

## ABSTRACT

Ningrum, Suryani Cahya. (2017). *An analysis of Students' English Spelling Error in Writing Recount Text Performed by Eighth Grade Students of MTs Darul Ulum Waru Sidoarjo*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University of Sunan Ampel, Surabaya. Advisor: Nur Fitriatin, M.Ed. Ph. D

Key Words: *error analysis, spelling error, types of spelling errors, writing recount text*

Spelling is an English sub-skill under writing. It is such an essential skill of writing that has to be mastered by all students for the purpose of good communication in the written form of the language. However, in writing, students frequently committed errors in spelling the English words. Therefore, this study focuses on the spelling error analysis to evaluate students' error in spelling the English words. This study uses qualitative descriptive design. Then, document, rubric and questionnaire are the instrument to analyze the data. It is purposed to analyze the types of spelling errors, frequency of spelling errors, and causes of spelling errors in students' writing of recount text. This study involved the eighth-grade students in intensive class of A class with 28 students. The result showed, there are 43 substitution error, 35 omissions, 28 additions, 24 words segmentation error, 12 double letter instead single letter, 11 interchanges two adjacent letter, 9 multiple error, 8 error involving apostrophe, and 5 error single letter instead of double letter. Then, spelling error that most frequently occur is substitution 24,60%. The causes of spelling error are divided into interlingual error and interlingual error. The interlingual errors were found on phonological, morphological, grammatical, and semantic interference. Then, the causes of spelling errors based on the interlingual errors were the difference between written and spoken English or the inconsistency of letter and sound in English. Interlingual error or developmental error was caused by the difficulty of the target language in which it became more dominant factor that caused of spelling error. The interlingual errors included students 'awareness about spelling error and students' lack of interest to learn. Interlingual errors factor occurred because simplication, overgeneralization, hypercorrection, faulty teaching and fossilization.

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Kata Kunci: *analisis kesalahan, kesalahan ejaan, jenis kesalahan ejaan, menulis teks recount*

Ejaan adalah salah satu skill dari menulis. Hal itu sangat penting dikuasai oleh siswa untuk komunikasi yang baik melalui tulisan. Namun, siswa sering melakukan kesalahan ejaan dalam tulisan bahasa Inggris mereka. Oleh karena itu, penelitian ini focus pada analisis kesalahan ejaan Bahasa Inggris pada siswa. Penelitian ini menggunakan metode deskriptif kualitatif. Dokumen, rubric, dan kuesioner adalah instrument yang digunakan untuk menganalisis data penelitian. Hal itu digunakan untuk menganalisa type kesalahan ejaan, frekwensi kesalahan ejaan dan penyebab kesalahan ejaan pada tulisan teks recount. Penelitian ini melibatkan siswa kelas 8 kelas intensive. Hasil penelitian menunjukkan ada 43 kesalahan substitution, 35 omission, 28 addition, 24 words segmentation error, 12 double letter instead single letter, 11 interchanges two adjacent letter, 9 multiple error, 8 error involving apostrophe, and 5 error single letter instead of double letter. Kemudian, kesalahan ejaan yang paling sering terjadi adalah substitusi yakni 24,60%. Penyebab dari kesalahan ejaan dibagi dalam interlingual dan interlingual error. Interlingual ditemukan pada hal yang berhubungan dengan fonologi, morfologi, grammer, dan semantic. Penyebab kesalahan ejaan berdasarkan interlingual adalah perbedaan penulisan dan perkataan Bahasa Inggris. Interlingual disebabkan oleh kesulitan pada Bahasa target dimana hal itu menjadi factor yang lebih dominan penyebab kesalahan ejaan. Interlingual meliputi kesadaran siswa tentang pembelajaran kesalahan ejaan dan pembelajaran yang kurang menarik. Factor Interlingual terjadi karena penyederhaan, overgeneralisasi, hipercoreksi, kesalahan ajar dan fosilisasi.