

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the discussion of some issues related to the topic of the study. They are background of the research, the problem of the research, the purpose of the research, the significance of the research, the operational definition, and the scope and limitation of the research.

### **1.1 Background of the Research**

In learning English there are four skills that must be mastered by students, there are listening, speaking, reading and writing. Writing is generally known as a way to communicate by expressing feelings or minds in written form to give information to readers. To write well, a writer must have good capabilities in writing process and aspects of writing. Spoken language, for a child, is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned (Harmer, 2004:3). Writing is frequently useful as preparation for some other activity, in particular when students write sentences as materials for discussion activities. Writing can also be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out or speaking.

A writer must be able to organize the idea, to construct the sentence, to use punctuation and spelling well and also to arrange their writing into cohesive and coherent paragraphs and texts. Considering the abilities that should be fulfilled by

a good writer, learners usually get difficulties in writing, such as in vocabulary and grammar.

Word spelling is one the important aspects in writing. However, most students still make many mistakes in writing English words. Words are often not pronounced as one might expect from their spelling (Harmer, 2007:43). Actually, not only the students who make many mistakes and have problems with spelling words but the native speaker also have problem with spelling correctly. One of the main reasons for this problem is that so many English words are not spelled as they are spoken. This differences between pronunciation and spelling that causes a lot of confusion. According to Harmer (2004: 46), “English spelling rules do often have exceptions but these only applied to a small number of individual words”.

There are several techniques to teach writing English word, such as by dictation, dictionary, etc. Another technique in teaching writing English word is by using media and playing games. Games can motivate the students to study English. Games also can attract students interest and they can have fun when they learn English, especially in writing class. Brewster, at al (2002:172):

Children enjoy constructive play and games. They are not only motivating and fun but also provide excellent practice for improving pronunciation, vocabulary, grammar and the four language skills. For every young children games also provide an important link between home and school which helps to make them feel more secure and confident.

Based on the statement above, games help students arouse their interest to learn English, especially in writing English word.

One of the game which the teacher can use to teach writing English word is word spelling games. Word spelling games is game which focus on the activity

to spell English word. Clarke (2007) states that word spelling games are an excellent way to teach the basic of spelling. They are both educational and fun. Not only the students will love playing word spelling games, but the teacher also will enjoy when he/she teach the students, especially in teaching writing English word. By using word spelling games the students are able to pronounce words, increas their vocabulary, and use the words based on the grammatical function and correct spelling.

### **1.2 Problem of the Research**

Based on the background of the research, the problem of the research. 'Is there any significant differences of the seventh grade students' writing ability who are tough by word spelling games and those who are taugh conventionally at SMP Muhammadiyah 2 Kalisat in the academic year 2015/2016?

### **1.3 Purpose of the Research**

Based on the problem of the research, the purpose of the research is to know whether or not there is a significant effect of word spelling games on the seventh grade students' writing ability at SMP Muhammadiyah 2 Kalisat in the academic year 2014/2016.

### **1.4 Significance of the Research**

The result of this research are expected to give some significant contribution both theoretically and practically.

Theoritically, the result of this research is expected to be one of the valuable information for the English teacher about the students writing ability.

For the students hopefully, the result of this research can make them get interested in learning English. Especially in writing.

Practically, the result of this research can be used as a guidance for teacher, that it is useful to improve the media or game, system and method in teaching and learning process on writing English word through word spelling games. For the students hopefully the result of the research can motivate them to improve their ability in writing English word.

## **1.5 Operational Definition**

There are two definition in this research, they are word spelling games and writing ability:

### **1.5.1 Word Spelling Games**

Word spelling games is any games which focus on an activity to spell words. By applying word spelling games, the students are expected to have a better ability to spell words. Word spelling games in this research are Hangman and Jumbled Words.

Hangman is a paper and pencil guessing game for two or more players. One player thinks of a word, phrase or sentence and the other tries to guess it by suggesting letters or numbers, within a certain number of guesses.

Jumble is a word puzzle with a clue, a drawing illustrating the clue, and a set of words, each of which is “jumbled” by scrambling its letters. A solver reconstructs the words, and then arranges letters at marked positions in the words to spell the answer phrase to the clue. The clue and illustration always provide hints about the answer phrase. The answer phrase frequently uses a homophone or pun.

### 1.5.2 Writing ability

Writing ability means the ability to write English word, dealing with noun, verb and adjective correctly in terms of spelling. Writing ability in this research refers to the students ' competency in writing English words to form sentences in a single paragraph, the writting ability will be known from the students' scores in writting test.

## **1.6 Scope of the Research**

The research focuses on investigating the effect of word spelling games on the seventh grade studens' writing ability at SMP Muhammadiyah 2 Kalisat in the academic year 2015/2016.