

CHAPTER I INTRODUCTION

This chapter focuses on the basic idea related to the study. It presents background of the study, statement of the problem, research question, objectives of the study, significance of study, scope and limitation of the study, and definition of key terms.

A. Research Background

Acquiring a second language is a challenging process and needs a lot of efforts. For example, Indonesian learners face a lot of difficulties in English learning process specially to write an accurate spelling. The frequencies of errors are quite a lot, they feel difficult in writing accurate spelling that causes them make some type of errors such as linguistic errors, semantic, phonological and syntactic.¹ It is proved that from 30 items, errors in structure are the highest frequency and 62,34% from 98 students made errors in writing area.² Another research done by Hemabati indicated that spelling error problems committed by mother-tongue interference, misuse sentence fragment, oversuse, lack of grammatical knowledge also formation and developmental errors.³ Then, according to Corder, language error is a natural as the product of

¹ Rakhmawati Ningsih. Error Analysis in the Students' English Writing A Case Study with the Second Year Students of SLTPN 239 Tanjung Barat. (Syarif Hidayatullah State Islamic University Jakarta). 2004

² Faisal Mustafa, Mulya Kirana, and Syamsul Bahri Ys, "Errors in EFL writing by Junior High Students in Indonesia", *International Journal of Research Studies in Language Learning*, vol. 5, no. 5 (2016), <http://www.consortiacademia.org/index.php/ijrsl/article/view/1366>, accessed 24 Nov 2016.

³ Hemabati Ngangbam, "An Analysis of Syntactic Errors Committed by Students of English language Class in the Written Composition of Mutah University: A Case Study." *European Journal of English Language, Linguistics and Literature*, vol.3, no.1, (2016), p.2059-2027.

learning process.⁴ In other word, error is allowed for language learners to indicate students' learning progress.

Many students have experience problems with English language spelling. One of the common that often done by students' written work is spelling errors. According to Ibrahim that one of the problem in learning language is spelling English words correctly.⁵ While Hyland stated that spelling which is considered as important component become the main challenge for most English beginner learners that causing misspelled word and incoherent sentence.⁶ Whereas, good spelling becomes one of the crucial thing for literacy so it makes writing much easier because the writer focus on the ideas to be conveyed, as Noah Webster stated that spelling are the foundation of reading and the greatest ornament of writing.⁷ So, the development of students' spelling helps them to focus on the writing without being distracted by the fear of committing spelling error. Having good spelling make them easy and free to focus on the ideas they want to express without of being conscious of the mechanics of writing and the result of their writing will be free from excessive spelling errors. According to Smedly, spelling errors negatively affect the clarity of the written message, and consequently interferes with communication between the writer and the reader.⁸

Based on research with online test conducted by EF (Education First) English Proficiency Index 2015 showed that Indonesia was

⁴ S. Corder. *Error Analysis and Interlanguage*. (Oxford: Oxford University Press, 1981).180

⁵ M.H. Ibrahim, "Patterns in spelling errors" *English Language Teaching Journal*, vol. 32, no.3, 1978, p.207-212.

⁶ K. Hyland, *Second language writing* (New York: Cambridge University Press, 2003)

⁷ Cited in Richard L. Venezky, "From Webster to Rice to Roosevelt," in *Cognitive Processes in Spelling*, ed. Uta Frith (London: Academic Press, 1980), 9-30.

⁸ D. Smedley, *Teaching the basic skills: Spelling, Punctuation, and Grammar in Secondary English*, Methuen and co. Ltd, New Fetter Lane London, 1983

at the rank of 32 out of 70 countries.⁹ It means that Indonesian English ability is insufficient. Also, Indonesia occupied ranks 8 in Asia and Indonesia is in the middle level, as stated by Steve Croock as a Director of Educational Research and Development EF.¹⁰ The result of study showed that learners' English writing Competence was encountered problems in many categories one of them is spelling.¹¹

According to University of Indonesia's International law expert Hikmahanto Juwana warned that the growth of Indonesia's English proficiency level progressing very slowly.¹² So, there is hesitancy if Indonesian learners are not being trained to be fluent in English then it will be hard for them to compete with others coming from other countries.¹³ Moreover, according to Yusuf Muhyidin, the Culture and Education Ministry's training and courses development director said that:¹⁴

"In our educational system, Indonesian teacher usually focus more on grammar than the practical use of language in conversation. Even after studying English from secondary to

⁹ EF EPI, "EF English Proficiency Index 2015", (<http://media2.ef.com/~media/centralegcom/epi/downloads/full-reports/v5/ef-epi-2015-indonesian.pdf> accessed on September 7th, 2016)

¹⁰ "Kemampuan Bahasa Inggris Orang Indonesia di Level Menengah", *news.okezone.com*, <http://news.okezone.com/read/2015/11/05/65/1244148/kemampuan-bahasa-inggris-orang-indonesia-di-level-menengah>, accessed 24 Nov 2016.

¹¹ Machalla MA Megaiab, "The English writing competence of the students of an Indonesian senior high school", *The 2014 WEI International Academic Conference Proceedings. Bali, Indonesia. Retrieved June, vol. 6* (2014), <http://www.westeastinstitute.com/wp-content/uploads/2014/06/Machalla-M.A.-Megaiab-Full-Paper.pdf>, accessed 26 Mar 2017.

¹² Paul Goddard, "Indonesia Suffers Setback in English Proficiency", *American Chamber of Commerce in Indonesia*, <http://www.amcham.or.id/fe/5124-indonesia-suffers-setback-in-english-proficiency>, accessed 24 Nov 2016.

¹³ *Ibid.*,

¹⁴ *Ibid.*,

senior high school most of students could not speak English. Indonesian are studying grammar but not speaking and maybe that's the weakness."

It means that Indonesian learners have not master the international language yet in this case English. Whereas, students start having English lessons at Elementary school, Junior and Senior High Schools and Universities. The Primary School students study English for six years and the Junior High School students study English for three years. It means that every graduate of Junior High School has studied English for nine years.

According to Mahardika Hali, the Director of Center English First said that Indonesian English skills effect on the competitiveness in Asean Economic Community in which Indonesia is one of the country of MEA that equipped in term of language aspect.¹⁵ Indonesia has human resources who have the opportunity and challenge to compete and survive in MEA era.¹⁶ Human resources be the main key in winning the global competition. Each individual is required to have good skills in English to control communication on the free market MEA.¹⁷ This condition causes the urgency of the English language skills. But, the problem is that the ability of Indonesian students' writing is still low even though they are in university level. It is based on UNESCO survey that public interest in writing is only 0,001 percent, that mean in a thousand students there is only one that has

¹⁵ "Kemampuan Bahasa Inggris orang Indonesia Meningkat", *news.okezone.com*,

<http://news.okezone.com/read/2016/05/20/65/1393621/kemampuan-bahasa-inggris-orang-indonesia-meningkat>, accessed 24 Nov 2016.

¹⁶ Indra Budi Sumantoro, "Opportunities & Challenges for Industries, Workers, and Government of Indonesia in the Asean Economic Community Implementation", *Prosiding International conference on Information Technology and Business (ICITB)* (2015), <http://jurnal.darmajaya.ac.id/index.php/icitb/article/view/438>, accessed 25 Jan 2017.

¹⁷ "Bahasa Inggris Jadi Tantangan Komunikasi di Era MEA", *Language Center*, <http://lc.binus.ac.id/2015/11/25/bahasa-inggris-jadi-tantangan-komunikasi-di-era-mea/>, accessed 24 Nov 2016.

interesting in writing.¹⁸ One of the field that took attention is writing spelling errors.

Regarding writing is one of the skills that has big role, Philips and Jorgensen stated that using appropriate grammatical and spelling pattern choices and sentence structures will create a meaningful written work for readers.¹⁹ It is essentially that writing can be apprehended by the readers. According to Alkire, writing spelling is the process of writing words by using the letters conventionally to create the structure.²⁰ The problems especially came across from developing practical language skills such as appropriate word spelling in English with various social contexts in an original meaning. Moreover, Lee stated that the problems of using practical language are getting worse because English learners are likely to focus mainly on learning grammar without referring to spelling and dictation in an appropriate manner.²¹

Spelling is a language sub-skill under writing.²² It is such an essential skill of writing that has to be mastered by all learners and users of English language for the purpose of good communication in the written form of the language. Moreover, good writers must realize of their spelling in order to avoid error communication or misspelling. According to Kuiper and Allan, English language spelling seems clearly in theory but actually to be a little more

¹⁸ [PRIHATIN] UNESCO : *Minat Baca Masyarakat Indonesia 0,001 Persen - DetikForum*, <http://forum.detik.com/prihatin-unesco-minat-baca-masyarakat-indonesia-0001-persen-t1484102.html>, accessed 25 Jan 2017.

¹⁹ L and Jorgensen and Philips. *Discourse Analysis as Theory and Methode*. (London: Sage, 2002), p.85

²⁰ Alkire - *Dictation as a Language Learning Device (TESL/TEFL)*, <http://iteslj.org/Techniques/Alkire-Dictation.html>, accessed 25 Nov 2016.

²¹ I. Lee, "Teaching Coherence to ESL Students: A Classroom Inquiry." *Journal of Second Language Writing*, vol. 11, no. 2, (2002) pp.135-159.

²² Esther M. Dada, "Spelling Errors: Causes, Influence on Students' performance in English language Essay Writing and Strategies for Correcting them", *Case Studies Journal ISSN (2305-509X)*. vol. 4(8), 2015. P.66

complex in practice.²³ They stated that many people find difficulty in spelling because English language spelling does not always directly reflect the sounds of word.

From those problems, spelling error is one of the serious problems in writing producing by learners in second language acquisition. According to Botley, Hakim and Dillah, spelling error highly extended and contentious features of second language learners' written performance.²⁴ Spelling error usually occurs because the students cannot distinguish between letters and sound of the word when they write.

There were some previous studies that similar to this study. The first previous study was about The Academic Writing Performance and Spelling Errors of English as Foreign Language Students.²⁵ The second was a thesis, The Academic Writing Performance and Spelling Errors of English as Foreign Language Students at Tabuk University: A Case of the Introductory Year Students 2015.²⁶ The third was, English Spelling Problems among Students at the University of Dongola, Sudan.²⁷ Another previous research was Error Analysis in the Students Writing Narrative Paragraph at MTsN Pajajaran Pamulang.²⁸ So, the researcher was going to discuss deeply about Analysis of Students' English Spelling Error

²³ Ibid.,

²⁴ Simon Botley and Doreen Dillah, "Investigating spelling errors in a Malaysian learner corpus", *Malaysian Journal of ELT Research*, vol. 3 (2007), pp. 74–93, accessed 27 Nov 2016.

²⁵ Malek Jaber M. Albamawi, "The Academic Writing performance and Spelling Errors of English as Foreign Language Students at Tabuk University: A Case of the introductory Year Students 2015." *Asian Journal of Social Sciences, Arts and Humanities*, Vol.4, No.1 (2016), pp.23-37

²⁶ *ibid.*, pp. 1-8

²⁷ Ahmed Ali Fadul Benyo, "English Spelling Problems among Students University of Dongola, Sudan." *Educational Research Journals*. Vol. 5(9), 2014, pp.361-367

²⁸ Herlinawati. *Error Analysis in the Students Writing Narrative Paragraph at MTsN Pajajaran Pamulang*. (State Islamic University Syarif Hidayatullah Jakarta). 2011

in writing of Recount text Performed by Eighth Grade Students of MTs Darul Ulum Waru Sidoarjo.

Moreover, the different objectives from previous research was that, there are a lot of errors that have found in University, the researcher wanted to find out the spelling error in high school whether in this level spelling error would be found or not, considering junior high school was the beginner level to learn English academically. In addition, writing spelling in the English writing competence of the students of Indonesian Junior High School was chosen as the topic in this research since it has not got a maximum portion in leaning activity where the research held.

The researcher chose Recount text based on the syllabus of KTSP Curriculum in which the standard competition in the second semester of eight-grade showed that students would be focused on monolog text that was recount. So, based on that curriculum demanded, recount text became one of the learning focuses in the eighth-grade students in Junior High School.

In this research, the researcher gave specification to subject of research that took problem from students of Islamic Junior High School (MTs) as matter of fact based on the competency and basic competence of school based curriculum. There are three purpose of English in Junior High School one of them said that developing students' competence to communicate in oral and written form to achieve the level of functional literacy.²⁹ In other word, students will be able to write some text in English correctly with correct spelling and good punctuation. But, in fact in High School especially in junior high school students and teachers are focus on the national examination.³⁰ According to Prof. Dr. Patuan Raja, M. Pd. Who is a professor in English Education Department of Lampung University, National exam (UN) mandated by the UU No.20/2003 on the National Education System article 58 (2) also

²⁹ Badan Standar Nasional Pendidikan (BSNP). Standar Isi untuk Satuan Pendidikan Menengah dan Dasar: Standar Kompetensi dan Kompetensi Dasar Smp/MTs. (Jakarta: Departement Pendidikan Nasional).2006

³⁰ "Mengurai Benang Kusut Pembelajaran Bahasa Inggris - KOMPASIANA.com", *KOMPASIANA*, http://www.kompasiana.com/kris-tianadiputra/mengurai-benang-kusut-pembelajaran-bahasa-inggris_551930a681331117759de0e2, accessed 5 Feb 2017.

contributed to the failure of English language teaching. By the holding of National exam, teachers become more focus on students' ability to face problems of reading comprehension, as the result the teachers turn aside the students' writing and speaking ability. So, that's why many students often make spelling error in their writing.

In general, there are two difference patterns in teaching English in Indonesia, firstly learning English to make students able to do certain test such as in Ganesha Operation (GO) and Primagama. Secondly, learning pattern make students able to communicate in English such as in English First (EF).³¹ Moreover, in a tutoring agency, teachers focus on the problem faced in National exam (UN) and National Selection of State University (SNMPTN) by focusing on grammar and reading comprehension while English language course such as EF, learning objectives are generally designed to make students able to speak thus, the use of Indonesian in the classroom as much as possible to be avoided. Based on the statement above, most students in Junior High Schools become passive learner in the class because they just focus on UN material than writing or speaking ability.

The researcher chose MTs Darul Ulum Waru because this school has several programs including extracurricular which focus on students' English comprehension such as English Club and also there are two class programs that is intensive class program and regular class program.³² In the intensive class program students are demanded to learn English more than the regular class because there will be study excursion in Gontor boarding school in which that place emphasize on the bilingual, English and Arabic. Moreover, the intensive class program has mission to develop students' English skill, one of them is spelling and writing. It is different with other school because other school just have English subject only in regular class. Based on those reasons, the researcher had an opinion that English skill especially spelling learned more intensively. In other reasons, the seventh-grade and eighth-grade students sometimes joined spelling bee competition in some

³¹ Ibid.

³² <http://www.mtsduwaru.sch.id/html/index.php> accessed on November, 23rd 2016

competition hold by some university.³³ Finally, this study focused on an analysis of students' English spelling error in writing of Recount text performed by eighth grade students of MTs Darul Ulum Waru Sidoarjo.

B. Research Question

Based on the background above, the research questions were formulated as the following:

1. What are the type of spelling errors found in students' eight grade writing of recount text in MTs Darul Ulum Waru Sidoarjo?
2. Which are the spelling error that most frequently occur in students' eight grade writing of recount text in MTs Darul Ulum Waru Sidoarjo?
3. What are the possible factors that caused spelling error in eight grade students writing recount text in MTs Darul Ulum Waru Sidoarjo?

C. Research Objective

Based on the problems above, this study was intended:

1. To find types of spelling error in the students' writing of recount text in eight grade students of MTs Darul Ulum Waru Sidoarjo. After finding all the types of spelling error, the researcher expected that the spelling error can be decreased on early so that the students can improve their writing.
2. To analyze the most frequently spelling error, occur in students' writing of recount text in eight grade students of MTs Darul Ulum Waru Sidoarjo.
3. To find out the possible factors that contribute to the eighth-grade students' spelling error in writing recount text.

D. Significance of the Study

Researcher hopes that the result of this study will be useful for all readers especially for:

1. Theoretically

³³ Interviewed with one of the English teacher, Ucik Nurul Hidayati, S.Pd on September, 27th 2016

This study provides an explanation of an analysis of students' English spelling error in the written of recount text performed by eighth grade students of MTs Darul Ulum Waru Sidoarjo.

- a. For English teacher: The researcher expected that the result of the study is able to give information for teacher to avoid spelling error and to find the solution to this problem. Also, it is expected to the teacher to be more aware about the importance of spelling on students writing ability. Therefore, the teacher may consider the method or strategy in teaching that help students to deal with spelling proficiency.
- b. For students: The result regarding on spelling error on students' writing ability is able to be useful for students to know the importance of understanding the categories and factors of spelling error. Therefore, this research can also give the students understanding about spelling in written form. Besides, this research can increase the students' awareness about the importance of spelling in writing activity so that they may improve their spelling ability.
- c. For the future researcher: This research is also hoped will be useful as a literature review for any further research which focuses on the similar topic with this research.

E. Scope and Limitation of the Study

This research gave scope and limitation on the target of research to make the more significant research. In writing, there are several categories of error such as grammar (preposition, articles, and adjective), syntactic error (coordination and structure), lexical error, semantic, and substance/mechanics (punctuation, capitalization, spelling). In this research, the researcher focused on substance/ mechanics especially on spelling. The researcher focused on the spelling errors in students' writing. In addition, there were many kinds of students' writing that have been taught in the eighth grade such as recount text. The researcher chose recount text based on the curriculum that state students will be focused on the Recount text. The researcher did not differentiate whether the spelling errors done by the students belong to the category of errors

or mistakes. In some cases of this research, the term errors and mistakes were used interchangeably. The researcher focused in finding out the types of spelling errors and the most frequently of spelling errors also the factor cause the spelling errors in writing done by the students of MTs Darul Ulum Waru Sidoarjo.

F. Definition of Key Terms

To avoid misinterpretation, the term of this study are defined as follows:

a. Analysis

Analysis is the process of breaking a complex topic or substance into smaller parts in order to gain a better understanding of it.³⁴ In this research, analysis is finding out to know the error of students' writing of recount text especially students' English spelling error in the writing of recount text.

b. Spelling error

Al-Jarf states that spelling error is any faulty words, faulty graphemes (single vowel, single consonant, vowel digraphs, consonant digraph, phonogram, suffix or prefix) within a word are counted as an error.³⁵ In this research, spelling error is an error made by students in the area of constructing words in writing recount text.

c. Recount text

Recount text is one of text types that retells past events. According to Anderson, a recount is a piece of text that retells past events, usually in order in which they happened.³⁶ In this research, one kind of texts that is learned by Junior High School students at the eighth-grade is recount text.

³⁴ Smith Car. "Open Dictionary Wikipedia, (<http://wikipedia.edu/com>, accessed on August 4, 2017)

³⁵ Reima Al-Jarf, "Spelling error corpora in EFL", *Sino-US English Teaching*, vol. 7, no. 1 (2010), pp. 9, accessed 8 Feb 2017.

³⁶ Mark Anderson and Katy Anderson, *Text Types in English 2*, (South Yarra: Macmillan. 1997), p.48