

# CHAPTER I

## INTRODUCTION

This chapter presents and introduces the background of the research, statement of research problems, objectives of the research, significance of the research, scope and limitation of the research, and definitions of key terms.

### **A. Background of the Research**

Nowadays, language is developing rapidly, and there are many languages that can be learned to acquire new knowledge. Learning a language is not only about communicating effectively, but also about expressing opinions through writing. Language continues to shape and reflect a dynamic global society, and the ability to convey thoughts in writing is becoming an essential skill that enables individuals to contribute meaningfully to the ongoing dialog of ideas (Gooch et al., 2014). In school, students who write their opinions should consider various aspects, such as grammar, content, organization, purpose, audience, vocabulary, punctuation, capitalization, and spelling. Creating writing is a big challenge because writing proficiency is often considered the most difficult in language competence. Therefore, understanding the elements of writing well is essential to improving language skills. Effective approaches to improving writing include reviewing basic principles of grammar and spelling, reading a lot of reading material, proofreading writing, seeking feedback, thinking about writing structure, and practicing consistently.

Darmadi (1996) argues that mastering good writing skills involves understanding basic principles, consistent practice, and seeking feedback. Whether in English or any other foreign language, mastering writing skills requires perseverance, willingness to learn, and commitment.

Students often consider language primarily as a tool for communication, rather than as the main medium for thinking and expression (Subroto & Soenardji, 1991). Many students have difficulty mastering the language, which is evident from teachers' complaints about problems, such as disjointed sentences, haphazard paragraph structure, and lack of logical coherence. This is exacerbated by students' tendency to ignore certain aspects of writing and focus only on what they feel they have mastered, while they neglect other, more challenging aspects. Most students focus more on the purpose of writing, audience, and topic, but face difficulties with grammar, punctuation, capitalization, spelling, and other basic aspects of writing (Harnon, 2012). As a result, they struggle to accurately assess their abilities in these areas. Language serves not only as a communication tool but also as a fundamental means of thinking and expressing ideas. Language is an integral part of everyday life that shapes individuals and cultures. Linguistic researchers study language use to identify the distinctive and broad characteristics of language, including its acquisition process and evolutionary trends. Language is viewed as a phenomenon influenced by culture, society, and psychology, offering insights into human behavior and the unique aspects of various cultures. Using language for successful

interaction in educational settings emphasizes the importance of facilitating students' progress in communication and language across all linguistic media they use. Interaction with peers, who can model communication systems and language skills, is an important factor in students' development.

This research focuses on spelling errors in writing. Based on initial observation and discussion with students and teacher, the researcher found that many students often make errors in spelling that affect their understanding. For example, they meant to write "*I can see you from here*" but wrote "*I can sea you from here,*" the message that should have stated that one can see another person turned into one getting another person's sea. Another example is a sentence that should be written as "*This book is a gift for you*" is instead written as "*This box is a gift for you,*" the sentence should convey the message that the gift is a book, but instead it conveys that the gift is a box. Other simple errors such as "*How are you to die?*" instead of "*How are you today?*" change the meaning from asking how someone is doing to asking how someone will die. These errors can change the intended message and lead to misunderstandings. By mastering good spelling skills, students can avoid these errors and ensure their message is understood by the readers. Spelling is an important component of communication and can affect how people perceive the writers, especially if there are many spelling errors. This is important because spelling errors can reflect a lack of knowledge on the topic and give students a bad impression. Proper spelling is essential to convey professionalism, credibility, and respect towards the

readers. Moreover, spelling is intricately connected to reading and writing skills. Improving spelling can enhance children's abilities in these areas (Debska et al., 2019). By focusing on spelling and utilizing tools like spell check, students can improve their writing and ensure it is well-received.

Many previous studies have addressed similar topics. One of the previous studies was titled “*Spelling Error Analysis in Writing Recount Text by the Ninth-Grade Students of SMP Negeri 1 Sumbawa Academic Year 2022/2023*” (Fachrezzy et al., 2022). The purpose of the previous research was to identify the types of spelling errors made by ninth-grade students of SMPN 1 Sumbawa and understand their causes. The previous research used theory from Bestgen and Granger (2011) and a qualitative descriptive approach. Data was collected from students' writing assignments and analyzed for spelling errors in three words categories: adjectives, nouns, and verbs. The researchers found six types of spelling errors: addition, omission, substitution, transposition, word segmentation, and multiple error letters. In addition, three main causes of spelling errors were found: the influence of Indonesian spelling, lack of vocabulary, and spelling difficulties. The previous research has similarities with this research in terms of discussing spelling errors and their causes, and using a qualitative approach. However, this research analyzes spelling errors using theory from Cook in Subhi and Yasin (2015). In addition, in this research data are collected through documentation and interview.

The second previous research entitled “*Spelling Error Analysis in Students' Writing English Composition*” (Fitria, 2020). The purpose of the previous research was to identify the types of spelling errors that most often occurred in STIE AAS Surakarta students during the 2017/2018 academic year. The approach used in the previous research was descriptive qualitative. In collecting data, researcher used the documentation method. The results showed several types of spelling errors in students writing, which included omission, substitution, insertion, and transposition, with the most frequent spelling error being omission. The previous research is similar to this research in terms of discussing spelling errors and theories used to analyze spelling errors, using a qualitative approach, and using the documentation method in data collection. However, this research does not focus on the frequency of common spelling errors, but rather on the description of spelling errors, their causes, and strategy for learning spelling. Moreover, the data in this research are collected not only through documentation, but also interview.

The third previous research was entitled “*An Error Analysis in Spelling English Word by the First Grade Students of SMAN 14 Pekanbaru*” (Sukma, 2019). The previous research aimed to identify the types of spelling errors made by the first-grade students of SMAN 14 Pekanbaru and the most dominant errors. The previous research used a qualitative research approach. In collecting data, researcher used a writing test based on the audio that students listened to. The data was analyzed using theory from

Bestgen and Granger (2011) to classify the types of spelling errors. The results of the previous research showed that students made seven categories of spelling errors, namely: omission of a letter, addition of a letter, single letter instead of double letters, double letters instead of single letter, substitution of letter, interchange of two adjacent letters, and two or more errors of the same type or of different types. The most common error was substitution of one letter. The previous research has similarities with this research, which discusses spelling errors and uses a qualitative research approach. However, there are important differences. In this research, the spelling error data is analyzed based on theory from Cook in Subhi and Yasin (2015). In addition, this research does not discuss the frequency of the most common spelling errors, but describes the types of spelling errors, investigates the factors that cause spelling errors, and the strategy students applied to learn spelling. In addition, the data in this research is in the form of words that include spelling errors in descriptive text and the results of interview with students who reveal the factors that cause spelling errors as well as the strategy they applied in learning spelling.

Error analysis is a valuable teaching strategy that can greatly benefit students (Febriyanti & Nurjaman, 2023). This analysis helps them develop a deeper understanding of concepts by studying their errors and identifying misconceptions. This can improve their procedural knowledge and conceptual understanding. In addition, error analysis can help students build confidence and improve their writing ability.

In this research, the researcher analyzed spelling errors in descriptive text made by seventh-grade students at MTsN 5 Malang. This research is relevant because at this stage, students are actively writing descriptive text. The focus on descriptive text in this research is intentional, as this type of text helps students learn to organize and structure their writing effectively. In addition, descriptive text engages all five senses of students, creating a more immersive and vivid learning experience (Spencer, 2005). Descriptive text perfect for identifying characteristics, frequency, trends, and categories of errors. For example, in assessing students' writing skills, this text is useful for evaluating indicators, such as content, organization, vocabulary, and grammar (Suryandari, 2008). The researcher motivated by the potential of descriptive text in improving students' writing skills, aiding deeper understanding of phenomena, and identifying patterns and characteristics of students' errors. Therefore, the researcher is interested in studying students' spelling errors in the context of descriptive text learning, to understand how students use their knowledge in writing English words effectively.

Based on various studies and research articles, it is found that many people, especially students, still make errors in writing English spelling. Despite the availability of various tools and resources to help with spelling, such as spell checkers and online dictionaries, spelling errors still occur (Treiman & Kessler, 2014). This research focuses on the spelling errors of Junior High School students. In this research, the researcher analyzed

spelling errors, particularly in descriptive text made by seventh-grade students of MTSN 5 Malang, because although at MTSN 5 Malang there is an additional program of learning English and the habit of speaking in English, many students still make spelling errors. Therefore, the researcher wants to find out the types of spelling errors made by the students, the factors that cause these errors, and the strategy they applied to learn spelling. Therefore, it is important to conduct research entitled “*An Analysis of Spelling Error made by Students in Writing Descriptive Text at MTsN 5 Malang.*”

## **B. Statement of Research Problems**

Based on the background of the research, the statement of research problems of the research is formulated as follows:

1. What are the spelling errors made by the seventh-grade students of MTsN 5 Malang in writing descriptive text?
2. What are the factors that cause to the spelling errors made by the seventh-grade students of MTsN 5 Malang in writing descriptive text?
3. What strategy in learning spelling applied by the seventh-grade students of MTsN 5 Malang in writing descriptive text?



### **C. Objectives of the Research**

Based on the statement of research problems mentioned above, the researcher states the objectives of the research as follows:

1. To know the spelling errors made by the seventh-grade students of MTsN 5 Malang in writing descriptive text.
2. To know the factors that cause to the spelling errors made by the seventh-grade students of MTsN 5 Malang in writing descriptive text.
3. To know the strategy in learning spelling applied by the seventh-grade students of MTsN 5 Malang in writing descriptive text.

### **D. Significance of the Research**

This research is expected to be useful theoretically and practically as follows:

1. Theoretically

As for the theoretical benefits of this research, it is expected to provide insight and enrich research findings regarding the analysis of language errors, especially spelling in descriptive text.

2. Practically

This research is expected to be practically useful as follows:

- a. For MTsN 5 Malang

This research is expected to contribute to the existing knowledge and provide informative data useful for focusing teaching, especially spelling errors in descriptive text.

b. For the Teachers

This research is expected to help teachers to assess students' proficiency and be taken into consideration for teachers' evaluation in teaching, particularly spelling errors in descriptive text.

c. For the Students

This research is expected to facilitate learning and increase students' motivation to learn and practice good and correct spelling in writing activities, especially descriptive text.

d. For the Researcher

This research is expected to help researcher identify problems related to the subject matter and help researcher to gain insight in preparing herself for her future roles as educator.

e. For Future Researchers

This research is expected to enrich the literature of language error analysis studies in the use of spelling as it should be.

## **E. Scope and Limitation of the Research**

To avoid misunderstanding what the researcher describes, the researcher limits the scope of the research to be more detailed and focused. The scope of this research included 23 seventh-grade students of MTsN 5 Malang who had high English proficiency. The focus of the research was limited to the analysis of spelling errors in descriptive text made by students, the factors that caused these errors, and the strategy that students applied to learn

spelling, which this research was conducted in the second semester of the 2023/2024 school year.

## **F. Definitions of Key Terms**

In this section, there are several explanations of the title previously mentioned. The title is *"An Analysis of Spelling Error made by Students in Writing Descriptive Text at MTsN 5 Malang."* To avoid misunderstanding of the readers, it is very important to defines the key terms as follows:

### 1. Error Analysis

Error analysis is a procedure designed to pinpoint the nature of errors and understand the underlying reasons for their occurrence, with the ultimate goal of correcting errors and preventing the recurrence of similar errors.

### 2. Spelling Error

Spelling error is an error that occurs when a word is written incorrectly because of confusion regarding its letters, prefixes, or suffixes, or because the representation of the word deviates from its pronunciation.

### 3. Writing

Writing is the effective expression of ideas through written communication in various forms, where this skill includes several components, including grammar, spelling, structure, message delivery, word choice, and engaging the readers.

#### 4. Descriptive Text

Descriptive text is a text that describes in detail a certain object, including its shape, nature, quantity, etc., with the aim of providing a clear description, whether it is about people, animals, objects, or places.