

CHAPTER I

INTRODUCTION

A. Background of Study

Currently in English language teaching, spelling error made by students have become a problem that deserves attention. Despite the various efforts that have been made to improve their language skills, there are still many students who often make basic spelling error. These errors can appear in various forms, such as phonetic errors, writing wrong endings, letter swapping, and confusion between words that are similar in pronunciation. These spelling error not only interfere with comprehension, but can also reduce the quality of students' written work and hinder effective written communication skills. Therefore, it is important to understand the underlying causes and patterns of these spelling errors in order to develop appropriate learning strategies. With a better understanding of these issues, teachers can help students improve their spelling skills, preparing them for success in an academic and professional world that increasingly demands proficiency in communicating in writing.

Spelling is crucial for communication, according to Westwood.¹ Spelling ultimately fulfils the purpose of communication, just like all

¹ Peter Westwood, *Spelling: Approaches to Teaching and Assessment*. (Camberwell, Victoria: Acer Press, 2005), 3.

other components of the English language.² Since spelling influences the meaning of each word used, it becomes crucial to learn. Correct vocabulary spelling is a must for conveying the intended idea. If the reader and writer understand a word differently as a result of incorrect spelling, the meaning in a writing will not be accurately conveyed because this will impact whether the reader and writer's meanings are in sync. Because of this, it's crucial for students to have a good understanding of spelling strategies in order to prevent mistakes in their written work.

Students and learners should have good English spelling abilities if they want to master writing. The school performance of students might be influenced by spelling problems. The spelling contains rules that specify how to explain the relationships between symbols and how to describe the symbols used for expressing speech sounds. Correct spelling is just as important as using the word in speech in the right way. Incorrect spelling restricts communication between writers and readers as well as between students and teachers. Students who have good spelling abilities are better able to express their feelings and thoughts than those with poor spelling skills.³

² Johanna Stirling, *Teaching Spelling to English Language Learners*. (Raleigh, North Carolina US: Lulu Publisher, 2011), 115.

³ Uzma Parveen & Faiza Akram. "A Comparative Study to Know the Causes of Spelling Errors Committed by Learners of English at Elementary Level in Distract Kasur

Based on the explanation above, the researcher employed the dictogloss technique to test students' writing abilities. One of the writing teaching techniques Ruth Wajnryb introduced in 1990 is dictogloss. The original dictogloss technique was created to provide an alternative to the conventional textual dictation method of teaching grammar. "Dictogloss" is a term that is derived from the words "dictation" and "glossary." When someone reads aloud a passage, the listeners record (or dictate) what they say. This process is known as dictation.⁴ The word "dictogloss" refers to a dictation practice used in the classroom in which students listen to a section, underline important words, and then collaborate to reconstruct the text.

Dictogloss is used as language integrated learning technique and students collaborate to reconstruct a text that they have heard. Based on my pre-research/observation in SMPN 1 Baros, most students only write down what they have heard. They feel confused whether what they have heard and written share the same meaning. Students may find it difficult to write in this situation because they lack of confidence to convey their thoughts and they also concerned about spelling errors. It might also be difficult for students to comprehend how to spell English

and Lahore in Pakistan", *European Academic Research*, Vol. II Issue 2, (May, 2014), 2601-2603.

⁴ Ruth Wajnryb, *Grammar Dictation*. (Oxford: Oxford University Press, 1990), 12.

words properly. Because of that the researcher chose the dictogloss technique as a technique to find out and analyze what and where spelling errors are located when students are writing when using dictogloss technique.

Therefore, in this brief description the researchers will conduct a research with the title as follows: **“An Analysis of Students’ Spelling Error Using Dictogloss Techniques at The Eight Grades SMPN 1 Baros”**

B. Identification of Problem

Based on the background of the problems that have been stated, then the problems related to analysis students’ spelling error using dictogloss technique at the eighth grades SMPN 1 Baros can be identified as follow:

1. The students’ writing ability eighth grades of SMPN 1 Baros is still very lacking.
2. The students of eighth grades SMPN 1 Baros were still made some spelling errors in their writing.

C. Focus of Study

Based on the identification of the problems above, the problem of the research is only focused on analysis students’ spelling error using dictogloss technique at the eighth grades SMPN 1 Baros.

D. Research Questions

Based on background of the research above, the researcher formulates a question as follows:

1. What are the types of spelling errors in writing using dictogloss techniques made by the students of eighth grades of SMPN 1 Baros?
2. Why the students of eighth grades of SMPN 1 Baros make spelling error?

E. Objectives of Study

1. To find the types of spelling errors in writing narrative text using dictogloss techniques made by the students eighth grades of SMPN 1 Baros.
2. To find out cause the students eighth grades of SMPN 1 Baros made a spelling error.

F. Significance Of Study

Related to the objectives of the research above, the significance of the research is as follows:

1. For researcher

It can be used as a reference for other researchers, and can also be used as a reference for further research on the analysis students' spelling error using dictogloss technique at the eighth grades SMPN 1 Baros.

2. For students

Knowing the different types of spelling errors that kids make when writing as a result of using the dictogloss technique is helpful for the students. The students who wrote the research papers will be aware of the spelling errors they made. Additionally, students can learn more about spelling English words, particularly when using the dictogloss technique, and can become familiar with the common spelling errors made when writing.

3. For school

The school can assess whether its curriculum has been effective enough or if any changes are necessary by using the dictogloss technique, especially when teaching English spelling on writing. It is stated that the teachers themselves will attempt to assess the problems for the final benefits.

G. Previous Study

There are some previous studies that have been conducted by several researchers:

First, entitled *“Using Dictogloss Technique to Enhance Students’ Skill in Writing Narrative Text”* By, Aouriaza Intik Anak Pingan and Nur Ehsan Bin Mohd Said, 2019. The objective of this study was to determine how to use the Dictogloss approach to help students at Sekolah

Kebangsaan Nanga Jagau write narrative texts with a paragraph orientation. In two cycles, the researcher conducted action research. The data was gathered through participant observations, field notes, and teacher suggestions. Data from the pretest and post-test are analyzed using statistical description. Twelve students from class X C were used as the sample for this research using the purposive sampling technique. The findings of this study showed that students' abilities to write narrative texts with a paragraph orientation had improved. The average for Writing Test 1 was 50.67. Dictogloss technique was applied, and cycle 1 saw an 8.66% improvement and mean score increase of 59.33. The second cycle's results followed, with their mean score came in at 69.50 and an improvement of 18.83%. Through the process of teaching and learning, various educational environments appeared more presentable than they did before. The English teacher and students also provided encouraging feedback on the technique's application. According to the findings of this research, using the Dictogloss technique can help students write narrative texts with a paragraph-oriented structure.

Second, entitled, "*An Analysis of Students' Spelling Errors in Writing At 8th Grade of SMPN 2 Kamang Magek*". By, Indah Paramitha and Syahrul, 2021. The objectives for this research were made clear when it

came to the students' spelling errors. The researcher employed a mix of methods in this research using a descriptive design. Quantitative research was carried out to determine the type and frequency of writing errors made by students. The causes of students writing errors in spelling have been identified through qualitative research. Students in the VIII-1 class at SMPN 2 Kamang Magek were the research's informants. 22 students in total. Documentation and interviews were used to gather the data. According to the study's findings, 22 students made a total of 184 spelling errors. There are nine different spelling variations. There are nine different spelling variations. Therefore, erroneous letter substitution was the most frequent spelling error, made by students with a rate of 35,3%. Additionally, there were a few explanations for the spelling errors that the SMPN 2 Kamang Magek students made. The first was that students had trouble remembering the spelling because of the differences between English's spoken and written forms. Second, when writing spelling, the majority of students were impacted by their native language. The final was kids' lack of motivation to spell words correctly.

Third, entitled "*The Use of Dictogloss Technique in Teaching Grammar Through Writing.*" By: Syzana Kurtaj, State University of Tetova, North Macedonia, *European Journal of Language and Literature Studies*, Vol. 7, Issue 2. 2021. This research examines how cooperative

listening and the dictogloss technique can be used to help language learners improve their speaking, writing, and listening abilities. Students in the 10th grade at the Pre-university School "Luciano Motroni" in Prizren provided the data that was collected. There were 80 participants in this study, 33 boys and 47 girls. These students were chosen because they had varying levels of English ability and were more suited to participate in writing, listening, reading, and grammar lessons. The dictogloss approach and other analytical and comparative methodologies were used as part of the methodology for this research. The results have shown that the use of dictogloss technique in teaching grammar through writing is an effective and useful way to improve the students' grammar.⁵

Forth, entitled "*To dictogloss or not to dictogloss: Potential effects on Jordanian EFL learners' written performance*" By: Riyadh Bani Younis and Ruba Bataineh from Yarmouk University Yordania, *Journal of Applied Language Studies* Vol. 10, 2, 2016, 45–62. This study examines the potential effect of a proposed dictogloss-based curriculum on writing teaching and student performance among Jordanian EFL tenth-grade teachers. The participants are 96 students in the tenth grade who were chosen from Al-Kourah Directorate of Education's public

⁵ Syazana Kurtaj, "The Use of Dictogloss Technique in Teaching Grammar Through Writing." *European Journal of Language and Literature Studies*, Vol. 7, Issue 2. 2021, 1-2.

schools during the second semester of the academic year 2015–2016, and 20 Jordanian EFL teachers. Theoretical and practical dictogloss training was provided for the teachers. A total of 70 students were placed in the experimental group, and 26 were placed in the control group. The former was taught using dictogloss, whereas the latter was taught in accordance with the Teacher's Book's instructions. The performance of the teachers was contrasted with that of the students using descriptive statistics. The results showed that the level of teachers' writing instruction practices was high across all three observation checklist dimensions (preparation and planning, Dg procedures, and assessment), and the teachers were said to be extremely satisfied with the training's interaction, method, and duration as well as its benefit. Additionally, there were statistically significant differences between the teachers' performance on the pre- and post-tests, which the training can be credited for. The results also showed statistically significant differences between the experimental group's pupils on the pre- and post-tests, as well as between the experimental group and the control group in terms of their overall writing performance, with the former group performing better overall.⁶

⁶ Riyadh Bani Younis & Ruba Bataineh, "To dictogloss or not to dictogloss: Potential effects on Jordanian EFL learners' written performance," *Journal of Applied Language Studies*, Vol. 10, 2, 2016, 45–62.

The difference and the novelty of my research with the previous 4 studies is that I combined two topics, namely spelling error analysis with the dictogloss technique. I want to know how the results of the analysis of spelling errors on students writing by using the dictogloss technique, then the researcher classifies the types of errors from the spelling errors in 8th grade students at SMPN 1 BAROS. And I hope that from this study students can find out their spelling error and can also be a lesson in the future.

H. The Organization of Writing

In this study, the researcher organized this paper as follows:

Chapter I is Introduction. Introduction which consists of the background of study, the identification of the problem, focus of the study, the research question, the objective of the study, the significance of the study, previous study and organization of writing.

Chapter II is Theoretical Framework. this chapter consist of the theorist from some experts we have conducted the research to this research.

Chapter III is Methodology of Research. This chapter consist of place and time of the study, research methodology, data collecting, and data analysis.

Chapter IV is The Finding and Discussion. This chapter consist of description of the data and discussion of finding.

Chapter V is Conclusion and Suggestion. It consists conclusion for suggestion.