

CHAPTER I

INTRODUCTION

A. Backround of The Problem

Indonesian society is beginning to realize that learning a foreign language is an unavoidable necessity in this era. Talking about foreign languages, it has been explained in the Qur'an where in QS. Ar-Rum: 22 this verse explains that Allah created humans with various races and different languages, meaning that each nation has its own language as a medium to express certain intentions and goals to interact. Between one country and another, the language is called a foreign language because this language is not commonly used in that country. A person cannot interact with another party if both parties do not understand the language spoken by both. That way, understanding a foreign language is the initial capital to get to know each other and communicate between nations, especially the most widely used language is English.

English is the most widely used language internationally by humans as a medium for interaction and communication. Because it has been used internationally, learning the language is a requirement for students, especially in Indonesia, and is mandatory for national exams at school. English is taught to students so that students have sufficient English language skills and then open up opportunities for

students to be able to compete well in the future, prepare for study opportunities at a higher level and expand connections. It is undeniable that teaching English requires standard skills, such as listening, writing, speaking, and reading. Students' chances of success increase if they have good writing skills.

A study conducted by Prita Nurkhalifah (2023) showed that, Secondary students in Indonesia have difficulty in learning to write. English as a foreign language students find it difficult to write in English because they have to use correct English grammar and vocabulary, apply the writing skills they have learned, and combine their knowledge. In accordance with the opinion of Hyland, K (1999) He said that, the components of writing are the arrangement of words, clauses, and sentences arranged sequentially according to a system of rules. This can be interpreted that good writing requires components such as those above. In this component, some students have difficulty in composing words or sentences in English. In the sense that words should be arranged regularly in phrases and sentences so that others can understand what is being conveyed. So from the statement above, researchers can conclude that one of the problems that students have in learning English is writing, where the beginning of good writing is to learn vocabulary first according to the order of components put forward by Ken Hyland. If students still make mistakes when

writing vocabulary, the next component will be difficult to form.

Schmitt (2000: 6) argues that vocabulary mastery is very important for communication skills and second language acquisition. Alqahtani (2015: 24) said that he hopes that English students generally agree that learning vocabulary will also help them in achieving their goals in English. Learning vocabulary for high school students is important because, by learning vocabulary writing at this middle level of education, it will make them realize that writing errors are very detrimental because the letters of the vocabulary are not arranged so that it is difficult to interpret and make it a sentence, in the end this study paves the way for students to be motivated to improve their writing system according to the vocabulary that should be and of course will have an impact on their subsequent learning.

Based on initial observations conducted by researchers at SMP BP Pancasila Bengkulu City, researchers observed English language teaching and learning activities that some students may experience various difficulties in learning English, the researcher's initial assumption that the most difficult for them in learning English is writing the word in English, for example, such as please instead of place, tea instead of tee, should be thank you instead of teng yu, hand instead of hen, etc. The students also admitted that they had

difficulty distinguishing one word from another that had a similar pronunciation when writing English words or texts. This is a complex correspondence between sounds and letters. When students write English vocabulary without looking at the previous writing, most of them write it according to what they know and think or imitate the same letters according to the Indonesian spelling, then when they re-spell the word they find it difficult to correct it. This problem may be caused by several factors, one of which is the lack of student motivation to practice writing English vocabulary or being less accustomed to matching incorrect vocabulary with the correct word form. Spelling is the student's ability to spell words correctly. Correct spelling improves the overall quality of the text. One way to understand and alleviate students' spelling problems is to investigate their spelling errors (Al- Zouud & Kabilan, 2013: 167).

Given the background phenomenon above, the researcher is interested in conducting an investigation into spelling errors made by ninth grade students at SMP BP Pancasila. The researcher took samples in ninth grade for two reasons: first, the vocabulary they found was quite a lot compared to the previous grade. Then second, their experience in listening to vocabulary in classroom learning activities is also quite frequent, compared to the grades below. So, with this research, the researcher hopes that students will be motivated

to conduct learning evaluations which are also useful to help them look back at the abilities that have been honed in the previous grade as provisions for them to move on to the next level of education.

B. Identification of The Problem

Based on the explanation contained in the problem background above, the researcher identified the following problems:

1. Some students have difficulty in spelling English writing. For example, they have to pronounce and write “thank you” instead of “thank yu”.
2. Students have difficulty distinguishing one word from another word that has a similar pronunciation but is different, mixed in the language they often hear and write it according to their understanding, for example "hand" instead of "hen". This causes errors in writing the arrangement of letters in English vocabulary. This event is a complex relationship between letters and sounds, so the meaning of the writing changes.

C. Limitation of The Problem

Limiting a problem is used to avoid deviations or expand the subject matter so that the research is more focused and easy to discuss, so that the research objectives will be achieved. In this study, the researcher wants to limit spelling errors that will only focus on writing vocabulary.

D. Research Questions

Based on the research background above, the research questions can be formulated as follows:

1. What types of errors are there in the spelling of vocabulary of ninth grade students of SMP BP Pancasila Bengkulu?
2. What factors cause spelling errors in vocabulary among ninth grade students of SMP BP Pancasila?

E. Research Objective

According to the statement, the study explains:

1. To identify the forms of spelling errors found in the written vocabulary of ninth grade students of SMP BP Pancasila Bengkulu.
2. To determine the factors that cause students to experience spelling errors in writing vocabulary in Grade Nine of BP Pancasila Bengkulu Middle School.

F. Significance of The Research

After conducting research, the results of this research have theoretical and practical benefits:

1. Theoretical Benefits

The benefits of this research are for academics. It is expected that this research can be used as reference material and information that can be used to get ideas for further research and can also increase knowledge about spelling errors in writing, especially English vocabulary.

a. For students

- 1) improve students' pronunciation results and appropriate vocabulary knowledge, especially when applying writing itself.
- 2) help students understand how to name and write English vocabulary and make students aware and motivated that the vocabulary should be learned and applied.

b. For teachers

Assists in evaluating learning, namely errors made by students in pronunciation which are proven in written form.

c. For school

For schools, the results of this study can be used as a consideration in evaluating special learning in the abilities of ninth grade students at SMP BP Pancasila Bengkulu. So that it can improve the quality of schools as quality community educational institutions.

d. For writers

For the author, this study is expected to add insight into spelling errors in vocabulary writing. The researcher also hopes that the results of this study can provide input for English students whether studying

spelling errors in vocabulary writing will help them a lot in pronouncing English words correctly.

This research can also be used as reference material and provide an opportunity for other researchers to conduct further research regarding the spelling or development of this research.

G. Definition of Key Terms

1. Spelling

Spelling is the ability of students to write words correctly. Good spelling helps improve the quality and clarity of written text. When students use the correct spelling rules, their writing becomes easier to understand and better at delivering meaning. Studies about students' spelling mistakes give teachers and researchers a chance to understand students' problems and help them overcome their difficulties (Al-zuoud & Kabilan, 2013: 167). In simple terms, spelling is a set of rules used to change sounds, such as words and sentences, into written letters by using correct forms and proper punctuation. Spelling is important because it helps control and organize the writing process so that the message in written communication is clear, consistent, and correct.

2. Error

At a certain stage in the learning process, errors can be described as regular and consistent deviations that appear

in a learner's language system (Corder, 1967). These errors are not random mistakes, but they show the learner's current level of understanding of the target language. When students do not clearly understand specific grammar rules or language features, such as the use of subjects, nouns, or plural forms in English, they tend to make errors in their sentences. For this reason, errors can be seen as systematic deviations from the correct rules of the target language being learned (Botley, 2015: 83). In language learning, errors often happen because learners are still unfamiliar with certain language features, have limited knowledge, or have not yet fully understood how the language system works in real communication.

3. Writing vocabulary

Writing is a complex mental activity that requires the writer to control many elements at the same time. When writing at the sentence level, a writer must pay attention to several important aspects such as content, form, sentence structure, vocabulary, spelling, and even the correct arrangement of letters. Besides focusing on individual sentences, the writer also needs the ability to organize ideas and combine information into clear, connected, and coherent paragraphs and longer texts (Nunan, 1991).

Vocabulary can be defined as the collection of words that a person needs in order to communicate

effectively. It includes the words used in speaking, which are called expressive vocabulary, and the words understood when listening, which are known as receptive vocabulary (Neuman & Dwyer, 2009: 389). In addition, Penny Ur (1996) explains that vocabulary refers to the words taught in a foreign language and usually consists of a list of words along with their meanings. Furthermore, according to Brown (2011: 85), writing vocabulary is a type of vocabulary development in which learners are encouraged to improve their vocabulary knowledge by writing down and using the words they know.

Based on the explanations from the experts above, it can be understood that writing is a language skill used by a person to express and deliver information, messages, or ideas to others through written language. This written language is formed from a collection, list, or arrangement of words that make up meaningful sentences and texts within a particular language.