

CHAPTER I

INTRODUCTION

1.1 Background of the study

The beginner level students often make mistakes and errors in producing English language (L2 (second language)) (Fanani, 2012), including in writing. The errors in students' writing may occur in paragraphs, punctuations, articles, spellings, and conjunctions. Therefore, it is not rare when L2 learners write words freely as they heard, for example, a student might write "*Spel it rait*" for "*Spell it right*" or "*Shi is my techer*" for "*She is my teacher*". Here, the students are likely to use their knowledge of their first language in learning to read, to write, and to spell in their second language (Figueredo in Allaith, 2009). In the study of second language acquisition, such phenomenon is called the interference of the first language into second language (negative interlingual transfer). Interference generally leads to the errors (Krashen in Fanani, 2012).

This study is aimed at uncovering the students' difficulty of writing the required words for 7 graders of SMP. The required words here refer to the words stated in the English syllabus of the 7 graders that must be mastered by the students. Further the study would like to know whether the interference of L1 (Bahasa Indonesia) does occur in their L2 production. Such identification of errors and their factor (interference of L1) will be very useful as the basis for developing a good syllabus or teaching material (Richards in Sofendi 2010).

This study took the seventh-grader learners as the subject of study. They were categorized as novice low students who were, prone to make spelling errors. As novice low, they were able to copy or transcribe familiar words or phrases and form letters in alphabetic system, and copy and produce isolated, basic strokes in languages that use syllabic characters, they could reproduce from memory a very limited number of isolated words or familiar phrases, but errors are expected (Actfl proficiency guidelines –writing 2012).

This study described the common errors made by the seventh-grade students in their English spelling on the required words based on seventh grade's syllabus. Error analysis is an important means for the teachers of English to understand and master the teaching in the future. By using errors analysis, the teacher will be able to know how far their students have come and what they must still learn (Corder in Sofendi, 2010). It means that the English teachers will be able to determine which parts of the teaching materials should be remedied and which parts should not. Therefore, the English teachers have to understand the concept of error analysis and how to apply it in their teaching.

Besides, this study reveals the linguistic factors that may contribute to the students' errors (markedness and language distance). The identification of the factors was important to understand why they made errors, which in turn can be used as the basis for formulating the teaching strategies that is suitable for them.

The required words were classified into part of speech. That is an appropriate way to made easier to analyzing the spelling errors and to help teacher in teaching spelling. According to Bloom's Taxonomy, "If the teacher assigns a

spelling word such as auspicious then tells the student to look up the definition and part of speech, the teacher's making sure the student has a basic knowledge of the word and the student may or may not remember it, depending on how well they can memorize or understand it". It means that classifying the parts of speech of required words can help students remember, understand and apply their new list of words.

In this study, some problems related to the students' spelling errors were described and discussed. They were the common spelling errors on the required words done by the students of the 7th grade in their English writing tasks as a result of L1 interference, the linguistic factors contribute to the errors, and the impacts of the errors identified on the teaching strategies.

1.2 Statement of the Problems

Based on the background of the study above, the study would like to resolve the following problems:

1. What are the common of spelling errors on the required words made by the students of the 7th grade in their English writing tasks as a result of L1 interference?
2. What are linguistic factors contributing to the errors?
3. What are the impacts of the errors identified on the teaching strategy?

1.3 Objectives of The Study

In line with the statement of the problems above, the study explained:

1. the spelling errors on the required words commonly made by the students of the 7th grade as a result of L1 interference.
2. the linguistic factors contributing to the errors.
3. the impacts of the errors analysis on the teaching strategy.

1.4 Significances of The Study

Theoretically, this analysis is hopefully contributes to the field of the teaching strategy on spelling. Practically, this analysis is hopefully useful for the teacher or learners and the readers. New insights into the spelling problems faced by the students and possible teaching strategies that can help to overcome spelling problems especially for the students.

1.5 Scope and Limitation

The scope of this research focuses on the development of teaching strategy based on the students' common errors. The discussion of errors is limited only on those caused by L1 interference. So the other causes of errors are ignored. The analysis of types of errors was adopted from Jayousi's theory (omission, addition, substitution, segmentation and unrecognizable words). The spelling words focused on the required word in syllabus. Another limitation was made on the discussion of the factors causing the errors. The linguistics factors causing the errors was based Yi's theory. The variables analyzed here are only those related to

the linguistic variables. The others variables are not discussed. The spelling errors were classified into part of speech. This is a great activity for the seventh graders to practice distinguishing between nouns, verbs, adjectives and adverbs. Following the classifications within Bloom's Taxonomy, classifying the required words into parts of speech can help students remember, understand and apply their new list of words.

1.6 Definition of Key Terms

- SLA (Second Language Acquisition) : The process of acquiring a second or foreign language. (Richard, 2010)
- L1 (Language One) : A person's mother tongue or the language acquired first. First language is also known as L1. (Richard, 2010)
- L2 (Language Two) : Another term for a target language1 or a second language in a broad sense, any language learned after one has learnt one's native language. (Richard, 2010)
- Interference : The effect of one language on the learning of another. Two types of language transfer may occur. **Positive transfer** is transfer which makes learning easier, and may occur when

both the native language and the target language have the same form. For example, both French and English have the word *table*, which can have the same meaning in both languages. Negative transfer, also known as **interference**, is the use of a native-language pattern or rule which leads to an error or inappropriate form in the target language¹. (Richard, 2010)