CHAPTER I
INTRODUCTION

A. Research Background

Spelling is one of the fundamental skills that a person must master in learning a language, including English. Spelling ability greatly supports a person's reading ability. This is in line with the opinion by Graham and Hebert stated that spelling is crucial to a person's academic and professional success. Spelling problems can degrade the quality of a written piece and make it harder to read.[1] Spelling ability also greatly influences a person's writing ability because spelling mistakes that someone makes of a vocabulary will affect every letter written. In Alshahrani's opinion, the factor that causes Indonesian students to have difficulty spelling is due to the difference in spelling between Indonesian and English.[2] These problems were mostly caused by irregular spelling in English and Indonesian, difficulties learning specific English alphabets, incorrect word spelling and a lack of sound-to-spelling correspondence. Their problems were frequently caused by poorly constructed sentences or misspelled words. Students were considered masters of a word if they could spell, recognize, and use it correctly in both verbal and written contexts.

Based on the results of observations that have been made by researchers in asking one of the English teachers at SMP Negeri 6 Cilegon is one of that makes students have difficulty in learning English because they believe the language has different spellings and pronunciations, this is one that makes students struggles with their English mastery. Moreover, students feel worried

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[1]Steve Graham and Michael Hebert, *Writing to Read: A Meta-Analysis of the Impact of Writing and Writing Instruction on Reading* (Harvard Educational Review, 81(4), 2011), 710.

[2] Haya Ali Alshahrani, *Strategies to Improve English Vocabulary and Spelling in the Classroom For ELL, ESL, EO and LD Students (*International Journal of Modern Education Studies, 3(2), 2019), 65.

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about being wrong in pronouncing, writing, or interpreting words in English. In learning spelling, when the teacher pronounces a word, it must be pronounced according to the letters in the vocabulary so that students can understand it. In other cases, there are some students who are poor at writing so that when they write, they have to spell it out first before they can understand the words.

Spelling errors made by Indonesian EFL students have attracted much of the discussion among researchers. This has been shown by a number of previous studies, which highlight common spelling errors and the possible causes of these errors. Research has spanned a variety of environments, from school to university level. For example, a study conducted by Wahyuni et al. in 2013 investigated spelling errors in students of Bung Hatta University, Indonesia. Using a sample of 30 students in Writing 2 and Writing 3 courses, the results showed that many students made significant spelling errors in all categories. Among the eight types of spelling errors which include omission, substitution, addition, use of apostrophe, change of letter position, flattening word pattern, following sound and word segmentation. The most common spelling error in student writing is letter substitution, and on the other hand, the spelling error type with the greatest number of participants is letter omission.[3] Furthermore, the primary cause of the high percentage of spelling mistakes in English is a lack of sensitivity to English spelling. While according to Sasmiasih in 2014 investigated spelling errors found in the writing of 8th grade students of SMP PGRI 2 Ciputat Jakarta, Indonesia. In this study, applied qualitative methods to analyze errors for example punctuation, verbs, prepositions, articles, pronouns, spelling, part of speech choices, and grammar. The results revealed that in the first rank there were misinformation errors (53.33%) and in the last rank there were misordering errors (6.67%).

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[3] Delvi Wahyuni, Mukhaiyar, and Syarif Hidayat, *Fossilized Spelling Errors in Paragraph Writing Committed by the English Department Students at the Faculty of Teacher Training and Education of Bung Hatta University* (English Language Teaching (ELT). 1(1), 2013), 65-78.

Furthermore, most errors were due to mother tongue intervention (52.54%) and a few were due to translation (6.78%).[4]

Strengthen on research conducted by Sari, spelling mistakes that are often experienced by students occur due to carelessness. Many students do not know how the word is spelled, so students often write the word according to what they hear. As English learners beginners, they regularly spell words vaguely when they hear them. For example, students freely write "*Spel it rait*" for "*spell it right*", "*shi is my ticher*" for "*she is my teacher*", "*diferent*" for "*different*" and "*baisikel*" for "*bicycle*".[5] Pallawa and Alam revealed that these instances of spelling errors show that students tend to use their understanding of indonesian language system which coherent between letter and sound when they write the English structures.[6] Reinforced by Kocatepe's opinion which revealed that linguistic differences between L1 and L2 also pose challenges in acquisition of second language because the linguistic structure of the two languages is very different.[7]

Ehri's theory of orthographic mapping states that words are spelled correctly in the cognitive system when they are read because links are made between spoken language and writing system components.[8] Camus and Zagar are hopeful that through spelling competency, this will enable students to map

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[4]Eka Sasmiasih, *Error Analysis on the Students Writing of Descriptive Text (A Case Study at Second Grade Students of SMP PGRI 2 Ciputat (* Undergraduate thesis. UIN Syarif Hidayatullah Jakarta, 2014), 58-60.

[5] Ida Rukmana Sari, *Common Errors in Students' Spelling on the Required Words for the Seventh Graders* (Educate, 4(2), 2015), 35-43.

[6] Baso Andi-Pallawa and Andi Fiptar Abdi Alam, *A Comparative Analysis between English and Indonesian Phonological Systems (*International Journal of English Language Education. 1(3), 2013), 103-129. doi: 10.5296/ijele.v1i3.3892.

[7] Mehtap Kocatepe, *Female Arab EFL Students Learning Autonomously Beyond the Language Classroom* (English Language Teaching. 10(5), 2017), 104-126.

[8] Linnea C Ehri, *Learning to Read and learning to Spell are one and the same, almost.* In Charles Perfetti, Laurence Rieben, and Michael Fayol (Eds), *Learning to Spell: Research, Theory, and Practice Across Language* (Mahwah, NJ: Erlbaum, 1997), 237-269.

letters to phonemes.[9] Marta Desimoni et al in indicate that the direction of orthographic regularity influences the reciprocal links between spelling and reading. High degrees of regularity between graphemes and phonemes and between graphemes and graphemes should lead to predictions from reading to spelling that are almost symmetrical. In contrast, in languages with high grapheme-phoneme consistency but low phoneme-grapheme regularity, reading should be a better predictor of spelling than spelling of reading.[10]

Apart from having an effect on reading skills, spelling proficiency also greatly supports one's writing ability. As stated by Altamimi and Rashid, spelling is a crucial aspect of written language that needs to be addressed since errors may affect the meaning of an item of writing. Improper spelling can affect the meaning and comprehension of written text, making it unclear. He also emphasize the importance of precise spelling to convey the intended meaning of an issue. Correct spelling helps writers communicate their ideas in a consistent structure, thus rendering them easier for readers to understand them.[11]

Nevertheless, the best instruction to teach spelling to students remains controversial. Gentry stated that spelling instruction is depending on the students being taught, to spell words creatively students can using their understanding of sound-to-spelling correlations and other word knowledge. This was believed to allow the young writer to concentrate on what mattered most, effectively communicating the intended message.[12] Although

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[9]Nadege Doignon-Camus and Daniel Zagar, *The syllabic bridge: the First step in learning spelling-to-sound correspondences* (Journal of Child Language, 41 (5), 2013), 1147-1165.

[10]Marta Desimoni, Teresa Gloria Scalisi, and Margherita Orsolini, *Predictive and Concurrent Relations Between Literacy Skills in Grades 1 and 3: A Longitudinal Study of Italian Children* (Learning and Instruction, 22, 2012), 340-353.

[11]Dheifallah Altamimi and Radzuwan Ab Rashid, *Spelling problems and causes among Saudi English language undergraduates* (Arab World English Journal (AWEJ) 10(3), 2019), 181.

[12]John Richard Gentry, *A Retrospective on Invented Spelling and a Look Forward* (The Reading Teacher, 54 (3), 2000), 318-332.

practitioners and educators disagree about the best teaching strategies, they do agree on one spelling is important.[13]

The researcher decided to teach spelling to students through a game. The implementation of this game aims to make students after completing this game more aware of spelling in English, especially in the form of writing because spelling affects English language skills, especially writing and reading. According to Lee Su Kim, employing games in the classroom facilitates English language learning from a variety of perspectives. It gives possibilities for targets of language practice, stimulates students to speak by using their four language abilities, and establishes a real-life scenario for using language.[14]

Referring to the data mentioned above, the researcher of this study would like to argue that games can be useful in creating a more fun and interactive classroom atmosphere. This allows the learning process to take place accurately and effectively. In this study, the researcher intends to employ board race games to improve students' spelling proficiency with the intention to familiarizing them with frequently encountered vocabulary. Along with vocabulary familiarisation, it is expected that students' spelling proficiency will improve since students become more aware of the use of vocabulary that they write down. Board race is a simple game that can be modified to review almost any vocabulary or structure[15]. These fun games are game that helps a competition system between teams[16].

According to Sakilah, board games are games that when played, someone throws dice onto a chess board and we can advance according to the dice.

[13]Hijjatul Qamariah and Sri Wahyuni, *Teaching Spelling Through Games* (Jurnal Visipena, 9(1), 2018), 138-139.

[14]Lee Su Kim, *Creative Games for the Language Classroom* (Forum, 33 (1), 1995), 35.

[15]Maisaroh Afidah, *The Use of Board Race Language Game to Improve Students' Speaking Ability at SMA Negeri 9 Makassar* (Bachelor Degree, Universitas Muhammadiyah Makassar, 2020). https://digilibadmin.unismuh.ac.id/upload/19303-Full_Text.pdf

[16] Widya Rizky Pratiwi and Muhammad Agus Nur, *The Use of Board Race Game in Improving Students' Vocabulary Mastery at Second Grade of Tsanawiyah Babul Khaer Bulukumba*" (Klasikal: Journal of Education, Language Teaching and Science, 1(3), 2019), 76.

Based on a set of rules, a board game is a game that moves or places an object or a group of people on a marked surface, such as a board, floor, or table.[17] Also added the opinion by Ferrah Romaissa Sara that said the board race game can be conducted by teacher to students as a part of learning that will be carried out or as an evaluation material for the lesson given last week.[18] The board race game is appropriate for players in all age groups, whether students at a lower level or adults. It is preferable to play the board race games in groups of six or more students because it is based on the belief that the more students, the better. The equipment in the board race game only requires a whiteboard, two markers of different colours, and free space to move around the classroom. Therefore, before starting games and activities, teachers must ensure that there is enough space to move and remove any obstacles that may get in the way.[19]

The difference between this study and previous studies is the focus on the skills to be achieved through this board racing game. In this study, the researcher focuses on students' spelling aproficiency because only learning to spell words from spoken vocabulary is not enough to become a proficient speller. Therefore, learning to spell vocabulary in written form must also be considered. However, other research about board race games, the commonly focus discuss on students' vocabulary mastery through this game.

Based on the explanation above, the authors is interested to examine whether learning by using board race games is effective to improve students spelling ability by conducting quantitative research with the title : "**Effectiveness of Using Board Race Games in Improving Students English Spelling Proficiency**".

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[17]Nisak Jamilatus Sakila, *The Effectiveness of Using Board Race Game to Enhance Students' Vocabulary Mastery in Teaching English Concrete* Noun (Bachelor Thesis in IAIN Salatiga, 2019), 3.

[18]Ferrah Romaissa Sara, *Improving Students' Vocabulary Through "Board Race" Language Game* (Magister Thesis in Larbi Ben M'hidi University-Oum El Bouaghi, Algeria, 2018), 26.

[19]Widya Rizky Pratiwi and Muhammad Agus Nur, *The Use of Board Race Game in Improving Students' Vocabulary Mastery at Second Grade of Tsanawiyah Babul Khaer Bulukumba"* (Klasikal: Journal of Education, Language Teaching and Science, 1(3), 2019), 79.

B. Indentification of The Problem

Based on the research background, researchers can be identified the problem in spelling proficiency of students at SMP Negeri 6 Cilegon as follows :

1. Students find it difficult to learn English because the spelling and pronunciation are different.
2. Students lack confidence when it comes to writing, pronouncing, and understanding English words because they are afraid of making mistakes.
3. Even with regard to spelling, many students still struggle with writing.

C. Limitation of The Research

In this study, researcher want to reveal whether playing board race games in learning is effective in improving students english spelling proficiency. The researcher assumes that by holding board race games in learning, students can remember and spell each vocabulary correctly so that students english spelling proficiency will improve after the game has been carried out.

D. Research Question

To classify the problems above, the researcher formulates the research question as follows:

1. Is the board race games effective to improve students spelling proficiency?

E. Objective of the research

Referring to the problem formulation, research has objective, namely :

1. To find out that the board race game is effective to improve students spelling proficiency.

F. Significance of the research

Researchers hope that this research will be beneficial for various purposes, including :

1. Theoretically

   Researchers can assist students in raising their knowledge of spelling proficiency, which is something that many individuals ignore through this board race game.

2. For the Researchers

   The researcher expects that this research will be useful as a reference for future research, particularly in the field of spelling.

3. Practically

   By carrying out board race games in class, researchers hope that there will be awareness regarding spelling mastery and improved spelling proficiency in students.

G. Organization of Writing

The researcher uses several steps in his research and organizes it into several chapters or sections as follows:

Chapter I is Introduction, this chapter consists of research background, identification of the problem, limitation of the research, research question, objective of the research, significance of the research, and the organization of writing.

Chapter II is Theoretical Framework, this chapter consist of theories obtained from some experts that have conducted the researchers for this

research, conceptual framework,   previous study, and hypothesis of the research.

Chapter III is The Method of Research, this chapter consists of details of the place and time of the research, the research methodology, research variable, population and samples of the research, the instrument of the research, data collection technique, data analysis technique, and the statistical hypothesis.

Chapter IV is Result and Discussion, this chapter consists of description of data results, data analysis, hypothesis testing, and data interpretation

Chapter V is Conclution and Suggestion, this chapter consist of conclusions and suggestions.