

AN ANALYSIS OF STUDENTS' SPELLING ERRORS IN WRITING AT 8TH GRADE OF SMP N 2 KAMANG MAGEK

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ABSTRACT

The purposes of this research was know about the students' spelling errors. In this research, the researcher used mix method research by using descriptive design. Quantitative research was used to answer the kind of students' spelling error in writing and most common of error in writing. Qualitative research was used to know the causes of students' spelling error in writing. The informants of this research was the students of VIII-1 class in SMP N 2 Kamang Magek. The total was 22 students. The data was got through documentation and interview. Documentation was used to get quantitative data and interview was used to get qualitative data. The researcher asked the students' writing to the teacher as a documentation. The interview was done directly and indirectly because of the pandemi. The result of the research showed that there were 184 spelling errors from 22 students. There were nine kinds of spelling error such as omission of letter, addition of letter, single letter instead of double letter, double letter instead of single letter, substitution of letter, interchange of two adjacent of letter, involving an apostrophe, multiple error. Therefore, the most common spelling error was substitution of letter which students changed letter incorrectly with 35,3% percentage. Moreover, there were some reasons why the students of SMP N 2 Kamang Magek made spelling error. The first was the difficulties between spoken and written form in English, it made students were not able to remember the spelling. Second was most of students were influenced by students' first language when they wrote spelling. The last was lack of students' desire to write correct spelling.

KEYWORDS: Error Analysis, Spelling Error, Teaching Writing Skills

INTRODUCTION

Most people thought that speaking and writing are almost similar but in the fact they are not. In speaking, speaker inclines to speak informally and unplanned. In other hand, writers produce their writing formally and well-planned. It means that writing is almost similar with speaking but in writing people must consider some components that can influence the meaning. When speaking, the audience can get the meaning from what the speaker says through non-verbal language such as body language, intonation, expression etc. Unlike speaking, people should write clearly to not bring misunderstanding because there is no another way to make the reader understand about what the writer means.

Writing is one of crucial skill of learning English. In addition, it is required in daily life such as personal letter, application letter, messages, etc. writing can help people to communication even they are not able to meet each other. Furthuremore, according to Langan in Gustiana, Dantes and Suarnajaya said that there are two reason why writing skill is crucial (Mettaningrum et al., 2013). First, writing ability is a basic need for English learners to support their academic success. Students' are often asked to do the tasks and the students' English competence can be seen by their writing. Second, English writing skill is needed to support people's future carrier. Thus, people should learn writing English.

In learning writing, the writer should pay attention to the components of writing. There are five components in writing based on Klimova such as content, organization, vocabulary, language use, and mechanic (Klimova, 2011). First, content is divided by extent, relevance and subject knowledge. Second, organization is divided by coherence, fluency, and logical sequencing. Third, vocabulary is divided by richness, appropriate register and word form mastery. Forth, language use is divided by accuracy (a usage of articles, word order, tenses, prepositions, sentence constructions). The last, mechanic is divided by paragraphing, capitalization, punctuation and spelling. Thus, if the writing has good in all components, it will be a good writing.

As we know, one of writing's components is mechanic. In mechanic, there is spelling. Spelling has relationship with form of words. According to Esther (Esther, 2015) said "spelling is usually described as correct arrangement of letters to represent a word". Learning spelling is not easy at all but it is still needed for learners to make good communication in written form. A good writer should has ability to organize spelling correctly in order to make the reader understand the meaning. Thus, the correct spelling will bring meaningful writing.

Furthermore, based on Khalid M. Al-zuoud, writing spelling correctly adds good writing quality(Al-zuoud & K. Kabilan, 2013). It means that using the correct spellings bring good communication between the writer and the readers. If the writer writes spelling incorrectly, the reader will be confused about the meaning that intended by writer. In addition, it will bring misunderstanding between the writer and the readers. In the fact, many people make errors in their spelling especially students. Most of students feel difficult in learning English. It makes students often make errors in English oral and written form. In the process of writing, students often make errors especially in spelling. In this case, students are confused between writing or speaking.

Based on preliminary research that researcher did at SMP N 2 Kamang Magek, the researcher found some problems. The research did interview with four students and the reseacher found some problems related to the spelling error. First, most of students are not interested in writing spelling correctly because it is difficult for them to remember the vocabulary. It was supported by students' interview, they said that "males ngafal kosa katanya kak jadi males untuk belajarnya". Second, most of students are doubt in writing when they found the letter that have same sound such as "y" and "i" in word "study". Last, most of students often write Indonesian in writing English that have similiar sound such as "apple", "jeans", etc.

Based on the explanation above, the researcher know that the students have difficulties in writing. Moreover, the researcher expect to conduct the research to know the kinds of error in spelling in students' writing, most common spelling error is made by students in writing and the causes of spelling error are made by students in writing.

METHODS

Research Design

In this research, the researcher used quantitative method to answer research question about the kind of errors that made by students and the common of error that occur. Then, the researcher used qualitative method to answer research question about the causes of spelling error.

Subject of the Research

The population of this research was 52 students in two class. The sample or key informant of this research was students at 8-1 grade of SMP N 2 Kamang Magek that consists of 22 students. They can help the researcher in the unknowing, understanding, and also doubtless about things related to the research. The researcher chose this class used purposive sampling because the other class did not learn about it yet.

Instrument of the Research

The instruments were used in this research were documentation and interview. The researcher used documentation from the students' writing. The documentation to answer the research question about the kind of spelling error in writing and most common spelling error in writing. The researcher got students' writing from the teacher. the researcher did interview until researcher get information by informant without use certain structure

Technique of Collecting Data

The documentation was gotten from the teacher. The researcher used the students' assignment. From the assingments, the researcher had been able to answer research question. Interview is used by the researcher until the researcher get information related to the research question. The researcher used semi structure interview. The researcher did interview with some students directly and indirectly because the limitation of time. All of the conversation was recorded by the researcher.

. To answer the first and second question, the researcher used error analysis method of Al- Khresheh (Al-khresheh, 2016) . The following steps to conduct an error analysis research:

1. Identifying the errors. Firstly, the researcher tried to find out the error of the sample in the research.
2. Classifying the error. After that, the researcher classified the errors. The errors had been classified based on Bestgen and Granger's theory(Bestgen, Yves and Granger, 2011).

3. Description of error. The researcher described the students' error spelling in students' writing.
4. Explaining the error. The researcher explained the error that made by student. The aim was to account for why they made the error.

On other hand, to answer the second question, calculating the errors and indetify the dominant of error the researcher used the method of (Sudijono, 2010).

$$P = f/N \times 100\%$$

Description:

P = Percentage number

f = Frequency of Error

N = Number of case

To answer third research question, the researcher used some steps, as according to Sugiyono(Sugiyono, 2009), it explained as follows:

1. Data Collection: the researcher collected the data through interviews.
2. Data Reduction: The reseacher resumed the data and focused on the research aspects and unnecessary aspects were reduced.
3. Display the Data: The researcher made the result of the research that consists of an analysis of spelling error in writing
4. Conclusion: the researcher concluded the finding based on the analysis

RESULTS

Documentation

The data based on the students' documentation to know the type of students' spelling error and to know what the most common spelling error in writing. The documentation was taken from the teacher. The researcher chose one of students assignment that is students' writing their daily activity using simple present tense. After the researcher collected students' documentation, the researcher got the students' data to be analysed. To know the kind of students spelling error in writing and most common error are made by the students.

Kinds of students spelling error

As explained in chapter two, there are nine kinds of spelling errors tha found in students' writing based on Bestgen and Granger's theory(Bestgen, Yves and Granger, 2011). The researcher found 184 spelling errors from 22 students' writing. The researcher used initial students' name to make identification easier. In presents the result of the research findings, the researcher used the table that showed kinds of spelling error, spelling error analysis based on the students' writing and corrected spelling error.

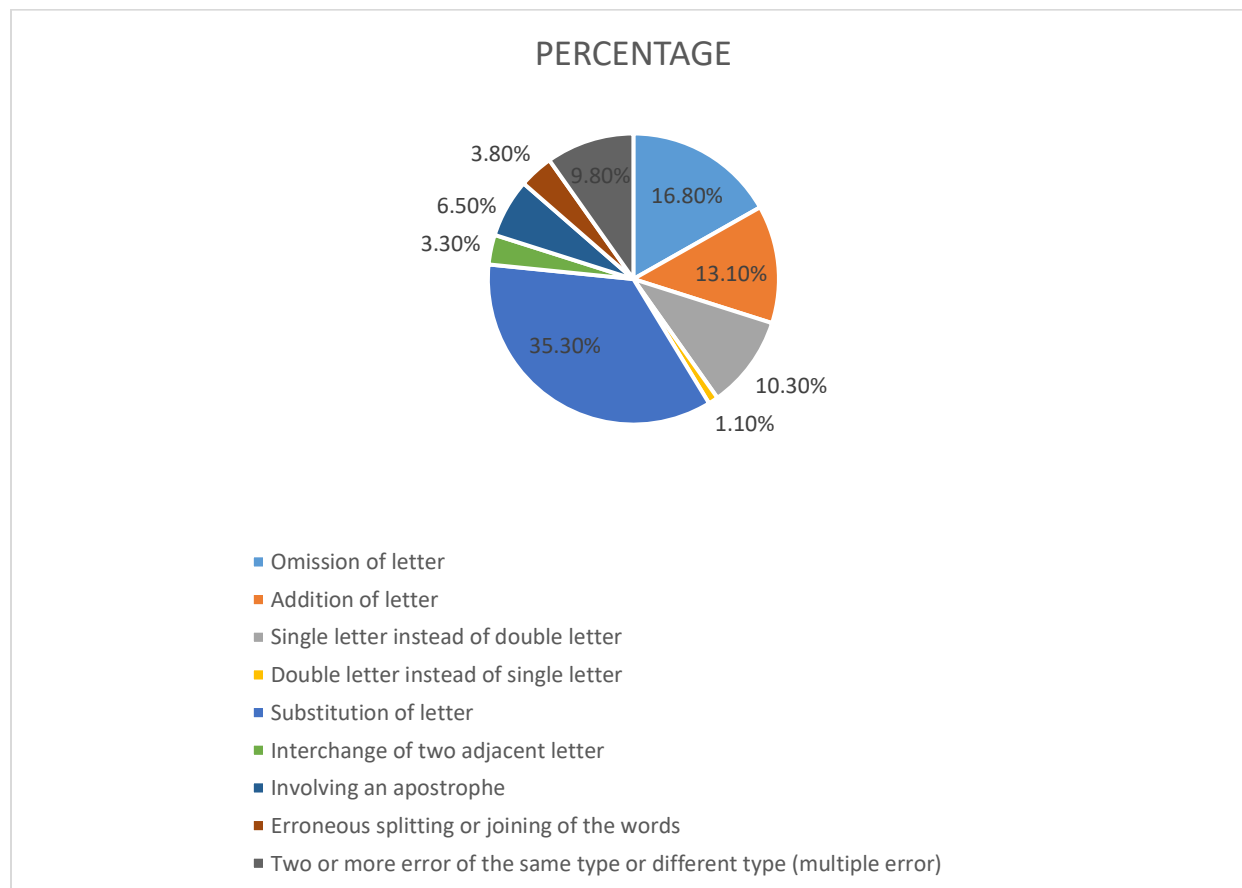
Table 1. Kinds of Students Spelling Errors

Kinds of spelling error	Students' spelling error	Corrected of spelling error
Omission of letter	<ul style="list-style-type: none"> - I take a bat (RA) - prepare mysel - I hom... - I wear vel (SA) - I take bat - that I luch (MS) - I do my homework 	<ul style="list-style-type: none"> - I take a bat (RA) - prepare mysel - I hom... - I wear vel (SA) - I take bat - that I luch (MS) - I do my homework
Addition of letter	<ul style="list-style-type: none"> - <u>Afther</u> that.... (RA) - <u>afther</u> that I take a bath (BTM) - <u>Afther</u> that I do pray subuh (SA) - <u>Aftere</u> I take.... (RB) - I go to <u>bathe</u> (SR) I <u>yuse</u> - I <u>bathe</u> (WA) 	<ul style="list-style-type: none"> - <u>After</u> that.. - <u>after</u> that I take a bath - <u>After</u> that I do pray subuh - <u>After</u> I take.. - I go to <u>bath</u>.. I <u>use</u> - I <u>bath</u>
Single letter instead of double letter	<ul style="list-style-type: none"> - <u>Afternoon</u> (RA) - I <u>diner</u> and sleep (BTM) - ... the bag in <u>classroom</u> (SA) - <u>Afternoon</u> (RB) - I <u>arive</u> (SR) - I <u>arive</u> (SM) -.. <u>slep</u> (NF) - After <u>arive</u> in the school 	<ul style="list-style-type: none"> - <u>Afternoon</u> - I <u>dinner</u> and sleep - ... the bag in <u>classroom</u> - <u>Afternoon</u> - I <u>arrive</u> - I <u>arrive</u> -.. <u>sleep</u> - After <u>arrive</u> in the school
Double letter instead of single letter	<ul style="list-style-type: none"> - I <u>hellp</u> (AA) - I <u>hellp</u> my mom (RHA) 	<ul style="list-style-type: none"> - I <u>help</u> - I <u>help</u> my mom
Substitution of letter	<ul style="list-style-type: none"> -...<u>bad</u> (GSA) - I take a <u>bate</u> - I <u>halp</u> - I <u>pripare</u>...(RA) - I go <u>stady</u> - I <u>lanch</u> - I <u>wike</u> up - I <u>cleat</u> the <u>bad</u> (BTM) - <u>Dhen</u> I go home - After <u>dhat</u>.... -... <u>bad</u> (SA) 	<ul style="list-style-type: none"> - ... <u>bed</u> - I take a <u>bath</u> - I <u>help</u> - I <u>prepare</u>... - I go <u>study</u> - I <u>lunch</u> - I <u>wake</u> up - I <u>clean</u> the <u>bed</u> - <u>Then</u> I go home - After <u>that</u>.... -... <u>bed</u>
Interchange of two adjacent	<ul style="list-style-type: none"> -<u>whit</u> motorcycle (GSA) - I <u>atek</u> a.... (RA) - I <u>teka</u>.... (RB) 	<ul style="list-style-type: none"> -<u>with</u> motorcycle - I <u>take</u> a.... - I <u>take</u>....

	- I use <u>unifrom</u> (SA)	- I use <u>uniform</u>
	- I <u>hle</u> p (RH)	- I <u>h</u> elp
Involving an apostrophe	- <u>Iam</u> ... (NF)	- <u>I'am</u>
	- <u>Iam</u> ready to go (ABM)	- <u>I'am</u> ready to go
	-.. <u>my friend's</u>	- With <u>my friends</u>
	- <u>O'clock</u> (A)	- <u>O'clock</u>
	- <u>Iam</u> bath	- <u>I'am</u> bath
Erroneous splitting or joining of the words	-.. <u>Motor cycle</u> (SR)	- With <u>motorcycle</u>
	- I do <u>home work</u> (NF)	- I do <u>homework</u>
	- I <u>break fast</u> in morning (MN)	- I <u>breakfast</u> in the morning
	-.... <u>my self</u> (MI)	-.... <u>myself</u>
	- I go to <u>class room</u>	-..go to <u>classroom</u>
	- I go to <u>class room</u> (AA)	- I go to <u>classroom</u>
	- <u>Motor cycle</u> (A)	- <u>Motorcycle</u>
	- <u>my self</u> (ZR)	- <u>myself</u>
Two or more error of the same type or different type	- .. to <u>shcoll</u> (GS)	- I go to <u>school</u>
	- I go to <u>shcoll</u>	- I go to <u>school</u>
	-... <u>hame work</u> (SR)	- I do <u>homework</u>
	-... <u>my selef</u> (WA)	- I prepare <u>myself</u>
	- I do <u>home word</u>	- I do <u>homework</u>
	-.... to <u>lanc</u> (NA)	- to <u>lunch</u>
	- I <u>lanc</u> (MN)	- I <u>lunch</u>
	-.. <u>home word</u> (ABM)	-I do <u>homework</u>

Most Common of Spelling Errors

Figure 1. Type of Errors Based on the Highest and Lowest Occurrence



The chart shows the percentage of each error based on the categories from Bestgen and Granger (Bestgen, Yves and Granger, 2011). The researcher found that spelling error of substitution of letter is the common error made by 8th grade students at SMP N 2 Kamang Magek with 65 total errors or 35,30%. The second is omission of letter with 31 total errors or 16,80%. The next is addition of letter with 24 total errors or 13,10%. Then, followed by single letter instead of double letter with 19 total errors or 10,30%. The next is multiple error with 18 total errors or 9,80%. Next is involving an apostrophe with 12 total errors or 6,50%. Then, followed by erroneous splitting or joining of the words with 7 total errors or 3,80%. The next is interchange of two adjacent letter with 6 total errors or 3,30%. Last is double letter instead of single letter with 2 total errors or 1,10%.

Interview

This interview aims to know what the causes of spelling error in writing. There are three indicators that involve the research question such as students' desire to write spelling, intralingual and interlingual.

The first was intralingual. Intralingual has the large influence in students' spelling error. The data of common spelling error shows that substitution was the most common spelling error made by the students. The most spelling error in this kind occur because of the difficulties of English itself. It can be seen, the students made error by changing the letter such as "study" became "stadi" or "studi" which the students changed letter *y* or *u* as *i* or *a*. It might happen because the students only knew how to pronounce the word so that it makes them doubt to write the spelling correctly. It related to A's statement that he was doubt when he wanted to write English. A said "*kadang susah bedainnya kak kaya 'y' sama 'i' itukan sama pengucapannya jadi buat ragu*". It similiar with SA's opinion, she was also confused when she wanted to write.

The second was interlingual. Most of the students said that mother tounge influnce their spelling error. It can be seen in students' spelling error in single letter instead of double letter kind. The students made error by deleting a letter in a word that consist of double letter such as "afternoon" became "afternon", "sleep" became "slep", etc. It might happen because it is influenced by the students first language (Indonesian). In indonesian, people use a word that consist of double letter was rarely. It makes most of them made error because of mother tounge. It was supported by students' statement such as I said "*besar kak, saya sering buatnya sama kak ejaannya dalam bahasa indonesia kaya kantin, pensil juga kak*". It can be seen that mother tounge influnce their spelling error influnce his spelling error because he also made 'canteen' incorrectly as 'kantin'. SA also said "*ngaruh kak tapi gak besar banget pengaruhnya*". From SA's statement, it can be seen that mother tounge influnce her spelling error but she said it has not large influence. In addition, A said that he would be difficult to spell the word using English because he get used for using Indonesian in his daily activity. NF and RH said that mother tounge has large influence toward their spelling.

The last was students desire to write correct spelling. Most of students aware that write spelling in English correctly was important. It was supported by students' statement such as NF and I said that it is important to write spelling correctly. Also, SA said "*penting kak, soalnya kalau kita nulis tapi ejaannya salah maknanya bisa salah juga*". but RH said that it is not important to write spelling correctly because it didn't influence the score. In addition, three from five students awared that spelling was important. Beside, most of students didn't pay attention with their spelling. It can be concluded that some of students did spelling error due to lack of students' desire to write correct spelling.

DISCUSSION

Based on the the data analysis above, the researcher found 184 identified in 22 students in students' writing. The types of error divided on nine categories based on Bestgen and Granger's theories such as omission a letter, addition of letter, single letter instead of double letter, double letter instead of single letter, substitution of letter, interchange two adjacent letters, error involving an apostrophe, erroneous splitting or joining of the words (words segmentation error), two or more errors of the same type or different type (multiple error) (Bestgen, Yves and Granger, 2011).

From the data above, it can be seen that the common error are made by students is *substitution of the letter* with 65 errors or 35,30%. The researcher concludes that students still had difficulty in spelling skill especially in writing texts. According to Harmer, one of the reason why spelling is difficult because correspondence between how the sound of the words and how to spell it is not always definite (Harmer, 2001). Moreover, most of students ignored how to write English correctly. It might happen because the students still influenced by their first language in writing English and the students also do not sure about the spelling of the word. The researcher analyzes that the students substituted letter incorrectly, especially for words that have the same sounds. For example, the word “then” which is pronounced as / ð'en/ , sounds like *d*, so the students wrote in the word “dhen” which is letter *t* substituted by letter *d*. The second was *omission of letter* with 31 errors or 16,80%. Based on Al-Jafra theory, spelling problems belong to phonological problems which is refer to the errors that misspelled words do not sound similiar with the target word. It happens because the whole words, vowel, consonant, prefixes, syllables, and grapheme clusters are not heard at all or missed added with another letter. From the theories, the researcher interprets students thought how pronunciation an English word it was similar with written form and they were not able to differentiate some letters or sound. For example in word “home” and “parents” which is pronounced as “h'oum” and “p'erənts”, the students deleted letter *e* and *t* because when the word “home” and “parents” are pronounced the letter *e* and *t* are silent or not prounced.

The third common error was *addition of letter* with 24 errors or 13,10%. Many words in English that have the same sounds. For example in the word “after” as pronounced with /'æf.tə/ which was incorrectly written as “afther” the students added letter *h* after *t*. It occured because the students do not familiar with how to pronounce a word that includes “th” or not because is almost the same in the pronunciation. Al-Jarf stated that spelling error happens when any graphemes are deleted, substituted, added by reversed or another. The next was *single letter* instead of double letter with 19 errors or 10,30%. It happens when students only write single letter in a word that contains double letter. Based on the researcher analysis, this error occured because it is related students first language. In students first language, there is seldom used a word that contains of double letters and it is only found in a word that contain of inserted, suffix and prefix (Al-Jarf, 2010). For example like in the word *menggambarkan, menggunakan, menunjukkan*, and others.

Another error which was committed is two or more error in same type or different type (multiple error) with 18 errors or 9,80%. This type occurs when one word contains more than one error. For example in the word “classroom” which was erroneously written as “clas room”. The sample means the students made error by deleting letter *s* and splitting the word. Based on the researcher analysis, it occured because of the influence of students' first language. There are several words that adopted from foreign language, it can influence students' writing especially spelling. Moreover, the students also do not know about the spelling of the word. The sixth error were made by students is *involving an apostrophe* with 12 errors or 6,50%. The students committed this because they wrote apostrophe position incorrectly and they were still confused how to use it in possessive forms. For example in the

word “my friends” which is incorrectly written as “my friend’s” and “i’am” incorrectly written as “iam”. The students still confused in using apostrophe, it makes them used apostrophe and deleted apostrophe incorrectly position. The words written by students were not approval with Straus’s theory. According to Straus, do not use an apostrophe in the possessive pronoun such as his, her, my, etc for example “this book is hers”¹. Hence, the teacher should give more explanation about how to apostrophes (Straus et al., 2014).

Then, it is followed by *erroneous splitting or joining of the words or segmentation error* with 7 errors or 3,80%. It happens when students do not pay attention to the word whether they use space or not. Yet, it could change the meanings. For example in the word “homework” incorrectly written as “home work”. The students added space between home and work. Those word have different meaning, “homework” as *tugas rumah*, but if it is added space it means word by word “home” as *rumah* and “work” as *kerja*. It can make the reader confused to understand the real meaning. Then, *interchange of two adjacent letters* with 6 errors or 3,30%. The students comitted the errors because they were still confused how to English word correctly. For example in the word “uniform” incorrectly written as “unifrom”. The students are doubt to write it because they thought it is similar with the word “from”. It makes students did error in ordering two letters *o* and *r*. Further more, the students are not able to remember spelling of the word. Last is *double letter instead of single letter* with 2 errors or 1,10%. The students are still confused to make decision when they doubling the letter or not because they are difficult to remember the spelling. It makes them wrote double letter instead of single letter for example “help” incorrectly written as “hellp”. Based on the researcher analysis, those nine types of errors happened because several words in English have the same sound. Furthermore, the students first language is also one of influences in students’ spelling errors and it is difficult for students to remember the spelling because they are irregular.

From finding of interview’s data, the researcher found that there are three causes of spelling error. First causes based on interview with students was intralingual. All of the students agreed that the difficulties in English influences their spelling error so that it makes them make many of spelling error. It is related to Peven and Akam stated that the elements that play important role in spelling are sounds, letters, word parts, word meaning and word history (Perveen & Akram, 2014). The students also said the differences between spoken and written form make them should remember the spelling for each words. Moreover, they feel difficult to remember the spelling for each words. Next was interlingual. Most of students said that mother tongue influences their spelling errors but it didn’t give big impact for their spelling error. Keshavars in Shekhzadeh and Geichi stated interlingual errors are result from the transfer of morphological, grammatical, semantics and learners’ mother tongue when learning of target language (Keshavarz, 2012). Besides, they said that their spelling error that causes of mother tongue was rarely happen. In other hand, some of students said that sometimes they wrote English words based on Indonesian words for example ‘canteen’ as ‘kantin’, ‘apple’ as ‘appel’. Last causes was lack of students desire to learn correct spelling.

Although all of the students said that spelling was important but most of them did not pay attention with their spelling in writing. Moreover, some of them said that they only focus to do the instruction that given by teacher in writing assignment. Hence, the difficulties of English itself give big impact for the students' spelling error.

CONCLUSION

Based on the result, it can be concluded that students at 8th grade of SMP N 2 Kamang Magek in this study have committed nine type of spelling errors. those types include omission of a letter, addition of a letter, single letter instead of double letter, double letter instead of single letter, substitution of letter, interchange two adjacent letter, error involving an apostrophe, word segmentation error and multiple error. Those types answer the first research question of this study. Related to the second question of this study, the errors that most common occurs in the students' spellings were substitution of letter with the percentage of 35,30%. According to the analysis, the errors happened because of intralingual and interlingual factors. Intralingual related to the difficulty the target language itself. The students are not able to remember the spelling of the word. Spelling error are influenced of sound of a word and the way to spell it was not always clear. Interlingual error related to the students' first language. Moreover students desire to write correct spelling is also one of the causes of students' spelling error.

Based on the result this research provides several recommendation for the students or the readers, the teacher and the next researcher:

1. For the students or readers

In order to improve students' ability in spellings, the researcher suggests them to be aware in writing, especially in spelling. The students or the readers should practice more related to spelling English words and remember how to spell the word so they can avoid spelling errors in their writing

2. For the next researchers

The researcher suggests the next researcher who are interested doing the same topic on different focuses or different methodologies.

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