

**An Analysis of Students' Spelling Errors on Their Writing Recount Text at  
MA Darul Hikmah Tawang Sari**

**THESIS**



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# CHAPTER I

## INTRODUCTION

This chapter presents and introduces the background of the study, formulation of research question, purpose of the study, significance of the study, scope and limitation, and definition of key terms. This part is made as an introduction to the study that will be conducted.

### **1.1. Background of the Study**

Today, there are many progress of life in economic, social, cultural, education and others aspects has been around us. The progress of those aspects is the development of technology, systems, and also the managements of those aspects. In addition, from those aspects language is one specific aspect that can be developed rapidly from time to time. The meaning of the development of language here is the existence of various kinds of languages that can be learned in order to get a new knowledge in the world of language.

Learning language is not only about how to communicate well, but someone who has good language skills can also deliver their opinions by writing. At the school, students who wants to express their opinion by writing must pay attention in aspects of writing. Not only about grammar, but other aspects must also be considered. Therefore, writing is something that is not easy for students to do. Rass (2005:30) argues that writing skill is a difficult skill mastered by the students, because they must balance the multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and capitalization. That is why, it is important to learn aspects of writing to be able to master language skills well.

Not a few students who only pay attention in some aspects of writing and ignore some other aspects because they feel that they are already able to fulfill these aspects. Besides, they feel that aspects in writing is difficult. Most students only pay more attention on the purpose of writing, audience and the topic. According to Adams and Keene (2000), most students face the difficulties in writing skill especially proper use of grammar, punctuations, capitalization, spelling, and the basic aspects of writing. So, they are can not analyze their ability on grammar, punctuation, capitalization, and spelling well. In this study, the writer only focused on the use of incorrect spelling in writing because the misinterpretation that appeared from the existance of spelling errors can make the new problem, that is misunderstanding the purpose of the writer to the readers. The problem cause the information that are delivered in the text can not be understood well by the readers. Basically, it looks like unimportant, but the meaning of the words are very important so that if the writer of the text makes errors in spelling, it can change the real meaning of the words. Therefore, in writing the correct use of spelling becomes important thing to keep.

Spelling becomes a very important thing to learn in writing because it gives the influence of meaning in every word that is in a writing. Therefore, correct spelling of vocabulary is essential to convey the intended meaning (Corder, 1981:76). If the influence of the meaning understood by the reader is not in same with the writer, that is will cause the message in an article not conveyed properly because of a misunderstanding in interpreting the word caused by writing the wrong spelling. From the reason, good mastery of spelling skills for students is very important to be applied, so that they do not use wrong spelling in writing.

Usually, students experience many failures in aspects of understanding. For example, which often occurs in the use of letters “*f*” in the words photo and phone, the correct spelling is “*ph*”. In the use of “*sea*” usually students use spelling “*see*” because they have a wrong

understanding of the content. In the words “*sea*” and “*see*” are called homonymus words. Sanford, (1979:17) “The words *to*, *too*, and *two* are homonyms because they all sound alike but they are not spelled alike”. So, in a student's writing if they make one word writing error, it can have an effect on the misunderstanding of all meaning in a writing.

Most of students write a word only based on what they have heard. They do not know clearly what they have listened and what they have written have the same meaning or not. This situation can make students confused to write because they are not confident to express their opinions and also afraid of writing the wrong spelling. Furthermore, it can make students are difficult to understand about spelling English words well.

Error analysis has benefits for each object incorporated in it. The benefits is for students and teachers. For students, errors analysis can make them easier to find out the types of mistakes that they have made. Brown (2000:217) state that a mistake is a performance error that students can correct themselves and be able to recognize their mistake. Hopefully, they can take the lessons from those mistakes in order to improve their ability in writing English spelling words. Meanwhile, the benefits for the teachers are they can find out how far their teaching ability. Then, by using error analysis, the teacher will be able to know how far their students have come and what they must still learn (Corder in Sofendi, 2010). So, the teacher can improve their teaching quality and try to find out the solution to solve those problems of students’ writing spelling errors.

The focus of this study is about spelling errors in the level of Senior High School students. Nangam (2005) highlights that misspelling are not found only in lower levels but also in high levels. The lower levels of the previous statement is students in Elementary School and Junior High School then the high levels one is students in Senior High School. So, according to that statement the writer only focuses on spelling errors analysis especially in recount text is written

by the students at tenth grade of MA Darul Hikmah Tawang Sari or Senior High School students because based on the previous observation, it is still found the spelling errors during English teaching learning eventhough they are already in the high levels. Based on the observation from the writer, the writer still found spelling mistakes made by students of tenth grade IPS 4B at MA Darul Hikmah Tawang Sari. For example, when they write the word "nervous" they use the spelling "nervest", so that is make a mistake to the meaning of the word by using the wrong spelling.

In this study, the spelling errors are analyzed by the writer because the tenth grade students of Senior High School are in the phase of producing many kind of writing such as stories, procedure text, narative text and essay about their previous experience or can called recount text. Ussualy in that time, students are made many mistakes in writing English words. So, it causes misunderstanding between the students and the readers. Meanwhile in this study, recount text is chosen as the focus because based on national curriculum of Indonesia, this kind of text has been implemented in the tenth grade students of Senior High School level. Then, recount text is text that contains a person's writing about the story experienced by the author in the past. Anderson (1997: 49) suggests that recount is a text which tells about events happening in the past in a sequence of time. Therefore, the writer are interested in analyze the use of spelling errors that students have made in learning recount text which make students write a lot of English words based on their knowledge.

Besides, this study has the function to analyze students spelling errors because it can make the students' writing are not same as their expectation to the readers because of a misunderstanding between students and readers caused by spelling errors. Then, if that problem continuous to be left without any awareness so the same mistake will happen to the other

production of writings that made by students. Therefore, the writer also wants to find out how the effort to reduce that problem so that it does not happen to the students again and they can write correct spelling in writing then make a paper same as their expectation.

Ellis (1994:48) stated that error analysis provided a methodology for investigating learner language. The writer chooses that students because they still make errors in writing correct words, eventhough in their school there has been an additional system of using two languages in daily conversation, namely Arabic and English which requires them to be able to increase their vocabulary mastery of both languages in each week. So, the writer wants to understand what are students' reasons of making the errors and how the effort of teacher and students to reduce that errors. That is why, it is significant to conduct a study entitled **“An Analysis of Students' Spelling Errors on Their Writing Recount Text at MA Darul Hikmah Tawang Sari”**

## **1.2. Formulation of Research Question**

In this study, the writer wants to understand the students' spelling errors on their writing recount text at MA Darul Hikmah Tawang Sari. Hence, the research question can be formulated as follows :

1. What are the spelling errors appeared in students' writing recount text ?
2. What are the reasons of making spelling errors in students' writing recount text ?
3. What are the students and teachers effort to reduce students' spelling errors in writing recount text ?

## **1.3. Purpose of the Study**

According to the research question, it can be formulated that the purposes of this study are:

1. To understand the spelling errors appeared in students' writing recount text.
2. To understand the reasons of making spelling errors in students' writing recount text.

3. To understand the students and teachers effort to reduce students' spelling errors in writing recount text.

#### **1.4. Significance of the Study**

The result of this study, the writer hopes that will give the contribution for English teachers, students, writer, and the next researcher.

##### a). English Teachers

Hopefully, the teachers can use this study as reference to teach English for their students. Besides, the teacher can understand how to reduce the students spelling errors to improve their ability in writing especially recount text.

##### b). Writer

This study can add a new experience for the writer and can give benefits for other.

##### c). The Next Researcher

From this study, they can learn and get the information to find a new problems.

#### **1.5. Scope and Limitation**

To avoid misunderstanding upon what the researcher has explained, the researcher limits the scope of the study in order to make it more detail and focus. Here, some limitations proposed are as the following :

1. The subject of this study is tenth grade of students in MA Darul Hikmah Tawang Sari.
2. This study only focuses on analysing the spelling errors in students' writing recount text.
3. The object of this study limited on the students' spelling errors in writing recount text.

## **1.6. Definition of Key Terms**

In this study, it is needed to explain the definition of key terms related to the topic of the study. Here are some definition of key terms according to this study :

### **a. Spelling Errors**

Spelling errors are the failure in writing correct word by someone. It happen because there is a lack of attention in writing and they are ignore the mistake that they made in writing. Usually this is done by them who want to learn a new language, just like Indonesian people who want to learn English. (Botley, Hakim and Dillah (2007: 75)) stated spelling errors are highly ubiquitous and contentious features of second language learners written performance.

### **b. Writing**

Writing is producing a work through a collection of words arranged into sentences to produce something that aims to deliver someone's opinion based on the experience that they did before or anything else that can be enjoyed by other people. Harmer (2004: 7) stated writing is the only skill that can produce a real product, which is touchable, readable, and keepable for long time.

### **c. Recount Text**

Recount text is text that contains a person's writing about the story that experienced by the author in the past. Anderson (1997: 49) suggests that recount is a text which tells about events happening in the past in a sequence of time.