of speaking, reading, listening and writing. It is true that it might be impossible to learn a language without mastering vocabulary. The acquisition of a large number of vocabularies can help the students read, speak, listen and write English. Mastering vocabulary is the ability to get or to receive a lot of words. According to Burns and Joyce’s book *“Focus On Speaking”* (1997, p. 2) says that vocabulary or content words are the first recognizable elements of spoken language to develop.

In addition to vocabulary, spelling ability is also an important aspect in supporting the ability of the language. Besides developing speaking, reading, writing and listening, spelling is also a basic foundation in developing vocabulary mastery. Students who master vocabulary are not necessarily good at spelling. But otherwise students who mastered the spelling ability allowed them to master the vocabulary.

In fact, many students still weak in vocabulary mastery and spelling ability. They asked a lot of words' meaning during the learning process because they are not mastered on it. It can have impact on their ability in spelling, and it also affects on their speaking skill.

Ability of every students in vocabulary mastery and spelling are different. There are students who are able to understand vocabulary well with good spelling ability too. However, not all of the students are capable. Sometimes there are students who understand vocabulary but not quite well in spelling, even some are less mastered both of them.

Based on reason above, the researcher interest in doing a study entitled: **“THE CORRELATION BETWEEN VOCABULARY MASTERY AND SPELLING ABILITY AT SMP NEGERI 1 PANGKALAN LADA”**.

B. Problem of the Study

Based on the background of study, the researcher states the problem as followed: “Is there any correlation between the students' vocabulary mastery and spelling ability at SMP Negeri 1 Pangkalan Lada in academic year 2017/2018?”

C. Hypothesis of the Study

There are two hypothesis on this study as followed:

1. Alternative Hypothesis (H_a): There is correlation between students' vocabulary mastery and spelling ability at SMP Negeri 1 Pangkalan Lada in academic year 2017/2018.

2. Null hypothesis (H_0): There is no correlation between students' vocabulary mastery and spelling ability at SMP Negeri 1 Pangkalan Lada in academic year 2017/2018.

D. Variable of the Study

Variables are conditions or characteristics that are manipulated, controlled, or observed by writer (Sanapiah Faisal, 1982; p.82). A variable is a construct or a characteristic that can take on different values or score.

In this study involved two variables which all of them are continuous variables. Donald Ary et.al claim that continuous variable is a variable whose measure can take an infinite number of points within a range (2010: p.639). The continuous variables in this study are students' vocabulary mastery scores is coded as 'X' and students' spelling scores is coded as 'Y'.

E. Limitation of the Study

In this case, the researcher focused on the correlation between students' vocabulary mastery and their spelling ability. The researcher choose this topic to find out further information and to know the correlation between the vocabulary mastery and spelling ability of seventh grade students at SMP Negeri 1 Pangkalan Lada in the academic year of 2017/2018.

F. Assumption of the Study

Assumption of this study are:

1. Spelling is as one factors which influences the vocabullary mastery.

2. Each student has different ability in vocabulary mastery and spelling ability.
3. There is correlation between students' vocabulary mastery and spelling ability.

G. Objective of the Study

The objective of this study was to measure correlation between students' vocabulary mastery and their spelling ability of seventh grader students at SMP Negeri 1 Pangkalan Lada.

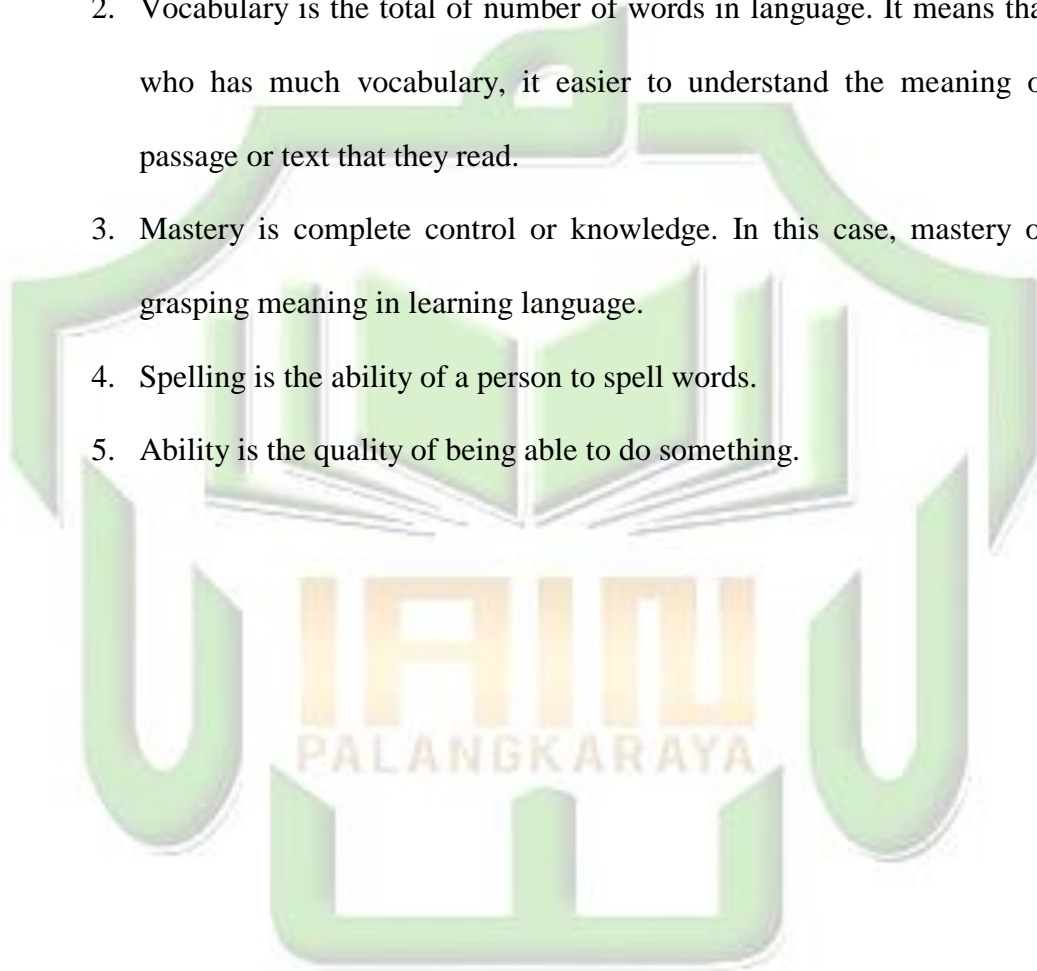
H. Significant of the Study

1. Theoretically, this study expected influence their other skills in learning language, and can get more information to identify the problem in mastering both vocabulary based on Thornbury (2002) and spelling ability based on Shekha A. Al-Bereiki et.all (2016).
2. Practically, this study expected gave contribution for the process of teaching and learning English. For the teacher, this study gave a feedback on teaching English and gave information about vocabulary mastery and spelling ability, and also can be as a guidance in mastering vocabulary and spelling ability. For the students, this study expected provide a reference and reflection for students so that their vocabulary mastery as well as the spelling ability. And for the other researchers, the result of this study can be consideration and additional information for other researchers who will conduct any further studies in the same field.

I. Definition of Key term

In order to avoid misunderstanding, some key terms are defined.

1. Correlation is a mutual relationship between two or more variables. In this study, researcher want to know the correlation between students' vocabulary mastery and spelling ability.
2. Vocabulary is the total of number of words in language. It means that who has much vocabulary, it easier to understand the meaning of passage or text that they read.
3. Mastery is complete control or knowledge. In this case, mastery of grasping meaning in learning language.
4. Spelling is the ability of a person to spell words.
5. Ability is the quality of being able to do something.



CHAPTER II

LITERATURE REVIEW

A. Previous of the Study

In this study there are some of related studies, which one is the study that written by Virginia W. Berninger, et.al (2014) entitled: “Why Spelling is Important and How to Teach it Effectively”. A longitudinal writing study (grades one to seven) showed that spelling at one grade level contributes to spelling and often written composition at the next grade level (manuscript in preparation). Orthographic, phonological, and morphological awareness showed significant growth from grades one to two to three with continued morphological awareness growth thereafter (submitted manuscript). At grades two, four, and six, a second-order factor underlying these three kinds of linguistic awareness explained unique variance in spelling and fit the model better than if each factor (code) was considered alone. The instructional application is that spelling benefits from instruction not only in each of the three codes but also in their interrelationships. An example of instruction that teaches the interrelationships is word sorting in which children sort words using suffixes to mark number into these categories: plural pronounced /ez/ (e.g., busses), plural pronounced /s/ (e.g., cats), plural pronounced /z/ (bees), or no suffix (e.g. miss). Effective spelling instruction (a) facilitates abstraction of phonological, orthographic, and morphological regularities in words (e.g., deciding which spoken or written pseudoword resembles a

real French or English word), (b) models explicit strategies for mapping different units of spoken and written words, (c) teaches explicit spelling rules, (d) designs reflective activities that foster phonological, orthographic, and morphological awareness, (e) offers metacognitive guidance in self-checking and revising spelling if necessary; (f) provides sufficient practice with specific words to develop automatic spelling; and (g) couples spelling with vocabulary instruction aimed at fostering love of and play with words .

The second study was written by Kong Lingwang (2013) entitled: “Improving Primary Students’ English Spelling Ability with Phonics Teaching”. Focused on students’ misspelling mistakes, this study contains analysis of thirty students who were in the learning stage of Cambridge Young Learner English Level Two which was also known as Level of Movers. Two methods of problem analysis were used to analyze the problem. They were Socratic Dialogue and Cause Analysis. Through this, the research found out 1) numbers of students did not know how to remember words. 2)When students encountered spelling ability problems, they did not seek teacher’s assistance. 3)As an reflection of the researcher itself, the researcher was not so confident whether so-called popular phonics teaching was more effective to my students spelling ability in comparison of teaching vocabulary with pronunciation and the usage of the words as in a sentence only.

Two groups of students were involved in the three weeks experiment, the Target Group and the Control Group. When the researcher taught the Target Group, the researcher used more phonic teaching and phonic analysis to help students to remember spellings. When the researcher taught Control Group, the researcher conducted words in old ways as teaching the pronunciation and the usage of the words as in a sentence only. Then, he used dictation results of each week to compare spelling abilities in these two groups. It is hypothesized that phonics teaching will help improve primary students' spelling ability.

Throughout this study, students in the Target Group show higher spelling abilities than the Control Group. With the limited sample and duration, the project cannot lead to an overall view of a conclusion. However, it will be significant more or less for my further research and other colleagues' projects. It is shown that the hypothesis has proved to be correct.

The third study was written by Annalene van Staden (2010) entitled: "Improving the Spelling Ability of Grade 3 Learners Through Visual Imaging Teaching Strategies". Within the developmental stage framework, learning to spell is viewed as a process of moving from spelling that represents sound to spelling that represents meaning, following a sequence of qualitatively distinct stages in a linear fashion. In contrast, proponents of the overlapping waves theory emphasise the use of different instructional approaches at any given time. This model is process-

orientated and stresses the adaptation of strategies to meet the needs of the task. Other researchers maintain that spelling is a natural process and emphasise the importance of invented spelling practices and creative writing embedded in whole-language programmes. There is, however, a lack of research validating the efficacy of an exclusively naturalistic approach to spelling. In general, research findings support a combination of incidental learning and direct instruction as most beneficial for learners with spelling problems. Thus, this study was undertaken to develop a visual imagery programme for Grade 3 learners by compromising between direct instruction in specific spelling skills (i.e. visual imaging strategies) whilst also immersing learners in meaningful authentic reading activities. It was hypothesised that the spelling abilities of Afrikaans-speaking Grade 3 learners can be improved significantly by exposing them to a spelling programme that focuses on visual imaging, immediate feedback and self-correcting strategies. Researchers opposed to visual teaching methods for spelling moreover postulate, among other things, that learners with auditory preferences will not benefit from a visual approach to the teaching of spelling. In this empirical study the possible relation between preferential learning styles and spelling performance was also investigated.

J. Theoretical Review

1. The Nature of Vocabulary Mastery

Vocabulary is one of the three essential components that constitute language knowledge, and vocabulary teaching is an essential part in English language teaching. Vocabulary is one of the elements to developing skills, so people who want master those language skills; they have to master the vocabulary of English first. According to Anthony if the mastery of words or vocabulary much, they can help students increasing their speaking, listening, writing and reading ability (H.R. Anthony. 1978: p.5). So, the mastery of vocabulary must be developed by all learners if they want to mastery all skills.

a. Definition of Vocabulary

Vocabulary is the set of words that are part of a language to define something. Vocabulary is defined as the set of all words that are understandable by someone who allows it to be used in drawing up the sentence.

Vocabulary is the base of language. It is one component of language likes reading and speaking, vocabulary is a key to reading, writing, verbal expression, building analytical and critical thinking. How good your language depending on how good you can master the vocabulary. Vocabulary is important to reading comprehension because readers cannot understand what they read without knowing what most the words mean. Burton said that without a large vocabulary, it is impossible to use English language precisely and vividly (Burton. 1993: p.98).

David Grambs said that ‘vocabulary is a list of words usually defined and alphabetized as a dictionary or specialized glossary complete word stock of a language (1984: p.73). Schmitt gave the definition of vocabulary as a basis of a language: it is very important to be mastered first, people cannot speak well and understand written materials if they do not master it. Schmitt stated that no matter how successfully the sound of the foreign language is mastered, without words to express the wider range of meanings, communication in a foreign language just cannot happen in any meaningful way (Nobert Schmitt. 202: p.231).

Wilkins assumed that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (2002: p.13). For this reason, people must master the vocabulary first before they learn a foreign language. That’s why vocabulary is a key for language.

Therefore, vocabulary mastery is the skill of the language speaker to choose the appropriate lexical items or words in oral communication. Vocabulary mastery is not merely giving the meaning of every word in communication whether oral or written text but good vocabulary mastery must support of each of language skills, both receptive and productive.

b. Kind of Vocabulary

Vocabulary means a list of word usually arranged in alphabetical order and defined. It means that vocabulary is contained of many words which is needed to be known and mastered. Vocabulary is all the word that can be combined into one sentence and had certain meaning. It means that no one can communicate with other if there is no word that they know. It can be said that vocabulary is the most important thing that we need to communicate a specific purpose.

According to Gairns and Redman, there are two kinds of vocabulary. They are receptive and productive vocabularies. The receptive vocabulary or sometimes called as the passive vocabulary, according to them, is defined as the vocabulary associated with reading and listening materials, whereas the productive vocabulary refers to the vocabulary used as learners are learning the writing or speaking skills (Ruth Gairns and Stuart Redman, 1998; p. 64-65).

In addition to the kinds of vocabulary mentioned by Gairns and Redman above, Kamil and Hiebert states that the productive vocabulary is the words that are familiar or easy to recognize and these are often used by an individual, particularly in writing and speaking; in contrast, the receptive vocabulary is the words that are less familiar to students as well as are considered

being less to be used or the students may not use these spontaneously for they may recognize the words' meaning as they are reading and listening (Michael L. et.al, 2005; p. 3).

Moreover, Kamil and Hiebert also mention other kinds of vocabulary beside productive and receptive vocabulary, i.e. oral and print vocabularies. In this case, the oral vocabulary refers to the words that their meanings are known in speaking or reading orally, whereas the print vocabulary is considered as the words of which their meanings may be known in writing or reading silently.

In contrast, Fromkin, Rodman, and Hyams (2003; p. 73-74) classify words in a language into two terms, i.e. content and function words. The content word is the word used to express or describe things such as actions, objects, attributes, and ideas. It consists of noun, verb, adjective, and adverb. Meanwhile, the function word is a word that does not have clear concepts or meaning related to the word and it is only used in terms of grammatical function. It consists of preposition (such as *in*, *on*), article (such as *a/an*, *the*), and pronoun (such as *he*, *she*, *it*).

Meanwhile, Radford et al. divide words into two categories, i.e. lexical categories and functional categories. In terms of lexical categories, word is divided into five word classes comprising noun, verb, adjective, adverb, and preposition. A noun is the word referring to object that may be in the forms of concrete

objects (for example, *toy, boy*) and abstract objects (for example *love, happiness*). Meanwhile, verb is the word commonly refers to activities (for example, *eat, drink*). Next, adjective is the word that typically refers to the properties which belongs to people or things and its function is to modify a noun (for example, *good toy, naughty boy*). Then, adverb is a word commonly used to modify a verb, adjective or another adverb. It indicates the way (how), the time (when), or the reason (why) something happened (for example, *the naughty boy plays the good toy happily*). Finally, the word commonly used to connect objects, people or events in space or time is called preposition (for example, *before, on*) (Andrew Radford et al., 2009; p. 129-132).

In conclusion, vocabulary may be categorized based on the division of the language skills. In this case, the productive vocabulary is associated with the productive language skills comprising speaking and writing skills, whereas the receptive vocabulary is associated with the receptive skills which consist of listening and reading. Besides, other categories of vocabularies, oral and print vocabularies, refers to the forms of vocabulary of which meaning may be obtained in speaking or reading loudly or orally (in the case of the oral vocabulary) as well as may be obtained in reading writing or reading silently (in the case of the print vocabulary).

Besides, it may be categorized or classified based on its parts of speech or word classes.

c. Vocabulary Mastery

Vocabulary mastery refers to the number of words someone knows. The term mastery is not restricted to simply recognize the meaning of words, it is more precisely defined as ‘to know a word’ because the learners are said to have a good vocabulary mastery if they are able to recognize the meaning but also to know form, grammar, collocation, meaning and word formation (Ur, 1991:60). In relation to writing subskill, vocabulary mastery can be defined as a number of vocabulary or words in the memory of learners.

The vocabulary test which will be utilized to measure the learners’ vocabulary mastery is dealing with the measurement of productive skills that the vocabulary knowledge required for writing (Nation, 2012:1)

d. Factors Influencing Vocabulary Mastery

Many factors can influence students vocabulary mastery, one of them is environment. The environment is the one of the main factor that can affect the development of vocabulary. Experience of interacting with the environment will help the development of vocabulary.

Thornbury (2007; p. 27-28) asserts that there are seven factors which influence students to learn vocabulary as follows:

- Cognate or loan word

Learning vocabulary through cognate or loan word means that to learn vocabulary by associating the target word (in this case English) with its origin. For instance, the cognate word: *vocabulary* have almost similarity to *vocabulaire* (coming from French language), *vocabulairo* (coming from Italian language). Besides, loan word is learning vocabulary through searching the words with its origin, more specifically by finding out whether it is the word borrowed from other languages or not.

- Pronunciation

The difficulty of word pronunciation will influence the difficulty of learners to learn the word. For example, Japanese learners will get some difficulty to learn the word *regular* and *lorry* because there are no consonant /l/ in Japanese language

- Spelling

The English word is unique since in this case it has some differences between the way it is written and the way it is pronounced/spoken. Therefore, sometimes there are any confusion to pronounce a word due to its spelling and pronunciation. For instance, the English words which contain

silent letters, such as *foreign*, *listen*, *muscle* tend to be problematic to learn.

- Length and complexity

The longer word that is learnt, the more difficult it is to learn. Moreover, the more complex a word is, the more difficult the word to learn, for example the word *necessary*, *necessity*, and *necessarily* may become difficult to learn due to their variable stress polysyllabic.

- Grammar

If there is any difference between grammar of the target language and the grammar of the learner's first language, it will become the problematic thing for the learner to learn. For instance, *explicar* (the Spanish word) may be assumed to have the same pattern as *explain* of which pattern the same as both the Spanish and English *tell*. Therefore, some Spanish students sometimes say *he explain me the lesson*.

- Meaning

If there are two words found have the overlap meaning, these will be a problem for students to learn. For instance, the words *make* and *do* in the sentences: *They make breakfast* and *make an appointment*, but *They do the housework* and *do a questionnaire*. Moreover, the words of which meaning are multiple can be the problem for learners to learn, for example

the word *since* and *still*; In addition, concept familiarity of the word meaning can become a problem for the learners, for example the words and expressions related to a particular sport, i.e. *cricket* (*a sticky wicket, an innings, and a hat trick*).

– Range, connotation, and idiomaticity

The wider the context range of a word is, the easier for the learners to learn the word. For example, the English word *put* may be easier to learn for learners instead of the words *impose, place, position*; Moreover, the connotation of a word which is uncertain tend to be difficult to learn, for example the word *propaganda* of which connotation is negative in English, yet its other similar word may simply mean *publicity*; Furthermore, the idiomatic words or expressions such as *make up your mind, keep an eye on* tend to be more difficult to learn instead of the words of which meaning is transparent such as *decide, watch*.

e. The Importance of Learning Vocabulary

In learning English, vocabulary has a very important role. If learner mastered the vocabulary, it will make easier for them in understanding the language. In contrary, learner with low vocabulary will have difficulties in understanding language itself.

Building up a useful vocabulary is central to the learning of a foreign language at primary level (Cameron, 2001).

Someone who has a lot of vocabulary of foreign language, she/he could learn language easily. Since vocabulary is all about words, and good mastery of vocabulary helps someone understand language. It is supported by Wallace (1982) who says that vocabulary is one of the most important parts of languages, because when speaking a language, the speakers need several words to convey ideas. Therefore, people can understand what the speakers mean. When a learner intends to learn foreign language, he/she has to learn the vocabulary of the foreign language first.

The importance of vocabulary is demonstrated daily in and out the school, vocabulary must be mastered and enriched to gain a higher level of proficiency. Nunan states that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will unable to use the structures and functions we way have learned for comprehensible communication (David Nunan. 1999: p.117).

Thornbury (2002: p.13) state that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. He explained that without knowing grammar, just little words that can expressed and without knowing vocabulary there is nothing than can expressed. In other words, mastered n grammar will useless if do not mastered in vocabulary.

Thornbury also shows the importance of vocabulary in language learning. “If you spend most of your time studying grammar, your English will not improve much. You will see most improvement if you learn more words and expression. You can see little with grammar, but you can say almost anything with words” (2002: p.13).

Wallace (1982) mentions two main reasons about the importance of vocabulary.

- 1) Language exists in two forms, spoken and written, both of them need vocabulary to develop the existence itself.
- 2) Vocabulary is needed for production in learning English as a foreign language rather than only needed for recognition it.

Those are shown that the more words are known, the more information is able to be transferred in the language.

It can be concluded that vocabulary become a major in the study of learning language because vocabulary is needed for production in learning English as foreign language.

f. Assessing Vocabulary

Assessment is the gathering of information to answer specific questions. What type of information you gather and how you analyze it depend on the nature of the questions you are asking. Vocabulary assessment is seen from the point of view breadth and depth. Breadth refers to the number of words a learner knows and

depth refers to what the learner knows about these words (Anis Silvia: 2012). Common formats for assessing vocabulary recognition are multiple choice questions (MCQs) and matching format test (Christine Coombe: 2015).

a. Multiple-Choice Question Formats

MCQs are one of the most common formats in professionally-developed language tests. They are widely used to assess learning at the recall and comprehension levels. MCQs take many forms but their basic structure is stem and response options, which include the key or correct answer and the distracters or incorrect responses. The student must then identify the correct or best response choice. The MCQ format can be used to assess vocabulary knowledge in a variety of ways. These include: synonym recognition, antonym recognition, and picture in context.

1) Synonym and Antonym recognition (word in isolation or with context).

- She has a fast movement.

The synonym of fast is.....

- A. quick
- B. calm
- C. energetic
- D. slow

- He is diligent boy.

The antonym of underlined word is.....

- A. stupid
- B. smart
- C. lazy
- D. clever

2) Picture in context (sentence level).



The baby is..... now.

- A. crying
- B. cry
- C. cries
- D. cried

2. The Nature of Spelling Ability

a. Definition of Spelling

Spelling is an ability in forming words with the correct letters in the correct order. It also means that spelling is an ability to mention words correctly. Spelling is an important component that needs to be considered. Many examining boards emphasize the need for accurate spelling and candidates may well be penalized for misspelling the kinds of words.

b. The Importance of Spelling Ability

According to Harmer (p. 256), it can adversely affect the reader's judgment because bad spelling is perceived as lack of education or care. However, spelling becomes difficult for student of English. One of the reasons is the sound of word and the way it spelt is not always same. Sherwin (p. 13) states that one of ways to learn spelling is by training the eye carefully. It is the most effective way of learning spelling to observe the forms of the words we read in newspapers and in books. If this habit is formed, and the habit of general reading accompanies it, it is enough to make a nearly perfect speller. In addition, spelling is one of elements of writing that have important role in writing. According to Susan (p. 539), in writing words that have similar sound may be spelled differently, and readers depend on the spelling to get what you mean.

c. Factors Influencing Spelling Ability

1) Biological Factor

Chomsky (Halimah; 2007) mentions that the Language Acquisition Devices as the potential inherent in the child's biological devices that works automatically. Language Acquisition Devices is a mental structure that is internally owned by every human being. It is innate and abstract in the human mind. With language acquisition devices, every normal

person is able to master the language based on the environment in which he lives. The device determines the child can acquire language skills, there are the brain (central nervous system), hearing instruments, and speech. These three things have a fundamental role. The very basic reason, due to the disruption in any of the three would greatly impede the child language acquisition.

2) Social Environmental

According to Fisher & Terry (Halimah; 2007), the process of obtaining language from the environment or how the social environment provides support to children in the process of obtaining language consist:

- a. Mother tongue, simplification of the language by parents or other adults when talking with children.
- b. Paraphrasing, reuse of spoken utterances of children in different ways.
- c. Echoing, repeating what they are saying, especially when their speech incomplete or not in accord with the meaning of words.
- d. Expanding, revisits what they are saying in the form of more complex linguistic.

- e. Labeling, identifying the names of things, can be in the form of an actual or mock objects, images, word games, etc.
- f. Reinforcement, giving a positive response to the child's language behavior.
- g. Modeling, providing examples of language performed by parents or adults.
- h. Involved and participating, involve and invite children to participate in language activities.
- i. Choosing, parents choose words or phrases that can be understood by children.

3) Intelligence

All the children who have the capability of high, medium, or low, in general, can learn and acquire languages successfully. The difference lies in the period and the level of creativity. Children who have high intelligence, language attainment levels will be faster, more, and more varied language skills than children who have moderate or low reasoning ability.

4) Motivation

In language learning, a child is not motivated for his or her own language. They learn the language because of basic practical needs. Children who want to learn English on their

own will make it easier to improve their language skills. Instead students who lack motivation in learning the English language will affect the language skills as well. Therefore, the role of parents is very important to increase children's motivation to learn English.

d. Assessing Spelling

In this study, the researcher used recall test. **Recall** designates the retrieval of related details from memory. Learners must search for the correct response within their mental representation of the newly experienced information (Cariana & Lee, 2001; Glover, 1989; McDaniel & Mason, 1985).

Steps that will do are as follows

- 1) Speaker mention the words that determined to the student clearly and repeat it twice.
- 2) Students write down the words according to the spoken vocabulary.

CHAPTER III

RESEARCH METHODOLOGY

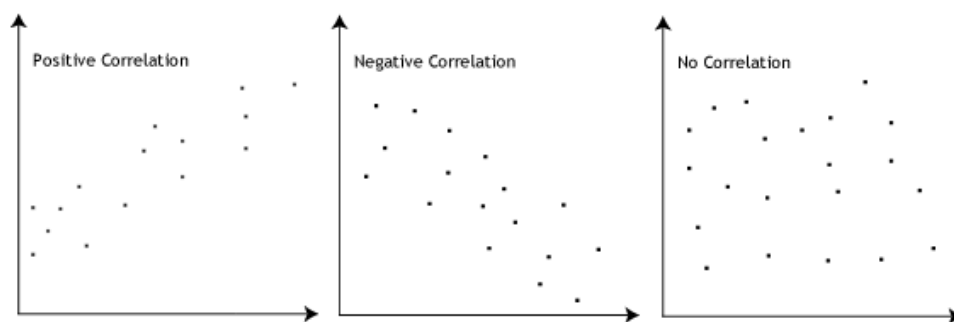
A. Research Design

The research type of this study was quantitative research. A quantitative research is inquiry employing operational definition to generate numeric data to answer predetermined hypotheses or question (Donald Ary, et, al., 1972: p.648). This study consistent with the quantitative paradigm, is an inquiry into a social or human problems base on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether predictive generalizations of the theory hold true (John W. Creswell, 1994: p.2).

The research design in this study was correlation design which assess the relationships among two or more variables in a single group (Daniel Muijs, 2004; p.1).

According to Johnson the purpose of the correlational studies is to understand relationship of people or other quantities (Donna M. Johnson, 1992; p. 49). Correlational research is useful in a wide variety of studies. The most useful applications of correlation are assessing relationships, assessing consistency, and prediction (Donald Ary, et al; p. 351).

A correlational relationship is summarized by using a descriptive statistic called a correlation coefficient. A positive correlation coefficient means that as one variable increases, the other also increases. A negative correlation coefficient means that as one variable increases, the other decreases (Marguerite G. Lodico, et al., 2006; p.87). Kariadinata and Abdurrahman (2012; p. 309) describe positive correlation and negative correlation as below:



The size of the number (regardless of the sign) indicates how strong the relationship is between the variables. The number can range from a +1.00 to a -1.00 which represent perfect relationships between two variables. More often, the correlation is a decimal, and the size of the number shows how strongly related two measures is (Marguerite G. Lodico, et al.; p. 87).

B. Place and Time of Study

The place of the study is SMP Negeri 1 Pangkalan Lada, Jl. A. Yani Km. 40 Pangkalan Lada. In this study the researcher collected the data in two months from January–February 2018.

C. Population and Sample

a. Population

According to Arikunto (2000: p.108), population is the whole of research subject, if someone wants to research all of the elements in research area his research is called population research on census study.

Donald Ary et.al stated that population is defined as all members of any well-defined class of people, events or object meanwhile the sample is a part of population (Donald Ary, et all, 1972: p.138).

The populations of this study were the students of seventh grade at SMP Negeri 1 Pangkalan Lada in academic years 2017/2018. The population can be seen in Table 3.2 as follows.

Table 3.1
Table of Population

No	Class	Male	Female	Total
1.	VII-A	15	11	26
2.	VII -C	15	10	25
3.	VII -D	8	18	26
Total		38	39	77

b. Sample

Sample is a part of population. According to Ary, "Sample is a group selected from population for observation in a study (Donald

Ary, 2010: p.649). The number of population was 77 students. It was classified into three classes. The samples are class VII A and class VII D as the class to test the instruments; also class VII C was become try out class for instruments of the test. The sample in this research was chose by using cluster random sampling.

D. Research Instruments

1. Research Instrument

According to Ary, et al. (2010: p.643), instrument is a device for operationally defining a variable. Selecting appropriate and useful measuring instruments in critical to the success of any research study. One must select or develop scales and instruments that can measure complex constructs such as intelligence, achievement, personality, motivation, attitudes, aptitudes, interests, and self-concept (Ary, et al., 2010: p.200).

There are instruments that used in this study in form of test and documentation.

a. Test

Test is measurement tool that very important for education research. A test is an Instrument of procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria. Tests are almost always identifiable time periods in a curriculum when learners muster all their faculties to over peak performance, knowing that their

responses are being measured and evaluated. Tests can be useful devices among other procedures and tasks designed to assess students.

Brown (2004) states a test, in plain word, is a method of measuring a person's ability or knowledge in a given domain. A test may be defined as an activity whose main purpose is to convey (usually to the tester) how well the test knows or can do something.

There are 50 items in form of multiple choice to measure the students' vocabulary mastery that adapted from *Buku Bahasa Inggris SMP/MTs kelas VII*. The items which consisted as follow:

Table 3.2
Level of Vocabulary
Test Item

No	Indicators	Total
1.	Picture	19 items
2.	Synonym	16 items
3.	Antonym	15 items
Total		50 items

See on appendix

Also 15 words to measure the students' spelling ability. If the samples' answer is right, the score is one (1) and if the samples' answer is wrong, the score is zero (0).

b. Documentation

This technique was used to collect the written data which related with the research.

The data as followed:

- 1) Total of seventh grade students of SMP Negeri 1 Pangkalan Lada
- 2) The result of vocabulary mastery test..
- 3) The result of spelling ability test.

2. Instrument Try Out

The researcher was conducted a try out test before applying to the real sample of this study. Try out of instrument was necessary to know how valid, reliable and difficult the instrument before it applied to the real sample. Try out of instrument was conducted at VII C class with the number students are 25. The test was students' vocabulary score were consisted 55 items in form of multiple choice. The result of try out found that 5 items are not valid that can see on *appendix IV*.

3. Research Instrument Validity

Validity is defined as the degree to which evidence and theory support the interpretations of test scores entailed proposed uses of test (Donald Ary, 2006: p.225). Validity is concerned with the extent to which an instrument measures what one thinks it measuring (Donald Ary, 2006: p.213). Every test, whether it is a short, informal classroom test or a public examination, should be a valid a constructor can make it. The test must aim to provide a true measure of a particular skill which it is intended to measure, to the extent that is measures

external knowledge and other skills at the same time, and it will not be a valid test.

Validity on this study was distinguished into some kinds as follows:

a. Content Validity

Content validity refers to the degree to which the sample of items, tasks, or questions on a test are representative of some defined universe or domain of content. In this study, vocabulary mastery test consist 50 items by multiple choice compliment. The students are asked to choose which one of choices as the best answer. Meanwhile, spelling ability test consist of 15 items where the students asked to write down the word that mentioned.

b. Construct Validity

Dornyei states construct validity showed how the test result conformed to a theory of which the target construct is a part (Zolten Dornyei, p.51). Construct validity is type of validity which assumes the existence of certain learning theories or constructs underlying the acquisition of ability and skill (H. Douglas Brown, p.153).

To measure the validity of instruments, the researcher willusing Pearson product moment formula as follow (Riduwan; p. 109-110):

$$r_{xy} = \frac{n(\sum XY) - (\sum X) \cdot (\sum Y)}{\sqrt{\{n \cdot \sum X^2 - (\sum X)^2\} \cdot \{n \cdot \sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{xy} : The coefficient of correlation

$\sum X$: Total Value of Score X

$\sum Y$: Total Value of Score Y

N : Number of students

Furthermore, it was calculated using $t_{observed}$ calculation below:

$$t_{observed} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

t = The value of $t_{observed}$

r = The coefficient of correlation of the result of $r_{observed}$

n = Number of student

The distribution of t_{table} at alpha 5% and the degree of freedom (n-2) with the measurement of validity using this criteria:

$t_{observed} > t_{table} = \text{Valid}$

$t_{observed} < t_{table} = \text{Invalid}$

4. Research Instrument Reability

The good instrument in a study is not only the instrument valid but also reliable to measure what supposed to be measured. To measure the reliability of the test, one of ways that will use is through internal consistency. consulting the coefficient of reliability to r_{table} .

If the coefficient of reliability is higher than r table, its mean the instrument is reliable. In other hand, to measure the reliability of writing ability instrument it used KR-21. The formula as below:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{x(k-x)}{k.s^2} \right)$$

Where:

r_{11} = Reliability of instrument
 k = the number of items
 s = the standard deviation
 x = Mean

To interpret the reliability of instrument, the researcher used the criteria of reliability as shown below:

Table 3.4
Criteria of Reliability

Reliability	Interpretation
0.800- 1.000	Very High Reliability
0.600-0.799	High Reliability
0.400-0.599	Fair Reliability
0.200-0.399	Poor Reliability
0.000-0.199	Very Poor Reliability

From the measurement of instrument try out reliability it was known that the whole numbers of test items are reliable and can be used as the instrument of the study.

K. Data Collecting Procedures

The function of data collection procedures are to determine the result of the research. The researcher took some procedures in collecting data, they are:

1. Prepared the instruments to try out.
2. The try out tests given to the students (vocabulary and spelling test).
3. Collected the students' answers of the try out test.

4. Give score the students' answers.
5. Analyzed the reliability and validity of the try out test.
6. Determined the class for being the sample of this study.
7. Give the vocabulary and spelling tests to the sample class.
8. Collected the students' vocabulary test scores and their spelling test scores.
9. Analyzed the data by using Pearson Product Moment to answer the problem of the study.
10. Interpreted the result of analyzing data.
11. Concluded the data.

L. Data Analysis Procedure

The researcher did some procedures in the data analysis. They are:

1. Calculating the students' scores of both tests by using formula:

$$S = \frac{n}{N} \times 100$$

Where:

S = student's score in dictation test

n = number of true answer

N= number of test items

2. Find out the correlation coefficient of the vocabulary mastery and spelling ability, the researcher will use serial correlation technique. According to Hartono (p.128), this technique is used when one of the data will be correlated is interval and the other is ordinal. In this study,

the interval data are vocabulary and spelling test. The serial correlation pattern that will use are:

$$r_{xy} = \frac{n(\sum XY) - (\sum X) \cdot (\sum Y)}{\sqrt{\{n \cdot \sum X^2 - (\sum X)^2\} \cdot \{n \cdot \sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{xy} : The coefficient of correlation

$\sum X$: Total Value of Score X

$\sum Y$: Total Value of Score Y

N : Number of students

The formula above is very important due to finding out whether or not the H_a Hypothesis or H_o Hypothesis accepted in this study. A correlation greater than 0.5 generally described as strong, whereas a correlation less than 0.5 generally described as weak.

Table 3.5
Interpretation Orientation by Ridwan (2009, p.221)

Correlation Value (r)	Interpretation
0.800 – 1.000	Very High
0.600 – 0.800	High
0.400 – 0.600	Fair
0.200 – 0.400	Low
0.000 – 0.200	Very Low

From these formula, it could be gotten the correlation coefficient value (r) of the two variables.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Data Presentation

The vocabulary test was conducted on January 15th – 18th 2018 seventh graders at SMP Negeri 1 Pangkalan Lada. For vocabulary class was chosen VII A and VII D consisted of 52 students. The test was students' vocabulary score and spelling score. There were 50 items with 80 minutes for do the test.

1. The Students' Score of Vocabulary

Table 4.1 Description Data of the Students' Vocabulary Score

No.	Code	X	X ²
A.	B1	74	5476
B.	B2	64	4096
C.	B3	70	4900
D.	B4	78	6084
E.	B5	68	4624
F.	B6	68	4624
G.	B7	78	6084
H.	B8	84	7056
I.	B9	74	5476
J.	B10	80	6400
K.	B11	74	5476
L.	B12	62	3844
M.	B13	64	4096
N.	B14	76	5776
O.	B15	72	5184
P.	B16	60	3600
Q.	B17	74	5476
R.	B18	60	3600
S.	B19	62	3844
T.	B20	78	6084
U.	B21	80	6400

V.	B22	76	5776
W.	B23	68	4624
X.	B24	70	4900
Y.	B25	48	2304
Z.	B26	50	2500
AA.	B27	74	5476
BB.	B28	72	5184
CC.	B29	74	5476
DD.	B30	80	6400
EE.	B31	70	4900
FF.	B32	66	4356
GG.	B33	58	3364
HH.	B34	80	6400
II.	B35	58	3364
JJ.	B36	54	2916
KK.	B37	84	7056
LL.	B38	64	4096
MM.	B39	66	4356
NN.	B40	78	6084
OO.	B41	70	4900
PP.	B42	64	4096
QQ.	B43	76	5776
RR.	B44	74	5476
SS.	B45	90	8100
TT.	B46	70	4900
UU.	B47	62	3844
VV.	B48	70	4900
WW.	B49	74	5476
XX.	B50	76	5776
YY.	B51	78	6084
ZZ.	B52	70	4900
Total		3664	261960
Mean		70,46154	
Maximum		90	
Minimum		48	

Based on the data above, vocabulary it was known ΣX was 3664 and ΣX^2 was 261960, mean of the vocabulary score was 70.46, maximum of the score was 90 and minimum of the score was 48. The classification of the students' score can be seen on the table below:

Table 4.2 Distribution of Students' Achievement Criteria of Vocabulary Mastery of SMP Negeri 1 Pangkalan Lada

No.	Category Score	Frequency
1.	80-100	3
2.	70-80	23
3.	60-70	19
4.	50-60	5
5.	0-50	2
Total		52

Based on the table above, there were three students who got score 80-100. There were twenty-three students who got score 70-80. There were nineteen students who got score 60-70. There were five students who got score 50-60. There were two students who got score 0-50.

After scoring process, the data composed in several groups in some level based on predicate of score by using

$$S = \frac{n}{N} \times 100$$

Where:

S : Students' score

n : Number of students who got score in level

N : Total of students

The calculation of level score for level score 81-100 (it was known that $N = 52$, $n = 3$) as follow:

$$\begin{aligned} S &= \frac{n}{N} \times 100 \\ &= \frac{3}{52} \times 100 \\ &= 5,77\% \end{aligned}$$

The result of the score frequency of students' vocabulary score as follow:

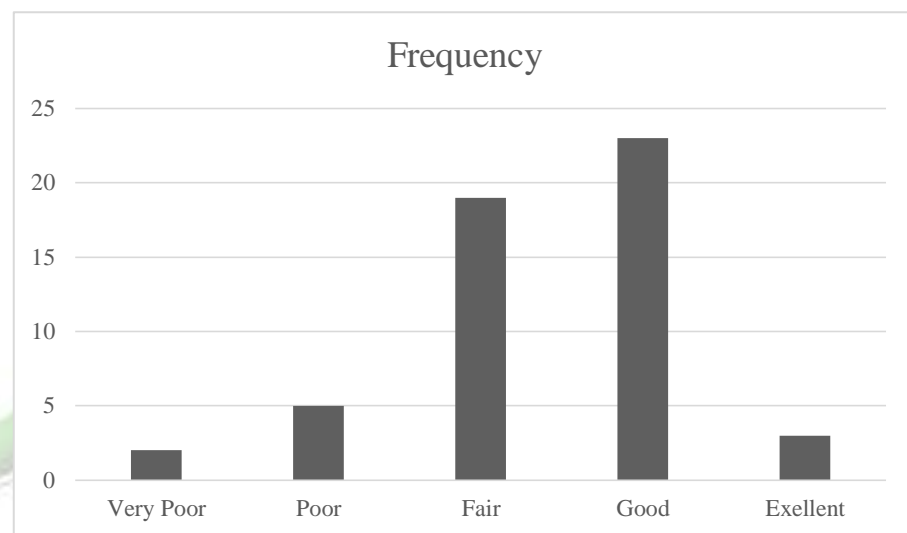
Table 4.4 The Frequency of Score and Presentation Score of the Students' Vocabulary Score of SMP Negeri 1 Pangkalan Lada

No	Category Score	Predicate	Letter Value	F	P (%)
1.	81-100	Excellent	A	3	5.77 %
2.	71-80	Good	B	23	44.23 %
3.	61-70	Fair	C	19	36.54 %
4.	51-60	Poor	D	5	9.61 %
5.	0-50	Very Poor	E	2	3.85 %
Total				52	100.0 %

Based on the data of score, it can be concluded that there was 5,77% students who got score 80-100. There were 44,23% students who got score 70-80. There were 36,54% students who got score 60-70. There were 9.61% students who got score 50-60. And there were 3.85% students who got score 0-50.

The frequency of students' vocabulary score can also be seen in the graphic 4.1.

Graphic 4.1 Histogram of Students' Vocabulary mastery Score



Based on the figure above, there were two students who got predicate very poor. There were five students who got predicate poor. There were nineteen students who got predicate fair. There were twenty-three students who got predicate good. There three students who got predicate excellent.

The result calculated the scores of mean using manual calculation as follows:

$$Mx = \frac{\sum fxi}{n} = \frac{3664}{52} = 70.46$$

Based on the result above using manual calculation, it was found that the mean score of vocabulary mastery score was 70.46.

The next step, the result calculated the score of mean using SPSS 22 Program as follows:

Table 4.5 Calculation of Statistics using SPSS 22

N	Valid	52
	Missing	0
Mean		70,46
Std. Error of Mean		1,195
Std. Deviation		8,619
Minimum		48
Maximum		90

Based on the table above, the result of calculated using SPSS 22 was found that the mean of score were 70.46, the standard deviation was 8.619 and standard error of mean was 1.195. Based on valuation scale used in SMP Negeri 1 Pangkalan Lada, the average of the students' vocabulary mastery was in good criteria (71 - 80).

2. The Students' Score in Spelling

The Spelling test conduct on 15th and 18th January 2018 seventh grade students' at SMP Negeri 1 Pangkalan Lada. Then, for spelling class was chosen VII A and VII D that consisted of 52 students. The researcher used recall and recognition technique and the students write down the words that has been mentioned.

Table 4.6 The Data of the Students' Spelling Ability

No.	Code	Y	Y ²
1.	B1	76	5776
2.	B2	60	3600
3.	B3	68	4624
4.	B4	72	5184
5.	B5	70	4900
6.	B6	72	5184
7.	B7	64	4096
8.	B8	76	5776
9.	B9	70	4900
10.	B10	72	5184
11.	B11	64	4096
12.	B12	70	4900
13.	B13	68	4624
14.	B14	80	6400
15.	B15	72	5184
16.	B16	52	2704
17.	B17	80	6400
18.	B18	56	3136
19.	B19	72	5184
20.	B20	76	5776
21.	B21	88	7744
22.	B22	68	4624
23.	B23	68	4624
24.	B24	76	5776
25.	B25	72	5184
26.	B26	64	4096
27.	B27	76	5776
28.	B28	72	5184
29.	B29	80	6400
30.	B30	84	7056
31.	B31	76	5776
32.	B32	64	4096
33.	B33	72	5184
34.	B34	88	7744
35.	B35	76	5776
36.	B36	76	5776

37.	B37	84	7056
38.	B38	80	6400
39.	B39	76	5776
40.	B40	72	5184
41.	B41	68	4624
42.	B42	70	4900
43.	B43	68	4624
44.	B44	80	6400
45.	B45	100	10000
46.	B46	72	5184
47.	B47	60	3600
48.	B48	76	5776
49.	B49	76	5776
50.	B50	80	6400
51.	B51	80	6400
52.	B52	76	5776
Total		3808	282320
Mean		73,2307692	
Maximum		100	
Minimum		52	

Based on the data above, writing as the variable Y, it was known ΣY was 3808 and ΣY^2 was 282320, mean of the writing score was 73.23, maximum of the score was 100 and minimum of the score was 52. The classification of the students' score can be seen on the table below:

Table 4.7 Distribution of Students' Achievement Criteria of Spelling Ability of SMP Negeri 1 Pangkalan Lada

No.	Category Score	Frequency
1.	81-100	5
2.	71-80	29
3.	61-70	14
4.	51-60	4
5.	0-50	-
	Total	52

Based on the table above, there were five students who got score 80-100. There were twenty-nine students who got score 70-80. There were fourteen students who got score 60-70. There were four students who got score 50-60.

After knowing the score of students' ability in spelling, the criteria of score and calculated the percentage of distribution frequency as follow:

$$S = \frac{n}{N} \times 100$$

It was known $N = 52$, and $n = 5$ in category score 81 -100, the calculation as follow:

$$\begin{aligned} S &= \frac{n}{N} \times 100 \\ &= \frac{5}{52} \times 100 \\ &= 9,62 \% \end{aligned}$$

The result of frequency and presentation of students' spelling ability score as follow:

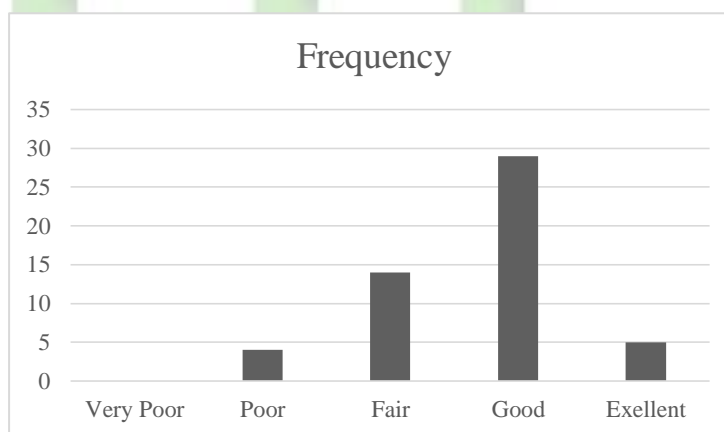
Table 4.9 The Frequency of Score and Presentation of the Students' Spelling Ability Score of SMP Negeri 1 Pangkalan Lada

No	Category Score	Predicate	Letter Value	F	P (%)
1.	81-100	Excellent	A	5	9.62 %
2.	71-80	Good	B	29	55.77 %
3.	61-70	Fair	C	14	26.92 %
4.	51-60	Poor	D	4	7.69 %
5.	0-50	Very Poor	E	-	-
Total				52	100.0 %

Based on the data of percent of score, it can be concluded that there was 9.62% students who got score 80-100. There were 55.77% students who got score 70-80. There were 26.92% students who got score 60-70. There were 7.69% students who got score 50-60. There is no students who got score 0-50.

The distribution of students spelling score can also be seen in the graphic 4.2.

Graphic 4.2 Histogram of Students' Spelling Score



Based on the figure above, there were no student who got predicate very poor. There were four students who got predicate poor. There were fourteen students who got predicate fair. There were twenty-nine students who got predicate good. There five students who got predicate excellent.

The result calculated the scores of mean using manual calculation as follows:

$$Mx = \frac{\sum fxi}{n} = \frac{3808}{52} = 73.23$$

Based on the result above using manual calculation, it was found that the mean score of writing score was 73.23.

The result calculated the score of mean using SPSS 22 program as follows:

Table 4.10 Calculation of Statistics using SPSS 22

N	Valid	52
	Missing	0
Mean		73,23
Std. Error of Mean		1,142
Std. Deviation		8,233
Minimum		52
Maximum		100

Based on the table, the result calculated using SPSS 22 was found that the mean of score were 73.23, standard of deviation was 8.233 and the standard error of mean was 1.142. Based on

valuation scale used in SMP Negeri 1 Pangkalan Lada was in good criteria.

B. Testing of Normality, Homogeneity and Linearity

1. Testing of the Normality

It used to know the normality of the data that was going to be analyzed both groups have normal distribution or not. Because of that, the normality test used SPSS 22 to measure the normality of the data.

a. Normality Test of Vocabulary Mastery

Vocabulary Mastery

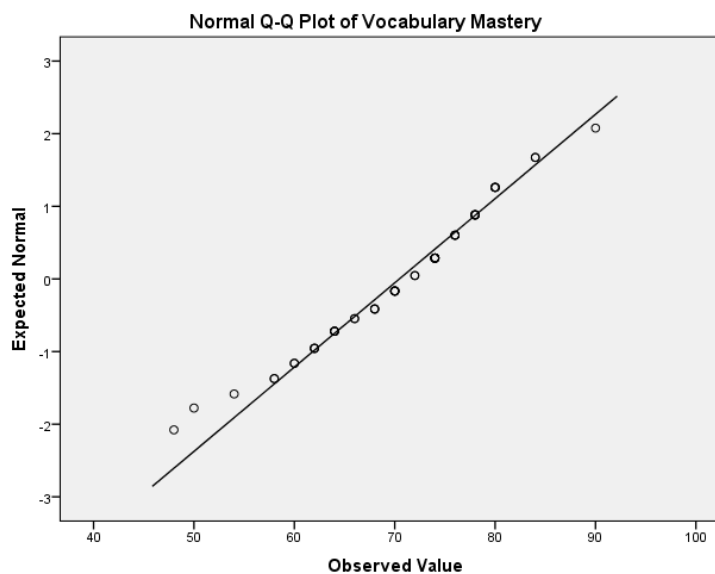
One-Sample Kolmogorov-Smirnov Test		
		Vocabulary Mastery
N		52
Normal Parameters ^{a,b}	Mean	70,4615
	Std. Deviation	8,61932
Most Extreme Differences	Absolute	,121
	Positive	,077
	Negative	-,121
Test Statistic		,121
Asymp. Sig. (2-tailed)		,056 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The Normal Q-Q Plot of Vocabulary Mastery



Based on the calculation using SPSS Program, the asymptotic significance normality of vocabulary mastery was 0,56. Then, the normality was consulted with the table of Kolmogorov-Smirnov with the level significance 5% ($\alpha = 0,05$). Because asymptotic significance of vocabulary mastery test = $0,056 \geq \alpha = 0,05$ it could be concluded that the data was normal distribution. From the Q-Q plot shows that almost the data points of vocabulary siz spread around the straight line. It means the data had normal distribution.

b. Normality Test of Spelling Ability

Spelling Ability

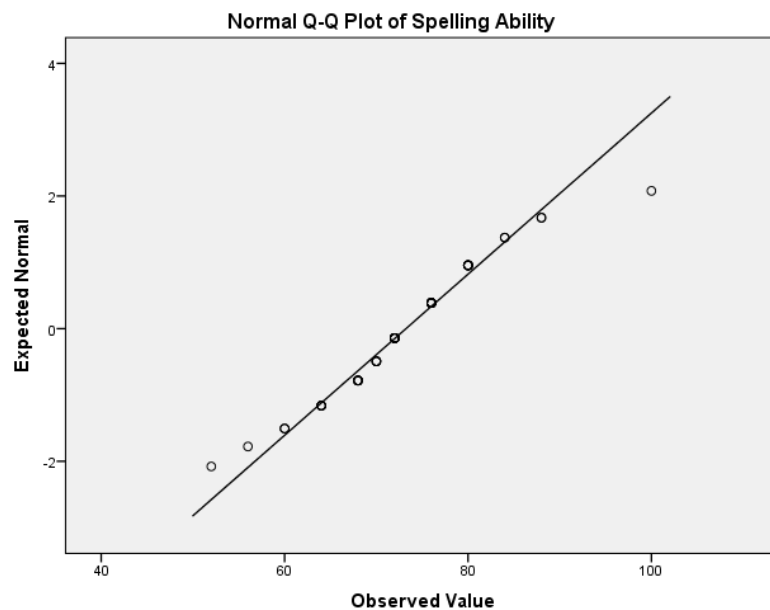
One-Sample Kolmogorov-Smirnov Test		
		Spelling Ability
N		52
Normal Parameters ^{a,b}	Mean	73,2308
	Std. Deviation	8,23340
Most Extreme Differences	Absolute	,138
	Positive	,138
	Negative	-,109
Test Statistic		,138
Asymp. Sig. (2-tailed)		,015 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Normal Q-Q Plot of Spelling Ability



Based on the calculation using SPSS Program, the asymptotic significance normality of spelling ability was 0,015.

Then, the normality was consulted with the table of Kolmogorov-Smirnov with the level significance 5% ($\alpha = 0,05$). Because asymptotic significance of spelling ability test = $0,015 \geq \alpha = 0,05$ it could be concluded that the data was normal distribution. From the Q-Q plot shows that almost the data points of vocabulary size spread around the straight line. It means the data had normal distribution.

2. Testing of Homogeneity

Table 4.12 Homogeneity Test using SPSS 22

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
1,143	12	35	,360

The criteria of the homogeneity test was if the value of (probability value/critical value) was higher than or equal to the level significance alpha defined ($r > a$), it meant the distribution was homogeneity. Based on the calculation using SPSS 18 program above, the value of (probably value/critical value) from vocabulary and writing score of variance in sig column was known that p-value was 0.360. The data in this study fulfilled homogeneity since the p-value was $0.360 > 0.05$.

3. Testing of the Linearity

It used to know the correlation linearity of the data that was going to be analyzed between independent and dependent variable. Because of that, the test used SPSS 18 to measure the correlation linearity of the data.

Table 4.13 Linearity Test using SPSS 22

			Sum of Squares	df	Mean Square	F	Sig.
Spelling * Vocabulary	Between Groups	(Combined)	2276,407	16	142,275	4,217	,000
		Linearity	1041,465	1	1041,465	30,869	,000
		Deviation from Linearity	1234,942	15	82,329	2,440	,015
	Within Groups		1180,824	35	33,738		
	Total		3457,231	51			

The criteria of the linearity test was if the value of F and Sig. in the line *Deviation from Linearity* was higher than or equal to the level of significance or $F \text{ (Sig.)} > 0.05$, it meant that the distribution was linear. Based on the calculation using SPSS 18 above, the value of F from vocabulary mastery and writing ability was 2.440 and value of Sig. was 0.015, and analysis above showed that value F was 2.440 with Sig. 0.015 higher than level of significance alpha or $0.015 > 0.05$ for vocabulary mastery and writing ability. So, it concluded that correlation between students' vocabulary mastery and writing ability was linearity.

C. Data Analysis

1. Testing Hypothesis using Manual Calculation

To answer the problem is there any correlation between English vocabulary mastery and spelling students' ability at SMP Negeri 1 Pangkalan Lada that was applied to test hypothesis as the following procedures :

Table 4.14 Distribution Scores Vocabulary Mastery and Spelling Ability

No	Code	X	Y	X ²	Y ²	XY
1.	B1	74	76	5476	5776	5624
2.	B2	64	60	4096	3600	3840
3.	B3	70	68	4900	4624	4760
4.	B4	78	72	6084	5184	5616
5.	B5	68	70	4624	4900	4760
6.	B6	68	72	4624	5184	4896
7.	B7	78	64	6084	4096	4992
8.	B8	84	76	7056	5776	6384
9.	B9	74	70	5476	4900	5180
10.	B10	80	72	6400	5184	5760
11.	B11	74	64	5476	4096	4736
12.	B12	62	70	3844	4900	4340
13.	B13	64	68	4096	4624	4352
14.	B14	76	80	5776	6400	6080
15.	B15	72	72	5184	5184	5184
16.	B16	60	52	3600	2704	3120
17.	B17	74	80	5476	6400	5920
18.	B18	60	56	3600	3136	3360
19.	B19	62	72	3844	5184	4464
20.	B20	78	76	6084	5776	5928
21.	B21	80	88	6400	7744	7040
22.	B22	76	68	5776	4624	5168
23.	B23	68	68	4624	4624	4624
24.	B24	70	76	4900	5776	5320
25.	B25	48	72	2304	5184	3456

26.	B26	50	64	2500	4096	3200
27.	B27	74	76	5476	5776	5624
28.	B28	72	72	5184	5184	5184
29.	B29	74	80	5476	6400	5920
30.	B30	80	84	6400	7056	6720
31.	B31	70	76	4900	5776	5320
32.	B32	66	64	4356	4096	4224
33.	B33	58	72	3364	5184	4176
34.	B34	80	88	6400	7744	7040
35.	B35	58	76	3364	5776	4408
36.	B36	54	76	2916	5776	4104
37.	B37	84	84	7056	7056	7056
38.	B38	64	80	4096	6400	5120
39.	B39	66	76	4356	5776	5016
40.	B40	78	72	6084	5184	5616
41.	B41	70	68	4900	4624	4760
42.	B42	64	70	4096	4900	4480
43.	B43	76	68	5776	4624	5168
44.	B44	74	80	5476	6400	5920
45.	B45	90	100	8100	10000	9000
46.	B46	70	72	4900	5184	5040
47.	B47	62	60	3844	3600	3720
48.	B48	70	76	4900	5776	5320
49.	B49	74	76	5476	5776	5624
50.	B50	76	80	5776	6400	6080
51.	B51	78	80	6084	6400	6240
52.	B52	70	76	4900	5776	5320
Total		3664	3808	261960	282320	270304

To find out the correlation between vocabulary mastery and spelling ability at SMP Negeri 1 Pangkalan Lada, this study used Product Moment Formula by Pearson, as follow:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

From the calculation of variable X and variable Y, it was

known that:

$$N = 52$$

$$\sum X = 3664$$

$$\sum X^2 = 261960$$

$$\sum Y = 3808$$

$$\sum Y^2 = 282320$$

$$\sum XY = 270304$$

$$\begin{aligned} r_{xy} &= \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}} \\ &= \frac{52 \times 270304 - (3664)(3808)}{\sqrt{\{52 \times 261960 - (3664)^2\}\{52 \times 282320 - (3808)^2\}}} \\ &= \frac{14055808 - 13952512}{\sqrt{(13621920 - 13424896)(14680640 - 14500864)}} \\ &= \frac{103296}{\sqrt{197024 \times 179776}} \\ &= \frac{103296}{\sqrt{35420186624}} \\ &= \frac{103296}{18202,5} = 0.549 \end{aligned}$$

The calculation above had shown index correlation of variable X and Y was 0.549. Based on the interpretation orientation score of “r” product, the value of rxy is on 0.400-0.700. So, the result correlation between variable X and variable Y there is moderately

positive correlation. It meant vocabulary mastery had association with writing ability.

The result of the calculation that was counted by product moment above showed that the index of correlation was 0.549. Then, the degree of calculation degree of freedom with formula, as follow:

$$df = N - nr$$

It was known:

$$N = 52, nr = 2$$

$$Df = 52 - 2 = 50$$

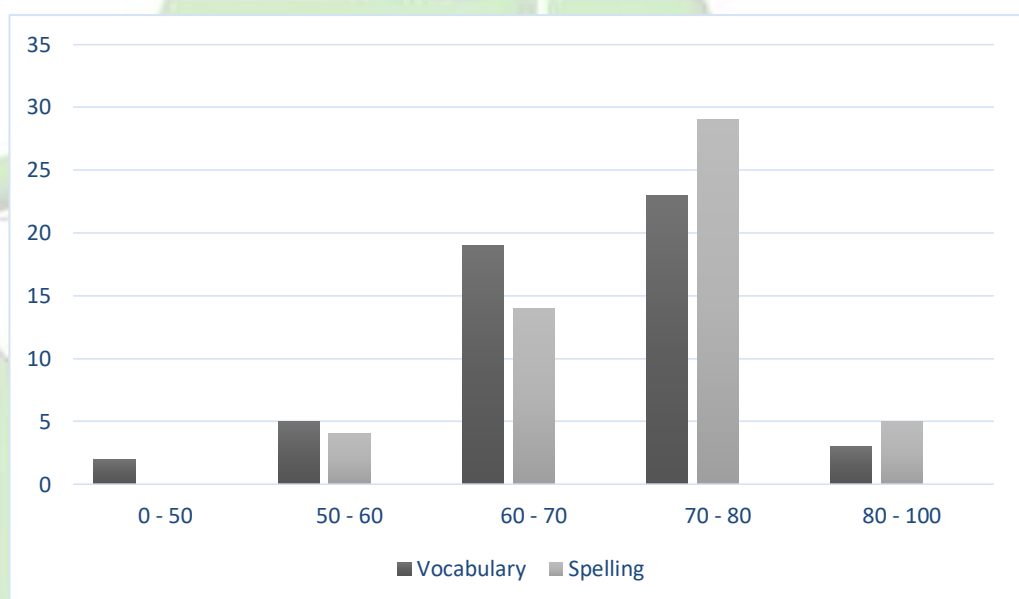
The significant choose at 5%, it meant the significant level or refusall at 5%. It was illustrated as follow:

Tabel 4.15 Critical Value of the Product Moment Correlation Coefficient

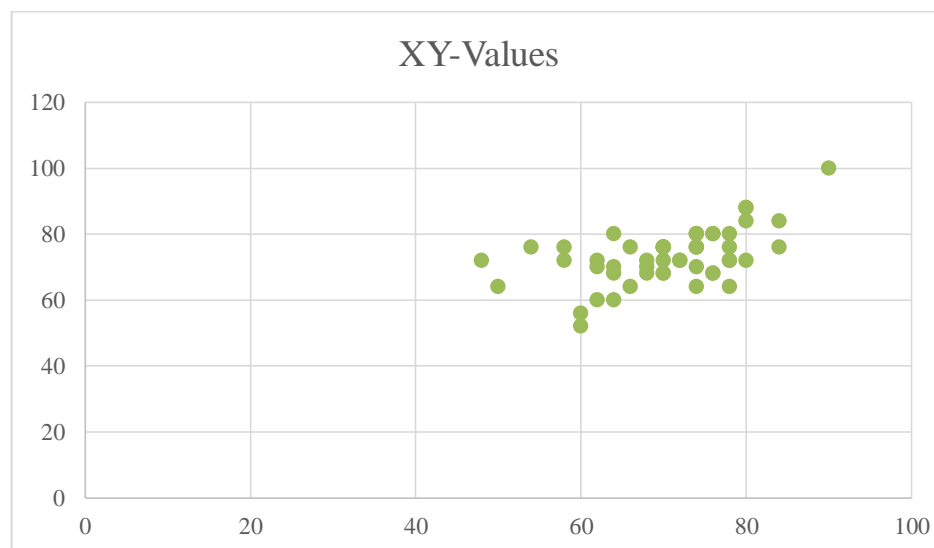
Df	The number of correlation variabel	
	2	
	Value "r" on significant level	
	5%	1%
50	0.273	0.354

Even so, it was known the result of “ r ” = $0.273 < 0.549 > 0.354$. It can be explained that the value of “ r ” (0.549) was higher at significance level 5% (0.273). As the result, the value of “ r ” showed positive correlation between vocabulary mastery and writing ability at significant level 5%.

Graphic 4.3 Combination of Values Vocabulary and Spelling



The correlation between variable X (vocabulary mastery) and variable Y (spelling ability) can be illustrated by following scatter plot as follow:



The scatter plot above illustrated the direction of correlation between the variables. The dots going from lower left to upper right indicate positive correlation. Ary et al. stated that a scatter plot of also reveals the strength of the correlation between variables. If the dots in the scatter plot from a narrow band so that when a straight line is drawn though the band the dots will be near the line, there is a strong correlation between the variables. However, if the dots in the scatter plot scatter widely, the correlation between variables is relatively weak. The scatter plot above has shown the dots from a narrow band, made a straight line and spread closely. It means there is a strong correlation between two variables, vocabulary mastery and spelling ability.

The contribution of the variable X and Y, this study used the formula as follows:

$$\begin{aligned}
 KP &= r^2 \times 100\% \\
 &= (0.549)^2 \times 100\% \\
 &= 0.301401 \times 100\% \\
 &= 30.14\%
 \end{aligned}$$

It means that the variable Y gives the contribution in increase vocabulary mastery at seventh graders of SMP Negeri 1 Pangkalan Lada was 30,14%.

$$\begin{aligned}
 t_{\text{observed}} &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\
 &= \frac{0.549\sqrt{52-2}}{\sqrt{1-0.549^2}} \\
 &= \frac{0.549\sqrt{50}}{\sqrt{1-0.301401}} \\
 &= \frac{0.549 \times 7,07}{\sqrt{0.698599}} \\
 &= \frac{3.88143}{0.8358} = 4.68
 \end{aligned}$$

The criteria of the test was if $t_{\text{observed}} > t_{\text{table}}$, H_a was accepted. It meant there were significant correlation. If $t_{\text{observed}} < t_{\text{table}}$, H_o was rejected. It meant there was no significant correlation between

variables. Based on the calculation above t_{observed} was 4.68. To know df or degree of freedom used formula $nr - 2$, $N = 52$. $Df = n - 2 = 52 - 2 = 50$ and $t_{\text{table}} = 2,01$ at significant level 5% and 2,68 at significant level 1%. The following table was the result of t_{observed} and t_{table} from df at 5% level, as follow:

Table 4.16 Result of the Manual Calculation T_{observed}

Variable	T_{observed}	T_{table}		Df/db
		5%	1%	
X-Y	4.68	2.01	2.68	50

The result of the t_{test} used manual calculation was found the t_{observed} was greater than the t_{table} at 5% significance level or $4.68 > 2.01$. It meant that H_a (there is significant correlation between vocabulary mastery and spelling ability at SMP Negeri 1 Pangkalan Lada) was accepted and H_o (there is no significant correlation between vocabulary mastery and spelling ability at SMP Negeri 1 Pangkalan Lada) was rejected.

2. Testing Hypothesis using SPSS Calculation

This study also applied SPSS 22 to calculate correlation “r” product moment in testing hypothesis of the study. The result of calculation SPSS 22 to support the manual calculation could be seen as follows:

Table 4.17 Correlation Index used SPSS 22 Program

Correlations			
		Vocabulary	Spelling
Vocabulary	Pearson Correlation	1	,549**
	Sig. (2-tailed)		,000
	N	52	52
Spelling	Pearson Correlation	,549**	1
	Sig. (2-tailed)	,000	
	N	52	52

The table showed the result of “r” product moment calculation using SPSS 18 program. Since the result of Pearson Correlation was 0.549. So, both of group there was correlation.

3. Interpretion

The examine the truth of the false of null hypothesis, the result of *Pearson Correlation* was 0.549. H_a was accepted and H_o was rejected. The result of *Pearson Correlation* was interpreted on the result of degree freedom to get the t_{table} . The result of the degree of freedom (df) was 50, it found from total number of the students in both group minus 2. The following table was the result of *Pearson Correlation* and “r” table from df at 5% level.

Table 4.18 The Result “r” Product Moment using SPSS 22

Variable	Pearson Correlation	t_{table}		Df/db
		5%	1%	
XY	0.549	0.273	0.354	50

The result of the t_{test} used SPSS 22 program. It was found the Pearson correlation was greater than the r table at 5% significance level or $0.549 > 0.273$. It means that H_a is accepted and H_0 is rejected. Based on the table above there was moderate correlation between correlation variable vocabulary and spelling.

It could be interpreted based on the result of calculation that H_a there is correlation between students' vocabulary mastery and students' spelling ability at SMP Negeri 1 Pangkalan Lada and H_0 stating that there is no correlation between students' vocabulary mastery and spelling students' ability at SMP Negeri 1 Pangkalan Lada is rejected.

D. Discussion

Based on the result of linear, the dots going from lower left to upper right indicate positive correlation. A scatter plot with dots going from lower left to upper right indicated a positive correlation as variable X goes up, variable Y also goes up. Scatter plot of also reveals the moderate of the correlation between variables. It means the data of vocabulary mastery and spelling ability in the present study have good linear association. As the result, the data in the present study can be analyzed by using parametric statistic especially product moment correlation.

Based on data analysis, vocabulary mastery gives contribution 30.14% to spelling ability. The result of product moment correlation has shown that the value of r_{xy} was greater than the value of t_{table} at 5% and 1% significant levels ($0.273 < 0.549 > 0.354$). It means that null hypothesis was rejected and the alternative hypothesis was accepted.

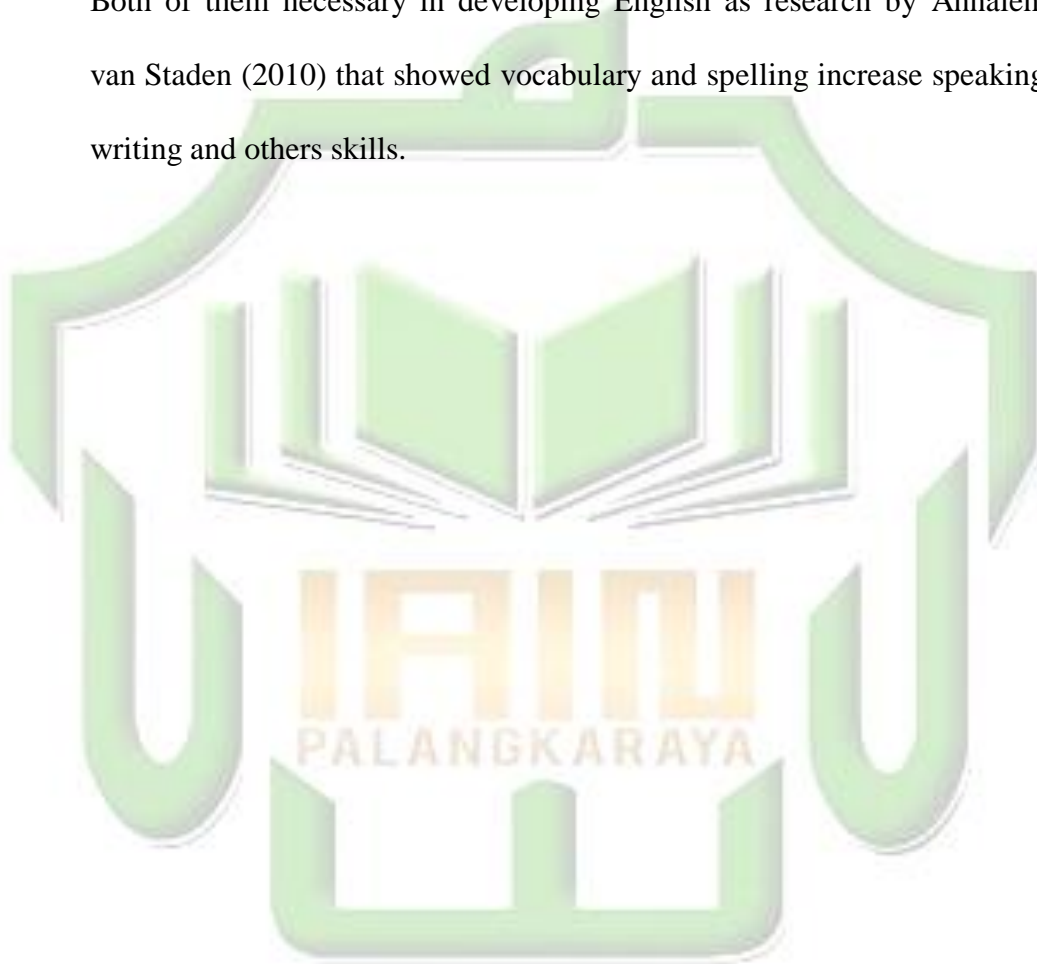
The dots in scatter plot of variable X and variable Y going from lower left to upper right. It means there was positive correlation between vocabulary mastery and spelling ability. The dots in the scatter plot also formed a narrow band. When a straight line was drawn through the band the dots would be near the line. It illustrated that there was moderate correlation between the variables. So this way, alternative hypothesis is accepted and null hypothesis is rejected.

The result of calculation shows that average score of students' vocabulary mastery is 70. The average score of students' spelling ability was 73. In the present study, the result finding have proved that there is positive correlation between vocabulary mastery and spelling ability with the correlation coefficient between two variables was 0.549. It means that the result of the present study there is moderate correlation between vocabulary mastery and spelling ability. Thus, it can be considered that between students' vocabulary mastery and spelling students ability at SMP Negeri 1 Pangkalan Lada has a positive correlation.

From the research finding, it considered that vocabulary are needed for production in learning English as foreign language. Vocabulary is the one of basic component as Nina Aristi et.al (2014) that useful for students to increase and develop their language especially in speaking and writing ability.

In spelling, the result also show that spelling are needed in vocabulary mastery. Spelling is one of useful component in develop other

skills, writing and speaking for example, that will acquisition their English ability. It means that vocabulary mastery and spelling interconnected each other. Vocabulary become major in the study of learning language and spelling is one of important role to differences between the way word is written and the way word itself is spoken that may have similar sound. Both of them necessary in developing English as research by Annalene van Staden (2010) that showed vocabulary and spelling increase speaking, writing and others skills.



CHAPTER V

CONCLUSION AND DISCUSSION

A. Conclusion

Based on the result of analysis and hypothesis test in chapter IV, it can be concluded that there was positive correlation between vocabulary mastery and spelling ability of the seventh grade students SMP Negeri 1 Pangkalan Lada. The result of linear, the dots going from lower left to upper right indicated positive correlation. Scatter plots also reveals the moderate of the correlation between variables. The coefficient correlation between vocabulary mastery and spelling ability of the seventh grade students SMP Negeri 1 Pangkalan Lada is 0.549. The interpretation of " r_{table} " = $df = N - nr = 52 - 2 = 50$. This is done by checking the value " r " product moment that 0.273 is at significant level 5%, and 0.354 is at significant level 1%. As the result, $r_{xy} = 0.549$ is higher than r_{table} is in significance level 5%. So that, null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted. The result belong to positive correlation between X variable and Y variable, it means that the increasing of vocabulary mastery will be followed by the increasing of spelling ability. On the other hand, decreasing of vocabulary mastery will be followed by decreasing of spelling ability.

B. Suggestion

Based on this findings, the researcher give some suggestion as follows:

1. For Students

This study expected provide a reference and reflection for students so that their vocabulary mastery as well as spelling ability.

2. For the Teachers

This study give a feedback on teaching English and give information about vocabulary mastery and spelling ability, and also can be as a guidance n mastering vocabulary and spelling ability.

3. For the Researchers

The result of this study can be consideration and additional information for other researcher who will conduct any further studies in the same field.

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