

# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Problem

This chapter outlines the basic considerations, problem formulation, research objectives, reasons for choosing the topic, research limitations, and research significance. Language plays an important role in education. In educational institutions, many people learn languages, especially English. This is because it is very useful for communicating with other countries. The use of language makes the educational process run smoothly.

Therefore, English as an international language is very important in everyday life. In daily life, middle school children are found to always follow what they see and hear, such as the sound of spoken words. This phenomenon leads to habitual behavior in activities. States that word lists can be helpful in teaching and learning Boston (1998, p.43) spelling if they are organized intentionally. This list is organized around four forms of spelling knowledge: phonological knowledge. The sounds of words, visual knowledge. What words look like, morphological knowledge. How words change shape and etymological knowledge. Where words are made. Spelling is forming words from letters. accepted usage. For example, the word "buffalo" consists of the letters 'b', 'u', 'f', 'f', 'a', 'l', and the letter 'o'. This is usually called spelling. Learners need to memorize the words they have learned and get the opportunity not only to hear and pronounce them but also to write the words repeatedly. When writing words, correct spelling correct spelling should not be overlooked.

If students misspell a word, it certainly shows that they are neither good nor bad at spelling. It is important for students to work on their English, spell words correctly as often as possible, and become familiar with words and spelling. become familiar with words and their spellings. Familiarity with words proves that one is a good speller and is an important way to acquire vocabulary. If one has a rich vocabulary, one can choose an appropriate dictionary and it will help to construct good sentences.

The problem in learning English vocabulary mainly lies in the ability to spell words. Student often misspell English words. For example, omitting one or more characters. For example, writing "bok" for "book", "dring" for "drink", and changing some letters into Indonesian spelling. For example, "guru" for "teacher", "dokter" for "doctor", and "meja" for "table". Another phenomenon is that some students may name a word but cannot pronounce it. spell it correctly. For example, the teacher showed a picture of an elephant and asked the students what the picture was about. student know it's an elephant but can't write it down. Yes, in fact, we have been learning this word since elementary school. In other words, English is introduced in elementary school, but in high school, some students still make mistakes in spelling. The above problem seems to be a common problem in English learning in elementary school, and is a fact that the author also faces when teaching English. This problem occurs because there are some spelling differences between English and Indonesian. English has many different spellings that are not found in the students' mother tongue or Indonesian.

For example, there are English words that have the same pronunciation but different spellings, such as byte, bite, and bitt. There are also words that don't sound like how they're spelled, such as one, do, late, who, and great. , is not the spelling in the student's first language.

When you, as a teacher, guide your students' learning, you should focus on issues related to their emotional, motivational, and creative development.

## **1.2 Identification of the Problem**

Based on the background of the research on the use of spelling to determine students' spelling ability, the researcher would like to point out the following points:

1. Students lack memorization of the English alphabet in the use of spelling.

## **1.3 Limitation of the Problem**

Based on the identification of the problems above, the researcher will focus the research on the spelling of twelfth grade students of SMA 8 Muaro Jambi IPA 3. The researcher's aim is to find out the English spelling ability of twelfth grade students of IPA 3 SMA 8 Muaro Jambi.

## **1.4 Formulation of the Problem**

Based on the background information provided, the researcher would like to ask the following question: By understanding the spelling ability of students in class XII IPA 3 at SMA Negeri 8 Muaro Jambi, we can find out the lack of memorizing the alphabet in English.

## **1.5 Objective of the Research**

Based on the problem formulation above, the main purpose of this study is to find out whether the use of spelling can determine comprehension in students, especially those related to spelling at SMA Negeri 8 Muaro Jambi.

## **1.6 Significant of the Research**

The researcher hopes to contribute to students' spelling learning. The researcher hopes that this study will be useful for teachers, students, and researchers.

#### 1. For Teachers

By conducting this study, the researcher hopes that the results of this study can be useful to contribute to developing English language teaching, especially in the field of spelling. By knowing students' errors, teachers can examine the most common errors, and determine ways to address and reduce them.

#### 2. For Students

It can be useful for students to help them measure students' mastery of spelling. Then, it can provide more information about spelling mistakes.

#### 3. For researchers

With this study, researchers can add references to conduct research on the English language teaching process. Especially those interested in the field of spelling.

### **1.7 Definition of Key Terms**

To prevent misunderstandings, the following terms are defined specifically in this study:

#### **1. Spelling**

Spelling is the act of forming words correctly from each letter, and the ability to spell. In conclusion, spelling is the ability to spell a word consisting of several letters correctly

#### **2. Noun**

Nouns are words used to name or refer to people, things, places and ideas. In other words, they refer to both physical objects and abstract concepts.

### **3. Students**

Twelfth grade students are students who study English