

# CHAPTER I

## INTRODUCTION

### A. Background Of Study

As a global language, English has become the most widely spoken foreign language among people from many countries and mother tongues. It implies that English can be utilized as a form of communication. English can be used by both native and non-native speakers to communicate around the world. Even elementary school students, require English to seek for process in learning. As a result, the number of students studying English as a second or foreign language is increasing. English is now taught at both schools and universities. Even though spelling is difficult part in teaching English, as well as the soft skill of communication. Grammar is language that has been taught in the classroom by teachers. However, English teachers continue to face challenges in their classrooms. This is due to the students' inadequate language mastery.<sup>1</sup>

In conclusion, the instructor would be the focal point of learning in the learning process, as it has been in the past. Teachers must develop a model of learning that empowers students' abilities to communicate in English. The command of vocabulary is one factor in the success of teaching English as a foreign language. Because without words, it would be more difficult to improve one's English spelling skills.<sup>2</sup>

In learning English, many abilities are needed to develop students in mastering English learning, and to master English learning, four abilities must be mastered, namely the ability to write, listen, read, and speak. One of the abilities that can support every student to develop their

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<sup>1</sup>Rahmah Fithriani. 2018. Discrimination behind NEST and NNEST Dichotomy in ELT Professionalism. In *the 1st Annual International Conference on Language and Literature, KNE Social Science Journal*, 4 (2), 8-30 p.741.

<sup>2</sup>Idris Sadri, Rahmah Fithriani, Saidurrahman, Maryati Salmiah and Sholihatul Hamidah. 2019. Suggesting Critical Thinking and Problem Solving Method into Teaching English Reading to EFL in Indonesia. *The Second Annual International Conference on Language and Literature. Universitas Negeri Sumatra Utara Medan UINSU, Medan.* p. 302.

spelling skills is spelling through word spelling dictation. According to Alsaawi spelling is an activity carried out by humans to transfer oral or initial speech in the form of something that is heard and then turns into something that can be seen and then read.<sup>3</sup>

Spelling is a very difficult thing for children to do, especially in grade 1 elementary school. The reality in the field today, students have difficulty in spelling every vocabulary they hear. Just as students make mistakes when assigned to write a word for example "cat" they will write with the writing "ket" that is they can only write what they hear without knowing the actual spelling. This problem was also triggered because English learning activities were still carried out conventionally which resulted in boredom in students and the creation of conditions for students to be less active during English learning activities. Seeing the above conditions, the author tries to use the spelling word dictation technique so that learning English is more interesting and meaningful as well as improving students' spelling skills so that the problems above can be resolved..<sup>4</sup>

The curriculum is an educational design for children's learning experiences at school. In the 2013 curriculum, learning any subject is used as a means to develop reasoning abilities and skills. The learning paradigm of subjects in the 2013 Curriculum is oriented towards text-based learning. In this text-based learning, students are required to be able to express themselves through spelling. In learning at school, in order to achieve learning objectives, every student must be skilled in spelling. This is in accordance with the objectives of learning Indonesian in the 2013 curriculum, namely that students must be able to spelling.<sup>5</sup>

Spelling must be learned by every student so that all four abilities in English are achieved as maximally as possible. Therefore, researchers are looking for techniques to improve the

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<sup>3</sup>Alsaawi & Ali. 2015, "Spelling Errors Made by Arabic Learners of English". International Journal of Linguistics, 7 (5), 16-30, p. 24.

<sup>4</sup>Budi Febriyanto. 2018. Scramble Game dalam Pembelajaran Writing di Kelas V Sekolah Dasar. *Jurnal Cakrawala Pendas*, 4 (1), p. 76.

<sup>5</sup>Zainuddin, M. 2018. *Reformasi Pendidikan Kritis Kurikulum dan Manajemen Berbasis Sekolah*. Yogyakarta: Pustaka Pelajar, p 45-47.

students spelling ability is by using spelling techniques. According to Cameron, one indicator that has a great influence on English mastery for elementary school students (English for young learners) is spelling, where spelling is the act of forming words correctly from individual letters that a word is spelled and where students also need to know the letters and syllables that make up the word.<sup>6</sup> Spelling is very important because if there is an error in the spelling, the meaning in a word is wrong or not in accordance with the meaning of the word as stated by Fagerberg.<sup>7</sup>

In cases like this the researcher often finds problems in the spelling skills possessed by each student, namely in the case of spelling a word, the word is different in spelling in actual English, for example the word "ball" is written "bol" by students following the spelling Indonesian pronunciation, but spelling in English it is clearly wrong and does not even have the real meaning. The author very often finds problems like this, the average student is very difficult to do word spelling. According to Benyo spelling is very important in spelling and if there is a misunderstanding in spelling it will affect the vocabulary in spelling.<sup>8</sup> According to Corder spelling is one of the most important things in conveying the meaning to be conveyed.<sup>9</sup>

Due to the problems that have been found by researchers, namely the difficulty of students spelling a word that is correct and not in accordance with the actual spelling and many teachers who do not pay much attention to the students' spelling ability, the researcher tries to use the technique of dictating word for word to students, for example in the word "ball" is dictated by means of "bi, ei, el, el". Errors in spelling will greatly affect the actual meaning of sentences, therefore researchers use spelling techniques to improve students' spelling skills and it is hoped that after doing this technique a significant increase in the spelling ability of each student.

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<sup>6</sup>Cameron. 2010. *Teaching Languages to Young Learners*, Cambridge: University Press, p. 234.

<sup>7</sup>I. Fagerberg. 2011. *English Spelling in Swedish Secondary Schools Students' attitudes and Performance*. Karlstads University Press. Available from: <http://kau.divaportal.org/smash/get/diva2.../FULLTEXT01.pdf> [Accessed March 2021].

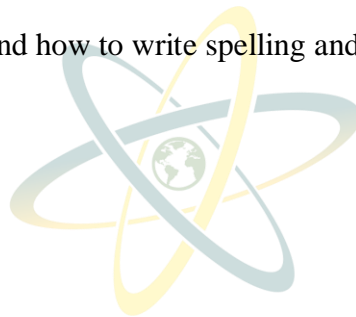
<sup>8</sup>Benyo, Ahmed Ali Fadul. 2015. *English Spelling Problems Among Students at The University Of Dongol.*, Sudan: International Research Journal, 5 (9), 113 – 155, p 3.

<sup>9</sup>S.P. Corder. 2017. *Error Analysis and Interlanguage*. Oxford: Oxford University Press, p. 47.

## **B. The Identification of Study**

Based on the background of study, the problem can be identified as follow:

1. Most students are not familiar with spelling in English and only know spelling in Indonesian
2. Students only catch according to their listening ability from the speaker without knowing the actual spelling
3. Students do not understand how to write spelling and correct reading in English



## **C. The limitation of Study**

The only limitation in this study is the dictation technique, namely the ability to write the spelling of each student in words.

## **D. Formulation of Study**

Based on the research problem above, the researcher formulated the problem into a research question as follow:

1. How do the dictation techniques improve students' spelling skills?

## **E. The Aim of Study**

Based on the question of the research above, the researcher has tried to arrange the aim of the research as follow:

1. To find out whether the dictation technique can improve students' spelling skills

## **F. The Significance of the Study**

This research was conducted with expectation that it will be useful to all of readers and especially for the researcher.

1. The Theoretical Significant

- a. In this study, the researcher hopes to add information to the reader on how to improve the student spelling ability through word spelling dictation.
- b. This research is expected to be a reference for readers to know about spelling skills and dictation techniques.

## 2. The Practical Significant.

- a. This research is expected to be able to provide knowledge to both readers and researchers.
- b. Researchers expect teachers or readers to be able to use the spelling word dictation to improve students' spelling skills.
- c. This research is expected to provide motivation to students to improve their spelling skills through spelling dictation.



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