

THE ANALYSIS OF STUDENTS' VOCABULARY MASTERY AND THEIR SPELLING ENGLISH WORDS AT THE FOURTH GRADE STUDENTS OF SDN KATERBAN 1 PURWOREJO IN THE ACADEMIC YEAR OF 2022/2023

Diana Anggraeni^{1*}, Ismawati Ike Nugraeni², Abdul Ngafif³

^{1,2,3}Universitas Muhammadiyah Purworejo (INDONESIA)

**dianaanggraeni25080@gmail.com*

Abstract

This research belongs to qualitative research. The purpose of this research is to analyze the students' vocabulary mastery and their spelling especially in class IV SDN 1 Katerban. The researcher took 20 students as the sample of the research. To collect data, the researcher used test and interview. The students took the test through the flash card media. English spelling ability in grade four is appropriate, on the word chalk some are wrong in pronunciation, students should say chalk, but some students say c-h-a-k only. Likewise on the word spoon. In the word stove, some students mention the word candle instead of the word stove. Based on the data analysis, the students' score on the students' vocabulary mastery and their spelling test is appropriate. Among 20 students who took the spelling test, there were 17 (85%) students who received the very good category, 3 (15%) students who received the good category, 0 (0%) students who received the fair category, and 0 students who received the poor and very poor categories. Therefore, the research results show that students' ability to spell is appropriate. That can be seen from the high number of very good categories and none of the poor categories.

Keywords: vocabulary mastery, spelling, students difficulty

1 INTRODUCTION

There are four skills in English including listening, speaking, reading and writing. The four talents of English are speaking, reading, listening, and writing. As science and technology advance, students need to be able to understand several aspects of the English language, including vocabulary, grammar, and phrases [1]. One of the four aspects and one of the fundamentals of learning English is occasionally overlooked among the other three. One of these four elements spelling is occasionally overlooked as one of the fundamentals of language learning. One of the fundamental abilities that one needs acquire when studying a language, particularly English, is spelling.

Claims that the term "spell" which is partially derived from the Old English verbs "spellian" and "spell" means to utter, proclaim, tell, narrate, and "spell" means to excite, captivate, and tell [2]. Later, it became "spollen," an Old German word similar to "gospel" that means "story." It then evolved into the outdated French term "speller". Due to need, English is used to communicate with both citizens of one nation and citizens of other countries. They must be able to speak English because it is an international language in order to be able to communicate their objectives and interact with people everywhere. The requirement that students take English as a foreign language from primary to tertiary level makes sense. Spelling is a tool that makes it easier for writers to communicate their ideas clearly. One's reading skills is substantially aided by their ability to spell.

One's spelling skills have a significant impact on their writing skills since every letter they write will be impacted by their vocabulary errors. According to the 2013 Curriculum, English is studied at the elementary school level in addition to the junior high school, high school, and vocational levels. Given the significance of English, it is crucial for people to learn the language as one of the skills necessary to survive in a society that is more global and digital. The four fundamental language abilities of hearing, speaking, reading, and writing must be mastered in order to learn English. Spelling is one of the four fundamental language skills that is crucial to acquire since it is connected to reading, writing, listening, and speaking abilities. Because it helps with the link we have between sounds and letters, spelling is crucial for both reading and writing. Spelling is crucial for both speaking and listening skills

because, by mastering spelling well and correctly, one can improve their listening comprehension so that they can understand the conversation clearly in the speaking section. Additionally, by spelling English flawlessly, one can communicate with others easily and clearly, which is one way to improve their spelling skills. The absence of a student's vocabulary causes them to occasionally struggle with understanding what English words mean, which makes studying English difficult for them.

In addition, pupils who are studying English are perplexed by the distinction between writing and speech. The researcher intended to examine the English spelling proficiency at SD N 1 Katerban based on these issues. This study examined pupils' spelling skills, particularly in English at the primary school level. It may definitely help pupils to enhance their spelling skills to be aware of their current level of proficiency. Additionally, pupils can improve their command of the English language.

Vocabulary is one of the knowledge domains in language that plays a key role for learners in picking up a language [3]. According to [4], vocabulary is a term that has a specific meaning associated to the text to make it simpler to grasp and translate, particularly for elementary school children who have lower ability and vocabulary levels than students in higher levels. For this reason, language instruction is necessary. Furthermore, according to [5], vocabulary is the collection of words that individuals can use and comprehend. To grasp what is read and heard, to talk and write in the appropriate language that other people could understand, one needs an adequate vocabulary. Along with speaking, reading, writing, and listening, vocabulary is a crucial element in understanding English. The more language we could memorize, the quicker we became proficient in English. A list of words, and occasionally a phrase, that are typically sorted alphabetically and may be classified as having distinct but essentially overlapping components to reflect how vocabulary is utilized and processed. Each person has a receptive and productive capacity, and we processed and used both spoken and written language within that capacity. From those arguments, the researchers conclude that vocabulary is a piece of basic knowledge for student, the more they have a vocabulary, the more accessible language teaching for them.

According to [6], students must master foundational skills including pronunciation, grammar, and vocabulary in order to complement these abilities. According to [7], vocabulary is the most crucial component of language. Therefore, it is abundantly evident that vocabulary is crucial to learning a language, especially English because the language's lexicon is excessively large and diverse. The capacity to apply knowledge is mastery. Another definition of mastery is skill, application, or intellect. Therefore, it is crucial that English professors assist pupils in developing their vocabulary.

Teaching vocabulary is not easy, claims [8]. The most effective media for teaching English vocabulary should be considered by teachers. Students must be proficient in both language skills and component skills in order to have strong English. Both production speaking and writing, reception listening and reading combine to make up language skills. The aforementioned explanation addresses how to understand and produce language. To comprehend or respond in a language, students must study a very broad vocabulary. This vocabulary will expand as long as students work to become vocabulary masters. The researchers draw the conclusion that vocabulary is significant based on the aforementioned illustration since vocabulary includes speaking, reading, and writing.

External variables are those that come from outside the classroom, such as different teaching approaches or media or learning techniques. A teacher must carefully consider these elements in order to reduce any learning issues that may arise in their students. Based on the aforementioned examples, the researcher comes to the conclusion that a teacher should be able to come up with engaging teaching variations and apply engaging media or learning techniques to learning activities so that students can learn English vocabulary in enjoyable and understandable ways.

Student learning attitudes, student physical health, IQ, and student learning motivation are only a few examples of internal characteristics that originate from within the individual student [9]. Learning results are significantly influenced by students' learning attitudes; for example, if students enjoy English courses, they will cheerfully answer and complete the teacher's questions, resulting in the greatest possible learning outcomes. When students are motivated to learn both internally and externally, they will be extremely enthusiastic to get the best learning results. Motivation is another important aspect in learning activities. External variables are those that come from outside the classroom, such as different teaching approaches or media or learning techniques. A teacher must carefully consider these elements in order to reduce any learning issues that may arise in their students. Based on the aforementioned examples, the researchers come to the conclusion that a teacher should be able to come up with engaging teaching variations and apply engaging media or

learning techniques to learning activities so that students can learn English vocabulary in enjoyable and understandable ways.

Spelling is a crucial ability that kids learn throughout the first several years of formal schooling [10]. The phases of the evolution of spelling correlate to the level of pupils' knowledge of letter-sound connections. Additionally, spelling is typically defined as the right way for children to express a word [11]. This refers to understanding a language's orthography, which is the set of symbols and conventions used to express spoken language in writing.

Although education and research specialists hold differing opinions about the best ways to teach spelling, they both agree that spelling is an important part of language. According to [12], education has ignored spelling. This is because teachers value reading and writing abilities more than spelling abilities. Reading and spelling are independent but connected cognitive processes, and spelling includes two different processing systems (phonological and lexical), therefore having poor spelling skills might hurt one's reading and writing abilities. In order to map letters into phonemes and isolate and compare phonemes when learning to read, a kid must be able to distinguish letters separately or one at a time from each letter [13].

According to [14], the higher ability levels, reading and spelling words are frequently perceived as two sides of the same coin, making spelling a helpful indicator of reading growth. With regard to measures of comprehension-related elements like vocabulary and hearing comprehension, it is widely believed that their capacity to explain variation in reading comprehension would decline during the course of reading development [15]. From this argument, the researchers conclude that someone who has good spelling skills will have good writing skills as well.

For English language learners, spelling is crucial, yet many pupils struggle with it. One of the primary causes of this is that phonemes (speech sounds) and graphemes (written symbols) in English have erroneous associations. To put it another way, not all English words are spelt the same as they are pronounced. Recently, students' smartphones have become increasingly fascinating. According to [16], the program makes it simpler for the pupils to acquire and grasp new terminology. Despite not attending school, students could learn English on their smartphone and practice it more frequently.

Some of the causes of spelling issues include:

- a. It is important to pay attention to spelling together with other cognitive activities like writing and paragraphing. Students spend less time practicing their spelling since they talk and listen three times more often than they write.
- b. When learning an oral language, young children receive positive reinforcement, but when learning a written language, they receive negative reinforcement or even punishment.
- c. Spelling in English is extremely challenging. To express 44 to 46 sounds and more than 26 dialectal variants, its 26 letters must be combined in countless different ways. For example, there are 68 spellings for English's 21 single consonant sounds.

There are 53 different spellings for the five single short vowel sounds. The significant percentage of foreign terms that have retained their irregular spelling in English adds to the difficulty of the problem. Self-testing and self-explanation are among the finest learning strategies for pupils, according to [17]. Interleaved practice, dispersed practice, and in-depth interrogation. Words with potentially challenging sounds are those that some pupils may find foreign (familiar). The researchers draw the conclusion that the children struggle with spelling since there are a variety of sounds contained in the 26 vocal and consonant letters that make up a hundred words.

According to [18], fluent reading is the act of reading aloud while using the appropriate speech and intonation, allowing readers and listeners to understand the author's thoughts, feelings, attitudes, and experiences as well as the information being conveyed. Reading exercises are used to teach students how to pronounce and intonate printed symbols correctly. To avoid amplifying regionalism, teachers must teach students how to pronounce phonemes correctly as well as how to speak appropriate phrases and sentences [19]. However, some pupils continue to read English with inappropriate tone and pronunciation. This occurs as a result of kids' poor letter recognition skills.

According to Silitonga (2016) [20], misused of letters, words, and punctuation are all factors in spelling mistakes. As a result, [21], when instructors work with pupils who have trouble reading, they must first

expose them to the English alphabet so they can subsequently assist the students with spelling. When reading instructional texts, pupils mispronounce words and phrases, according to [21], who describes this as a type of reading mistake. This mistake is made when pupils read aloud anxiously and tentatively. For instance, some students mispronounce the reading sound "cat" as "bat." Therefore, adopting modeling strategies in learning can enhance the pronunciation of good English words and boost student engagement in the learning process, according to [22].

[23], claim that spelling-challenged kids frequently omit letters or words because they lack the ability to recognize letters, language sounds (phonics), and sentence structures. As a result, kids read hastily. [24], asserts that letters or words are typically omitted near the conclusion of words or phrases. The child's perception that the letter or word is unimportant is another factor in the omission. Students who have trouble reading typically mispronounce words and sentences, misspell readings, delete letters, add words, flatten their voices, don't pay attention to punctuation, can't thread letters together, and stutter.

The youngster may omit a letter or word because they believe it is insignificant, which is another reason. There are both internal and external causes of spelling difficulty. Students' internal variables include the following when they misspell English words: In English, students frequently remove letters and words. Students frequently leave out English terms while learning how to spell them, which leads to misspellings and errors in reading and interpreting. Students who are not interested in reading make spelling mistakes in English classes, have difficulty pronouncing words correctly when reading, struggle to write English correctly, and some even do not know what certain words mean in English. In addition, pupils dislike the teacher's method of teaching English spelling, among other external variables, which makes it harder for students to learn spelling. Based on the explanation above, the researchers concludes that another cause of word omission is because the child considers the omitted letter or word to be unimportant.

2 METHODOLOGY

According to [25], the characteristics of qualitative research are as follows:

- a) Qualitative research is a setting as a source and direct data, and the researcher is the key instrument.
- b) Qualitative research is descriptive in nature. The data collected is in the form of words or pictures, not numbers.
- c) Qualitative research is more concerned with process than just results or products.
- d) Qualitative research tends to analyze data inductively.
- e) Meaning is very important for a qualitative approach.

Based on the statement above, in this study the researchers used a qualitative method where the researcher analyzed the vocabulary mastery and their spelling in English. This research method is descriptive qualitative research. This analysis is used to analyze how students' vocabulary mastery and students' ability to spell English, especially in class IV of SD N 1 Katerban. This research was conducted in class IV of SD N 1 Katerban. There were 20 students in class IV who became participants in this study. This study consisted of tests given to 20 students and interviews with these students. The use of flashcard media was used to test the mastery of vocabulary and spelling skills at SD N 1 Katerban. The assessment used a test in the form of 20 questions given to children. One question consists of 5 letters with a total of 20 questions. So that the maximum score is 100. In this study there are two assessments, namely student vocabulary assessment and student spelling assessment.

In this test, the researcher used flashcard media in the form of 20 familiar vocabulary consisting of nouns such as some vocabulary in the kitchen, vocabulary in the classroom, vocabulary in the bathroom, and vocabulary in the living room. Flashcard learning media is used by researchers to obtain scores according to students' abilities. The flashcards are only in the form of pictures, then the researcher is expected to be able to mention the name of the picture and with the correct spelling. The test given was used to measure students' vocabulary acquisition and spelling skills so that researchers could analyze how students' abilities in mastering vocabulary and spelling words in English. In the first step, the researcher prepared 20 flashcards, then the researcher pointed the students to the front according to the attendance to mention the spelling of the word on the flashcard according to the

picture, then the students were expected to spell the word in the picture according to the correct spelling. In the 20 vocabulary test, students may only repeat once during the test. In this study, researchers used 20 pictures on flashcards and each picture consisted of 5 letters with a total of 20 vocabulary so that the maximum score obtained was 100 if all questions were answered correctly.

After conducting the assessment, the researcher interviewed several students who had errors in the vocabulary of chalk and spoon. In the word chalk, there are 9 students who have errors because some students spell the word chalk with the spelling "c-h-a-k". Students should spell it with the word "c-h-a-l-k". Meanwhile, in the word chair, there were 9 students who experienced spelling mistakes and vocabulary errors. Spelling mistakes and vocabulary errors made by students are caused by differences in pronunciation between writing and reading, besides the lack of vocabulary practice for students so that these students do not know the English language in the picture. In this case, it is better if spelling exercises and also vocabulary memorization exercises on objects are needed.

Understanding how to read text and visuals is necessary for interpreting qualitative data, according to [26], so that researchers may formulate solutions to their study questions. Additionally, according to [25], data analysis is a systematic process for gathering data from interviews, transcripts, and documentation; categorizing, dividing into units, choosing crucial topics for investigation, and drawing conclusions so that the findings can be shared with others.

3 FINDING AND DISCUSSION

3.1 Data Description

This research was conducted at SDN 1 Katerban, Jati Kusuma Street No. 1, Katerban, Purworejo. Data collection is carried out using the test method and interviews using flashcard media. This research was conducted in class IV of SD N 1 Katerban. There were 20 students in class IV who became participants in this study. This study consisted of tests given to 20 students and interviews with these students. The use of flashcard media was used to test the mastery of vocabulary and spelling skills at SD N 1 Katerban. The assessment used a test in the form of 20 questions given to children. One question consists of 5 letters with a total of 20 questions. So that the maximum score is 100. In this study there are two assessments, namely student vocabulary assessment and student spelling assessment.

3.2 Descriptive Analysis

The researchers conducted research on the ability to master vocabulary and spelling in grade IV students of SDN 1 Katerban. The findings include data results from the analysis of ability and discussion which includes a detailed description of the findings.

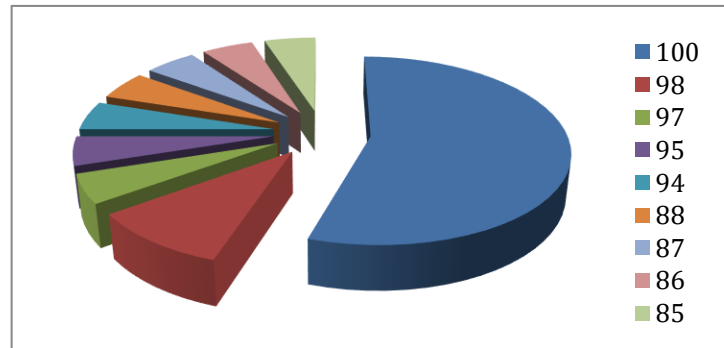
Table 1. Score Spelling and Vocabulary Mastery Done by Students

No	Category	Total Number	Frequency
1.	Very good	17	85%
2.	Good	3	15%
3.	Fair	0	0%
4.	Poor	0	0%
5.	Very poor	0	0%
	Σ	20	100%

The table above shows that the students' score on the student's vocabulary mastery and their spelling is appropriate. Of the 20 students who took the spelling test, there were 17 (85%) students who received the very good category, 3 (15%) students who received the good category, 0 (0%) students who received the fair category, and 0 students who received the poor and very poor categories. Students' spelling is appropriate. This can be seen from the high number of very good categories and none of the very poor categories.

Based on the assessment carried out during 1 meeting, the researchers obtained data that there were 17 students who got the very good category, 3 students who got the good category, 0 students who got the failed category, 0 students who got the poor category, and 0 students who got the very category. Based on these data, the results show that the ability to master English vocabulary and spelling at SD N 1 Katerban grade IV is appropriate. In conclusion, the researcher can say that the students of this study are able to speak English with both vocabulary and spelling mastery.

Table 2. Score Spelling and Vocabulary Mastery Done by Students



After checking the results of the vocabulary and spelling mastery tests on students, the researchers concluded that the results of students' vocabulary and spelling mastery were appropriate.

4 CONCLUSIONS

The researchers concluded that the fourth grade students of SD N 1 Katerban have mastery of vocabulary and proper spelling. Through flashcard media, they are able to master vocabulary and spell words well. Some students made mistakes in the word "chalk" the word "spoon" and the word "broom". In the word chalk some students omit the letter "l", this is because there is a difference in articulation between writing and pronunciation. In the words spoon and broom, some students omit the word "o" because there is a double consonant which causes students to be confused when spelling the word. In addition, the lack of vocabulary practice also causes children to not know the vocabulary on flashcards. Therefore, it is necessary to implement several strategies to overcome these student problems.

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