CHAPTER I

INTRODUCTION

This chapter presents six topics related to the study. These are: Background of the study, statement of research problem, objectives of the research, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Study

Language is a communication tool for the human. Without language the human will be difficult to express their feeling, their mind, their purpose and their aim. So that, language is very important in the aspect of human's life.

There are many language in the world used to communicate. More than 7000 languages spoken in the world. According to UNESCO (The United Nation's Educational, Scientific, and Cultural Organization) as mentioned by BBC websites, the most widely spoken languages by numbers of native speakers and as a second language are Mandarin Chinese, English, Spanish, Hindi, Arabic, Bengali, Russian, Portuguese, Japanese, Germany, and French.

English stand on the second squence the most widely spoken language in the world. Although Mandarin Chinese stands on the first squence, English still become the international language since it has the role as lingua franca which is used to communicate around the world. It caused by England had colonize almost countries around the world.

It is inevitable that English has a pivotal role in 21st century life. Moreover, start from 2016, ten countries include Indonesia, that join in the ASEAN (Association South East Asian Nation) organization, will join a single economic community called

AEC stands for ASEAN Economic Community. In Indonesia it address as MEA (Masyarakat Ekonomi ASEAN). This community open the wide chance for citizens of ASEAN countries to work and compete with the local people of the other. As the result, the demand of English mastery increase higher as the preparation to face it, Mulyasa (2010:3-4).

In Indonesian, English subject is included in the educational curriculum. It taught in the every level of education. English material that taught is fit with the level of education. For example in the kindergarten level the english material is serve in the topic based, Scott & Ytreberg (1990:84). English skill is started teach In elementary school. There are four English skill, these are: listening, speaking, reading, and writing. Besides skills, there are English component, these are: vocabulary, pronounciation, and grammar. In elementary until senior high school, the English skill is taught integrity. It can't be separated each other.

Language skills can be divided into two: oral language skills and written language skills. Oral language skills include listening and speaking whether written language skills include reading and writing, Rhyner, et al, (2009:7). Both of the skills must be clear whether to speech and to write. In oral language we must pronunce as well as we spell the vocabulary in the written language. In this study, the researcher focuses on the written language, especially in spelling.

Many of us who are learners of English might agree that most English words are spelled strangely. It proved that spelling errors include in the eleventh types of error in written English that mostly appear in the written task of senior high school student until university student (Widarso:1992). The learners find the spelling difficult to remember. To spell well, however, computer technology assists us in improving our writing, or rather our spelling. If the learners still writing by hand or

using an ordinary typewriter, the learners will have to check their spelling manually. For this reason, there is no other better choice except looking up the dictionary to check all the words which might be spelled wrongly. Believing that "Prevention is better than cure", the learners might as well to try to anticipate possible misspelling in order to improve their ability in spelling as well as preventing themselves from spelling incorrectly, Bram (1995:83)

Poor spelling often results from bad habits developed in the early school years. With work, such habit can be corrected. If the learners can write their name without misspelling it, there is no reason why they cannot do the same with almost any word in the English language, Langan (2005:530).

Spelling error or misspelling in the written language, will make the reader difficult to understand the meaning of the sentence. More in the foreign language as English as the second language of our nation. Spelling error in the written English make the different meaning, for example in the words like "quit, quiet, and quite". "Quit " in Indonesian means *berhenti,* "Quiet" means *diam/tenang,* and "Quite" means *sungguh.* Error in the placement or omition of the one letter, for example letter 'e' make the different meaning in that word.

Students often make error in writing English because English is foreign language as second language that learnt, it because of the differences between speak and write the same word in English. College students often make the spelling error more over student in Senior High School, Junior High School, even Elementary School student.

The error that continually by the students will make them usual to do that, because they don't know if what they do is an error. It is need to conduct the research that describe what are the error are made by the student in the English written since it

has many advantages likes to know in what level the students master in English, as the evaluation material for the teacher to improve the student skill in their writing.

Research about analysis of the spelling error that made by the students have been conducted before. For example the research about spelling error analysis in college student's thesis. When a learner make an error in spell a word, may be he/ she doesn't realize that they make it, because they don't know the correct one. Error in spell a word can change the meaning like a word 'sweet' means '*manis*' that spell 'sweat' means '*keringat*'. Make an error without any correction will be a habitual. So, the researcher interest to conduct a researh about an error made by student, moreover spelling error.

Mostly, humans think that spelling error is the unimportant error to be corrected than grammatical error. But if it done continually it will be the big problem in the written language. A research that conducted by Widarso (1992) shows that spelling error include in the eleventh types of error in written English that mostly appear in the written task of senior high school student until university student. These are the squences: (1) grammatical mistakes; (2) lack of concord; (3) wrong choice of words; (4) improper use of conjunction; (5) run-on and comma sentences; (6) sentence fragments; (7) lack of parallel structure; (8) exaggeration; (9) abstract words; (10) spelling mistakes; (11) wrong word division. Spelling error stands in the tenth squence from the most eleventh error that made by the students of junior until university students in make a written English task.

Writing is one of the skill in English. A skill of the learner will be increased if he/she practice it as often as possible. "A realistic attitude about writing must build on the idea that writing is a skill" it is skill like driving, typing, or cooking, and like any

skill, it can be learned, Langan (2006:13). So, the more the learners practice, their ability will be increased.

The researcher want to conduct the research about spelling errors in writing made by the first grader students in Junior High School. The researcher will analyze the students' written task. The written task that will be analyzed in this research is the written of genre text that is descriptive text as the material in that level. This topic is highly important to be investigated because by analyze spelling error the teacher know the skill of the student. He/ she knows where the student make an error and giving evaluation. Hopefully, the student will not make the same error in the next writing task. So the researcher make the research under the title "Spelling errors in writing made by the first graders in SMPN 1 BOYOLANGU in the academic year 2015/2016".

B. **Statement of Research Problem**

Based on the background of the study, the statements of research problems are:

1. What are spelling errors type in writing made by the first graders in SMPN 1 BOYOLANGU in the academic year 2015/2016?

2. How many frequency of each errors type in writing made by the first graders in SMP N 1 BOYOLANGU in the academic year 2015/2016?

C. **Objectives of the Research**

Based on the statement of research problem, the objectives of the research are:

1. To know what spelling errors type in writing are made by the first graders in SMPN 1 BOYOLANGU in the academic year 2015/2016.

2. To know frequency of each errors type in writing made by the first graders in SMP N 1 BOYOLANGU in the academic year 2015/2016.

D. Significance of the Research

This study is expected to be useful for:

1. Teacher

The teacher will know what the spelling errors are made by their students, so the teacher have the arrangement to plan what should they do and they fix to avoid the same error and to improve the student mastery in English. Finally the results are expected to contribute the improvement of English teaching and learning process, especially in the spelling of English written material.

2. Student

A copy of the thesis will transfer in the school where the researcher conduct the research. It will be placed in that library. The student can read the thesis. They will know the error that they make. For the students knowing their own error will help them to know their current mastery in English and which part of their English should be reviewed and improved.

3. Researcher

The researcher knows about the spelling errors in students' English written task faced by the first graders in SMPN 1 BOYOLANGU in the academic year 2015/2016.

E. Scope and Limitation of the Research

In this research, the researcher focus on the study in spelling errors of the second semester of the first graders in SMPN 1 BOYOLANGU in the academic year 2015/2016. The spelling that they use to spell the vocabularies in the descriptive text written task. The researcher focus on the spelling every word in the text. This error will be analyzed used surface strategy taxonomy that divided into four categories of error.these are omission, addition, misformation, and misordering.

F. Definitions of Key Terms

The key terms of this study are: spelling error, surface strategy taxonomy, and writing.

1. Spelling errors is an error that occurs in spell word.
2. Surface strategy taxonomy is a category used in analyzing errors consisting of omission, addition, misformation and misordering.
3. Writing is defined as the written work of students as the source of data made by the first graders in SMPN 1 BOYOLANGU in the academic year 2015/2016.