Chapter One

Introduction

This chapter describes the background that presents the reason of the researcher to choose the topic about spelling error. Besides, in this chapter, the researcher also talks about statement of the problem, limitation of the problem, research question, the purpose of the research, significance of the research, and the last is the outline of the research.

Background

Writing is a difficult process even in the first language, and it is even more complicated to write in a foreign language (Hourani, 2008). In addition, Hourani (2008) said that there are many studies point out for the beginning EFL students, there tends to be intervention from their first language in the process of writing in English. According to Uusen (2012) writing has two components, there are contents and form. Content includes thought, idea, and the purpose of writing, while form includes handwriting, spelling, and syntax. Those are several things that students have to master in writing, included spelling.

Spelling is combinations of letters forming whole word correctly. Spelling becomes an important thing in writing because it can influence the meaning of word itself. It can influence the meaning of a message because the message in writing is delivered in a composition of words that forms a sentence, and words are form from

spelling letter. From those reasons, students have to master spelling well and be careful in using spelling.

To make a good and meaningful word, language learners need to be aware about spelling. Based on the Oxford Dictionary (2008), spelling is an act of forming words correctly for individual letter. It is one of the things that are learned in language lesson, especially in writing activity. Expressing words in written form should be accurate so that the meaning of word can be accepted clearly by the reader. To convey letter effectively, correct spelling is strongly required (Bancha, 2013). "Spelling rules are guides that will help the writers put their ideas into writing that can be understood by others" (Sanford, 1979, p. 436). It means spelling one of the significant aspects in students' writing activity.

According to Al-Jarf (2010) in his research, spelling problem can be classified into phonological and orthographic problems. Phonological problems refer to errors in which the misspelled word does not sound like the target word because the whole word, consonant, vowel, syllable, prefix, suffix, grapheme cluster is not heard at all or misheard, or added with another. Furthermore, orthographic problems refer to the misspelled word which sounds like the written target word, but the written form or grapheme used for the misspelled part does not correspondence with the target word or target grapheme. In learning English, usually students find the words that contain vowel digraphs or consonant digraphs and it becomes one of the problems that

students confronted, whereas in the first language, students seldom find the words that contain vowel digraphs or consonant digraphs.

English is a unique language because sometimes English can spell one sound in several different ways. "In a word *fun,* the sound of (*f*) is spelled with an **f**. In *photo,* the same sound (*f*) is spelled with the letters **ph.** In the word *rough,* the same sound is spelled with the letters **gh**" (Sanford, 1979, p. 448). Besides in English there is a homonym word. "The words *to*, *too*, and *two* are homonyms because they all sound alike but they are not spelled alike" (Sanford, 1979, p. 450).

Students face many difficulties when they write, especially in spelling (Al-zouod & Kabilan, 2013). In addition, students cannot express their ideas because they cannot spell words accurately. It means spelling can influence the student's ideas in their writing. If spelling can affect the idea of the students, then the students should be mastery spelling well. As known, there are so many words in English have the same pronunciation, but different spelling.

Similar difficulties were faced by students of SMA Muhammadiyah 3 Yogyakarta (Senior High School). Based on the researcher's teaching practice experience at SMA Muhammadiyah 3 Yogyakarta, the researcher found that students at SMA Muhammadiyah 3 Yogyakarta sometimes misspelled some words in the writing activity. From several cases, even students who were good in speaking still did some spelling errors in their writing. This condition might be caused by the fact that most of the students at SMA Muhammadiyah 3 Yogyakarta wrote their

assignment using laptop or computer which automatically detect and provide correction for the errors. Besides, the students used their gadget to help them in finishing their assignment. This condition made the students probably become less aware of the correct spelling when they had to write without computer or in handwriting.

Based on the reasons above, the researcher was interested in carrying out a research on error analysis on students' spelling in writing at SMA 3 Muhammadiyah Yogyakarta.

Statement of the Problem

Communication can be expressed in spoken or written forms. In spoken English communication, people probably do not really care about the right spelling of English, whereas, in written form, incorrect letter will alter the word and the meaning of the word itself (Perveen & Akram, 2014). In other words, spelling error can make reader misunderstand about the meaning of the text and the misspelling will affect more in written form rather than in spoken because the clarification of the message conveyed, if needed, can not be done directly. Therefore, spelling should be taken into consideration when writing.

Although spelling is significant in writing, not all students spell the words correctly. The problem they face dealing with spelling refer to either phonological or orthographic problems. In addition, students are used to apply automatic spelling

correction provided by computer. Even now students also use digital electronic, like gadget, tablet and others to find English word easily. This might make the students less aware of the right spelling in their writing. So, spelling errors in student's writing are often found.

Limitation of the Problem

In writing, there are several categories of errors. AbiSharma (2003), divided the writing error into five categories, 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 will only focus on substance/ mechanics especially on spelling. The researcher will focus on the spelling errors in writing hortatory text done by students of SMA Muhammdiyah 3 Yogyakarta. The researcher will not differentiate whether the spelling errors done by the students belong to the category of errors or mistakes proposed by Ellis (2000). In some cases of this research, the term errors and mistakes are used interchangeably. The researcher will focus in finding out the types of spelling errors and the most frequently types of spelling errors in writing done by the students of SMA Muhammadiyah 3 Yogyakarta.

Research Question

There are two research questions in this study. The first, what are the types of students' spelling errors in writing at SMA Muhammadiyah 3 Yogyakarta and the

second, which type of the spelling error that most frequently occurs in students' writing at SMA Muhammadiyah 3 Yogyakarta.

The Purpose of the Research

The purposes of this study are to find out the types on students' spelling error in writing at SMA Muhammadiyah 3 Yogyakarta and to find out the type of the spelling error that most frequently occurs in students' writing at SMA Muhammadiyah 3 Yogyakarta.

Significance of the Research

This study has several advantages, such as:

For the researcher. This research can be helpful for the researcher as the prospective teacher. From the research, the researcher will know the method or strategy in teaching writing, especially in dealing with spelling. Besides, this research is a requirement for the researcher to graduate.

For the learners or readers. This research also can be useful for the learners or the readers to increase their knowledge. This research can also give the learners or readers understanding about spelling in written form. Besides, this research can increase the learners or the reader's awareness about the importance of spelling in writing activity, so that they may improve their spelling ability.

For the teacher. This research is helpful because from this research they can evaluate their method or strategy in teaching writing, especially on spelling.

Outline of the Research

This research discusses the analysis of students' misspelling in writing at SMA Muhammadiyah 3 Yogyakarta students and there are five chapters in this research. The first chapter is about introduction that includes background which describes the reasons of choosing the topic, and then followed by statement of the problem, limitation of the problem, research question, the purpose of the research, significance of the research and outline of the research. The second chapter tells about literature review and conceptual framework. The chapter explains about the theory that is related to the topic. The theories will support the topic and theory will be taken from trusted resources.

The next chapter, chapter three is about research methodology that explains about research design, setting, and participants, the data collection method, and the data analysis. The fourth chapter presents the findings of the research. The last chapter, chapter five draws the conclusion, suggestion and recommendation. The conclusion is summarizing the whole result of the research. Meanwhile suggestion and recommendation offer motivation or critic that can push both of writer and reader to be better in spelling.