

THE EFFECT OF SPELLING PRACTICE ON
KINDERGARTEN B STUDENTS' SPELLING
ACHIEVEMENT

A THESIS



By

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ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
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ACHIEVEMENT

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Presented to Widya Mandala Catholic University Surabaya
in partial fulfillment of the requirement for
the Degree of
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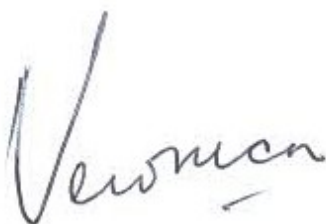


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Advisor's Approval

This thesis entitled *The Effect of Spelling Practice on Kindergarten B Students' Spelling Achievement* prepared and submitted by Angelina Edijanto, NRM 8212709003 has been approved to be examined by the Thesis Board of Examiners.

A handwritten signature in black ink, appearing to read 'Veronica', is centered on the page.

Prof. Dr. Veronica Listyani Diptoadi

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Thesis Examiner Board's Approval

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Prof. Anita Lie, Ed. D.

Director

STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, July 2014



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The writer realizes that the writing of this thesis has weaknesses, so the writer is open to all suggestions.

Hopefully this thesis can provide benefits to all readers and researchers.

Surabaya, July 2014

The Writer

ABSTRACT

Writing words is a skill that should be trained to students, especially the kindergarten students. As they were in the beginning of writing, they would write letters that they know or memorize. Some of them might be able to recognize the sounds and the letters that enabled them to write independently, while others who were learning to recognize letters find writing really frustrating. Therefore, it was important for the teachers to bridge the problem so that the students improved in their writing.

The study would like to see whether the students' spelling achievement improved after having the spelling practice. According to Barrett, the students could learn better when the teacher combines the teaching of spelling with phonics. Moreover, the teacher might create many opportunities and vary the activities to get the students' attention so they could develop their vocabulary and their creativity through exploration, testing, and investigating.

The subjects were thirty students of Kindergarten B in the academic year of 2013/2014 of X School between the ages of five to six years old. They had the pre-test before the lesson of the long vowel sounds was given. After all of the lesson, they did the post-test. Based on the findings, there was a significant improvement in students' spelling achievement from the pre-test and post-test after having the spelling practice.

Keywords: writing, teaching spelling, teaching phonics, spelling achievement, kindergarten students

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