CHAPTER I

INTRODUCTION

In this chapter, the researcher presented the background of the research, statement of the problem, objective of the research, significance of the research, scope of the research, and operational definition.

1.1 Background of the Research

English is a key communication tool due to its widespread use across the world, particularly in the area of educational issues. According to (Panggabean, 2015), most Indonesian students acquire English as their first foreign language when they begin school, despite it not being a first or second language in the country. English is one of the few subjects that is extensively emphasized in many formal schools in Indonesia, where it is taught from kindergarten to the university level (Panggabean, 2015). As we know, English has four language abilities: speaking, reading, listening, and writing. The researcher in this study will focus on writing ability.

Writing is regarded as the most difficult English skill to master during the entire learning and teaching process. Writing is challenging for students because of their limited vocabulary, spelling, and grammar (Saragih et al, 2014). Spelling is a component of learning English that English language learners must acquire in addition to writing and other skills. The main goal of spelling, along with all other aspects of the English language, is communication (Stirling, 2011). Additionally, according to (Westwood, 2005) spelling is crucial for effective communication. One of the foundational elements of learning the English language that has a substantial and positive influence on other skills besides listening, reading, and writing is spelling.

As said (Fitria, 2018) several spelling errors might happen when writing English vocabulary terms or typing a word. An error is defined as the usage of a word, speech act, or grammatical item unit, such as a part of speech, that appears imperfect and is indicative of incomplete learning (Richards et al, 2013). Spelling is a

regulation that language users must follow to maintain order and consistency, particularly in written language. The accuracy and clarity of meaning will be affected by the form order. The meaning of the sentences is impacted by incorrect spelling.

As seen by (Benyo, 2014), misspellings can result in sound problems. The relationship between a word's sound and how to spell it correctly is one of the reasons spelling is challenging to master. (Bestgen et al, 2011) investigated nine kinds of spelling errors Omission of the letter, Addition of a letter, Single letter instead of a double letter, Double letter instead of a single letter, Substitution of the letter, Interchange of two adjacent, Error involving an apostrophe, Erroneous splitting or joining of the words, and Two or more error of the same type or different type. Therefore, the researcher classifies the spelling errors according to Bestgen's classification.

Previous research is relevant to my study by Fitria (2020) entitled Spelling Error Analysis in Students' Writing English Composition. This research looks at how students write English spell incorrectly. This study used a descriptive qualitative approach. In this study, researchers revealed conclusions by collecting data. In collecting data, the researcher used the documentation method. The object of the research was taken from 24 students of STIE AAS Surakarta, especially in the 2017/2018 academic year. In analyzing errors, the steps were the identification of errors, classification of errors, description of errors, explaining errors, and tabulation of data. The data were tabulated to determine the frequency of errors.

The reason why the researcher chose recount text to be analyzed is because recount text is one of the subjects that the tenth E5 class studying. The researcher also chose the tenth E5 Class to be the subject because the researcher has taught them, bonding has been formed, and can understand the character of students.

The researcher chose this research because of the genuine interest in spelling errors, understanding types and the causes of spelling errors can have a significant impact on improving students' writing skills.

When the researcher did PLP 2 in SMAN 1 Jekulo Kudus, the researcher found out that students still had spelling error in English. For example, Happines (Happiness), Siept (Slept), Conversetion (Conversation), Drave (Drove), Vilage (Village), Storiy (Story), Jake (Joke), and so on. Based on the fact in the school, the researcher thinks there were many spelling errors when the students are trying to produce their English writing, especially in writing a text. Therefore, the researcher wants to do research at the 10th grade of SMA 1 Jekulo Kudus entitled "Spelling Error Analysis in the Students' Writing Recount Text at 10th grade of SMA 1 Jekulo Kudus".

1.2 Statement of the Problem

In the context of the research above, the following issues are covered in this study:

1. What are the types of spelling error in the students' writing recount text at 10th grade of SMA 1 Jekulo Kudus?
2. What are the causes of spelling error in the students' writing recount text at 10th grade of SMA 1 Jekulo Kudus?

1.3 Objective of the Research

Based on the problem statement, the research objectives are as follows:

1. To find out the types of spelling error in the students' writing recount text at 10th grade of SMA 1 Jekulo Kudus.
2. To find out the causes of spelling error in the students' writing recount text at 10th grade of SMA 1 Jekulo Kudus.

1.4 Significance of the Research

This research result was valuable both theoretically and practically. In theory, the researcher expects that this research can provide a resource for other researchers, particularly those interested in analyzing spelling errors in English text.

In practice, the researcher hopes that this research could provide information for teachers/lecturers about spelling errors in the students writing text, especially in

recount text so that they could reflect on the way of teaching and improve the learning strategy of a method to motivate the students. Besides, for the students who read this research, the researcher hopes that it could give information about the types and causes of spelling errors.

1.5   Scope of the Research

Based on the study, this research consisted of two issues. The first was the types of spelling error (Bestgen, 2011), in the students' writing recount text at 10th grade of SMA 1 Jekulo Kudus. The second was about the cause of spelling error (Gentry, 1982), in the students' writing recount text at 10th grade of SMA 1 Jekulo Kudus. The participants in this research were the 10th grade of SMA 1 Jekulo Kudus.

1.6   Operational Definition

Based on the title of the research above, there are several operational definitions of each terminology as seen below:

1. Spelling Error

    A spelling error is a deviation from a word's standard spelling that can impact the insight and meaning of a text.

2. Recount Text

    Recount text is a type of English text that contains stories or experiences in the past. The point is to entertain and provide information to the reader.

3. Writing Recount Text

    Writing a recount text is creating a brief piece of writing that retells past events in chronological sequence.

4. The 10th Grade of SMA 1 Jekulo Kudus

    There are 357 students in the 10th Grade of SMA 1 Jekulo Kudus, who are divided into 10 classes.