CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter covers both several theories and previous studies related to the research. The review or related theories are about spelling error, narrative text and language learning in adolescence while the review of previous studies is described in the last sub-chapter.

A. Review of Related Literature

In a research, it is important to describe the theories related to the problems of this study in order to give relevant knowledge in the field. Therefore, this chapter describes some theories related to the area of interest of this research.

1. Spelling Error

a. Definition of spelling error

Spelling error is one of part of writing problems. The writing problems include grammatical problems; mechanical problems; sentence structure and problem of word choice; cognitive problems (punctuation, capitalization, spelling error, and content problem); and problem organization. [1] Although incorrect spelling does not often prevent the understanding of a written message, it can adversely affect the readers' judgement. According to Harmer, if incorrect spelling occurs frequently, all too often bad spelling is perceived as a lack of education and care. [2] Besides, according to Croft, the only possible justification for learning to spell is accurate spelling is necessary for effective writing. [3] On the other word, if

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[1] Ibrahim Muhammad Alfaki. "University Students' English Writing Problems: Diagnosis and Remedy." *International Journal of English Language Teaching*. Vol. 3. No. 3. 2015. pp.44-46

[2] H. Douglas Brown. *Principles of Language Learning and Teaching Fifth Edition* (Longman: Pearson Education, 2007). p. 256

[3] Cedric Croft, *Teachers Manual for "Spell-Write: An Aid to Writing, Spelling and Word Study." Studies in Education No.34* (ERIC, 1983), http://eric.ed.gov/?id=ED326894, accessed 28 Nov 2016. (Wellington: New Zealand Council for Education Research), p.9.

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there is no need to communicate by writing there is no need to learn to spell. It means that spelling is a skill of writing, we learn to spell in order to communicate through writing. According to Al-zuoud & Kabilan spelling is the learner's ability to write a word correctly. Moreover, according to Croft spelling is an aspect of written language so the teaching learning of spelling must take place as far as possible within the context of writing.[4] In short, spelling is a part of mechanical component of writing that have role in writing. We need to be aware of our spelling in writing activity so that the information that we write will be conveyed well. Harmer stated that:[5]

> *An issue that makes spelling difficult for several students is the fact that not all varieties of English spell the same words in the same way. Which is correct: color or colour, and theater or theatre? How do we decide between the use of s and z in words like apologise and customize.*

It can be inferred from the way the students face the problem in spelling. It is cover the amount of problem that being faced almost a lot of students. Moreover, he stated that one of the reasons spelling is difficult for students of English is that the correspondence between the sound of a word and the way it is spelt is not always obvious.[6] As matter of fact, English learners as foreign language writing often make an error in writing. Spelling error still appears in large number in writing producing by learner; even drilling and training technique did in every school or university.[7] According to Benyo, spelling errors are due to

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[4] *Ibid.* p.12

[5] Jeremy Harmer. *The Practice of English Language Teaching Third Edition*, (UK: Cambridge University Press, 2001). p.256

[6] Jeremy Harmer, *The Principle of English Teaching* 3rd edition, (England: Longman, 2001), p. 271

[7] Simon Botley and Doreen Dillah, "Investigating spelling errors in a Malaysian learner corpus", *Malaysian Journal of ELT Research*, vol. 3 (2007), pp. 74–93, accessed 27 Nov 2016.

the sound problems.[8] The other definition of spelling error is given by Al-Jarf he said that:

> *Spelling error is any faulty words, faulty graphemes (single vowel, single consonant, vowel digraphs, consonant digraphs, phonogram, suffix or prefix) within a word are counted as an error. Any graphemes that are added, deleted, substituted by another or reversed are counted as misspellings.[9]*

The similar statement is, according to Perveen & Akram who said that sounds, letters, word parts, word meaning, and word history are those elements which play the important role in learning to spell the words of English.[10] To sum up, spelling error is combinations of letters forming whole word incorrectly. Spelling becomes an important thing in writing because it can influence the meaning of word itself. it can influence the meaning of a message because the message in writing is delivered in a composition of words that forms a sentence, and the words are form from spelling letter.

b. Spelling Error and Spelling Mistake

Students who want to master writing should be able to spell well. In fact, not all students always use correct English in their writing. In analyzing learners' language in appropriate way, the researcher should look forward the difference between spelling mistake and spelling errors which theoretically have different meaning.[11] Spelling mistake refers to a performance error, it happens when the learner knows the rule but still doing the errors. This

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[8] "Educational Research Journal", *Educational Research Journal*, vol. 5, no. 9 (2014), pp. 361–7, accessed 24 Nov 2016.

[9] Reima Al-Jarf, "Spelling error corpora in EFL*"*, *Sino-US English Teaching*, vol. 7, no. 1 (2010), p.9, accessed 8 Feb 2017.

[10] Uzma Perveen &Faiza Akram, "A Comparative Study to Know the Causes of Spelling Errors Committed by Learners of English at Elementary Level in District Kasur and Lahore Pakistan", *European Academic Research*, Vol.2, No.2 (2014), p.2605

[11] H. Douglas Brown. *Principles of Language Learning and Teaching Fifth Edition* (Longman: Pearson Education, 2007) p.257-258

statement also supported by Ellis who stated that spelling mistakes reflect student's forgetfulness in a performance.[12] On the other words, spelling mistake is student's lack of producing language skills. It occurs when the student forgets the rule of language performance.

Spelling error is a noticeable deviation from the adult grammar of a native speaker reflects the competence of the learner, such as it is spelling error, most likely not a spelling mistake, and spelling error that reveals a portion of the learner's competence in the target language. [13] According to Ellis, spelling errors reflect gaps in learner's knowledge. It occurs because the learner does not know what the correct is.[14] In short, spelling errors occurs when the students has not understood what correct and wrong is. In other words, spelling errors require further relevant learning to take place before they can be self-corrected. Those are the difference between spelling mistake and spelling error.

c. **Spelling Error on Students' Writing of Recount text**

Writing skill can be defined as a skill of language which is very complex. Writing plays an important role for students who are required to be able to write different types of text according to curriculum, such as descriptive, narrative, and recount texts. In writing, the writers and the readers cannot communicate orally as it stated by Goldman and Hirsch writing usually requires the writers to cover their topic more clearly and in greater detail than speaking.[15] In short, people can communicate directly in

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[12] Rod Ellis. *Second Language Acquisition*, (Oxford: Oxford University Press, 1997) p.17

[13] H. Douglas Brown. *Principles of Language Learning and Teaching Fifth Edition* (Longman: Pearson Education, 2007) p. 258

[14] Rod Ellis. *Second Language Acquisition*, (Oxford: Oxford University Press, 1997) p.17

[15] Goldman and Hirsh. *The Essay, The Reading for Writing Process*. (Boston: Houghton Mifflin Company, 1986), p.5

spoken, but in writing they have to think their idea and using good language first before they write something.

Writing a text in English as foreign language is not easy. Students have difficulties to write in English well because English is considered as foreign language in Indonesia. This tendency is likely cause by its different syntax, organization, vocabulary, and spelling from the native language. Therefore, the students sometimes made some errors especially spelling errors in their writing. Spelling is a part of mechanical component of writing. According to Harmer, like other skill, writing has mechanical components that include handwriting, spelling, punctuation, and the construction of well-formed sentences, paragraph, and text. [16] So, good spelling in writing is crucial. It can help the students focus on the writing without being distracted by the fear of committing of spelling error as stated by Smedley that spelling error in writing negatively affect the clarity of the written message, and consequently interferes the communication between writer and reader.

Spelling error in students writing recount text usually occurs because the students cannot distinguish between letter and sound of the word when they write. The error is a failure which always happened in the same situation because the students have a lack of knowledge, performance, or competence about the rule or system of language and also less of practice to write. [17]

d. **Types of Spelling Errors**

The errors that occur on students are divided into several categories. Another difference is that different studies came up with different number of categories for example Book and Harter identified 18 types of spelling errors, while Bahloul identified 12 and Al-Bakri identified

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[16] Jeremy Harmer. *How to Teach Writing* (Longman: Pearson Education, 2004). p.44

[17] S. P. Corder. *Error and Interlanguage* (Oxford:Oxford university press, 1981), p.10

8. [18] One of the reason behind these differences is the variation in the methods used for data collection and classification for example Book and Harter analyzed essay, exam papers, and dictation test papers. [19] This resulted in creating categories for the errors that appear in dictation test. As for differences in classification methods, Book and Harter considered adding a letter to a word that was anticipated because it appears later in the word, adding an extra letter, and doubling the wrong letter as three different categories. In the current study, all those three types are categorized as Addition errors.

According to Benyo many spelling errors are due to omission, addition, substitution, and transposition of the sounds.[20] The other opinion is according to Bestgen and Granger there are 9 categories of spelling errors.[21] They are letter, word, boundary, apostrophe, single letter addition, omission, substitution, transposition, and multiple errors letters as seen in the following table:

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[18] Mohammad Thaher Al Jayousi. Spelling Errors of Arab Students: Types, Causes, and Teachers' Responses. *A Thesis in Teaching English to Speakers of other Languages.* (American University of Sharjah, 2011)

[19] W. Book & R. Harter. Mistake which Pupils make in Spelling. *The Journal of Educational Research.* Vol.19. No.2, 1929 pp. 106-118

[20] Ahmed Ali Fadul Benyo," English Spelling Problems among Students at the university of Dongola, Sudan", *Educational Research*, Vol.5(9), 2014 pp. 363

[21] Yves Bestgen and Sylviane Granger, "Categorising spelling errors to assess L2 writing", *International Journal of Continuing Engineering Education and Life Long Learning*, vol. 21, no. 2-3 (2011), pp. 235–52

Table 2.1
Types of Spelling Errors

No	Categories of spelling error	Example
1.	Omission of a letter	Completly – completely
		Concious – conscious
		Distinc – distinct
		Eople – people
		Mecanisms – mechanisms
		Throghout – throughout
2.	Addition of a letter	Develope – develop
		Youngs – young
		Alledged – alleged
		Eightheen – eighteen
		Envolves – evolves
		Ridicoulous – ridiculous
3.	Single letter instead of double letter	Especialy – especially
		Robed – robbed
		Adicts – addicts
		Carots – carrots

		Ocurred – occurred
		Accuring – occurring
4.	Double letter instead of single letter	Appatments – apartments
		Allmighty – almighty
		Detailled – detailed
		Loosing – losing
		Proffessors – profrssors
5.	Substitution of one letter	Lifes – lives
		Dependend – dependent
		Consecuently – consequently
		Confortable – comfortable
		Engeneering – engineering
		Uncredible – incredible
6.	Interchange of two adjacent letter	Concieved – conceived
		Birht – birth
		Lfie – life
		Peopels – peoples
		Entreprises – enterprises
7.	Involving an apostrophe	Its – it's
		Womans – woman's

		Childrens' – children's
8.	Erroneous splitting or joining of words (word segmentation error)	Business_man – businessman Every_one – everyone Free_time – freetime Every_day – everyday Air_pollution – airpollution Even_though – eventhough
9.	Two or more error of the same type or of different types	Payed – paid Weter – whether Dustbinman – dustman Theirselves – themselves Beggining – beginning Configurating – configuring Hitted – hit

From those theories above, the researcher used Bestgen and Granger theory included 9 categories of spelling error because the researcher wanted to find the spelling errors in Recount text in which those categories more compatible with the characteristic of students in writing recount text.

e. Cause of Spelling Errors

Understanding why students make spelling errors is essential. A number of research conducted with students learning English at different levels as a second language or foreign language reveals some causes related to spelling error. According to Al Jayousi there are four

causes of spelling errors, first is irregularity of English, second is mother tongue interference, third is lack of knowledge of spelling rules and their exception, the last is performance.[22] While, according to Woralack there are three causes of spelling error, the first main cause is irregularities of English spelling system, some other causes of mistakes occur as a result of linguistic differences between English and learners' first language, and other serious mistakes exist because of students' carelessness when writing.

Moreover, there is some cause of spelling error according to Miressa and Dumessa:[23]

1. Irregularities of the English system or phonological problems.

   According to Smith, Bahloul, AL Hasan and Jayousi thought agree that the first main cause of spelling errors are the irregularities of the English spelling system. It means that the way English words are spelt is complex and inconsistent. According to Lounsbury, cited in Susan is of the view that English spelling is consistent in consistency.[24] This means that sounds can be spelt in several ways, letters can represent several sounds and most spelling rules have many exceptions. The lack of consistent norms for written representations and changes that happened over time in English language sound system were

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[22] Mohannad Thaher Al Jayousi. Spelling Errors of Arab Students: Types, Causes, and Teachers' Responses. *A Thesis in Teaching English to Speakers of other Language*. (American university of Sharjah, 2011) pp. 49-50

[23] Mihiretu Miressa and Melkamu Dumessa, "Investigating factors contributing to grade nine students spelling errors at Don Bosco High and Preparatory School in Batu", *Journal of Languages and Culture*, vol. 2, no. 6 (2011), pp. 103–15

[24] www.susacanthony.com accessed on February 12, 2017

some of the forces that led to greater divergence of the written forms and the spoken forms of the language.[25]

Moreover, Carney stated that the type of inaccurate spelling is categorized as articulation or interference error which occurs as a result of spellers' use of particular pronunciation.[26] According to Cook there are 44 phonemes as compared to 26 letters in English. This means that the sounds are more than letters, so a grapheme can correspond to many phonemes in English. For example, the grapheme (*th*) that corresponds to phonemes /f/ in "graph" and /g/ in *gh* depending on their initial or final position in words. This shows the irregularities or inconsistence between letters and sounds. Another cause of spelling error is students also have phonological problem in which students have vowel sounds which can be spelt in many ways such as, words like, "hut and heart", "see and sea". These words can be pronounced in the same way but are spelt differently. In trying to spell these words students may employ the same consonant or vowel sound to substitute the correct spelling.

2. Students' lack of desire to learn correct spelling of English words.

Many spelling errors are committed due to inattention of the learners when they spell words. Many English learners do not give attention to whether they write a word with the correct spelling or not. They simply write the way they feel rather than the way it is supposed to be written. According to Harry students commit spelling errors because they are not motivated to learn correct spelling due to lack of desire to learn it. Furthermore, Shaw suggests that the students should develop a desire to learn, devote

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[25] S. Kemmer. "The History of English and Standardization" http://www.ruf.rice.edu/Kemmer/histengl/spelling.html, accessed on February 13, 2017)

[26] Edward Carney. *A Survey of English Spelling*. (London and New York: Routledge, 1994) pp.27

sufficient time to learn the spelling of English words and become competent speller. [27] He elaborated this case and stated, "The first and most important step in correct spelling is the desire to learn, to devote the necessary time to learn. The third is to use all available means to learn"

3. Interlingual and interalingual errors

The third errors made by second or foreign language learners can be divided into interlingual and interalingual errors. According to Keshavarz's taxonomy in a journal by Shekhzadeh and Geichi, interlingual errors result from the transfer of phonological, morphological, grammatical, semantics and learner's mother tongue to the learning of the target language. [28] Interlingual errors are also called by transfer or interference errors. [29] In short, interlingual errors are the errors of second language learners due to the different term of first and second language.

While according Richard, in a journal by Heydari and Bagheri, stated that intralingual and developmental errors occurs during the learning process of the second language at a stage when the learners have not really acquired the knowledge. In addition, errors are also caused by the difficulty or the problem of language itself. [30] Then, according to Touchie, intralingual and developmental errors are due to the difficulty of the target of second language. [31]

In this study, the researcher used Miressa and Duressa theory that stated the three causes of spelling

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[27] H. Shaw, *Errors in English and Ways to Correct Them*. (New York: A division of Harper and Row Publishers, 1970), p. 167.

[28] Ebrahim Shekhzadeh, Majid Gheichi. "An Account of Sources of Errors in Language Learners' Interlanguage" *International Conference on Languages, Literature and Linguistics*. Vol. 26, 2011, p.160

[29] Hanna Y. Touchie, "Second language learning errors: Their types, causes, and treatment", *JALT journal*, vol. 8, no. 1 (1986), pp. 77

[30] Hanna Y. Touchie, Second Language … 69

[31] Hanna Y. Touchie, Second language … 75

error such as Irregularities of the English system or phonological problems, Students' lack of desire to learn correct spelling of English words, Interlingual and interalingual errors.

2. **Frequency of spelling error**

El-khateeb stated that the frequency of error is the percentage or number calculated of the error appearance.[32] It means that the frequency of error is the number of error appearance on the analysis. In this study, the frequencies of spelling errors are the number of students' errors in their spelling error in writing recount text.

a. **Frequency Distribution**

According to Sudijono, frequency distribution gives number symbolize to the frequency of variable occurs.[33] Then, Mac Donald stated that frequency distribution is a visual display of numerical values ranging from the lowest to the highest number of times each value occurs.[34] On the other word, frequency distribution showed the highest to the lowest number based on the frequency occurs.

Frequency distribution can be showed in a table named ungrouped data frequency distribution table.

b. **Ungrouped Data Frequency Distribution Table**

Ungrouped data frequency distribution table is one of the statistics' tables which showed the number of frequency occurs. In this table, the data is not being

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[32] Mahmoud M. A. El-khateeb. "Errors Analysis of Solving Linear Inequalities among the Preparatory Year Students at King Saud University" *Journal of Education and Practice*, Vol.7, No.12, 2016, p.128

[33] Anas Sudijono. *Pengantar Statistik Pendidikan*. (Jakarta: PT. Raja Grafindo Persada), p. 35

[34] Stuart MacDonald. Nicola Headlam. *Research Method Handbook Introductory guide to research methods for social research* (CLES: The Centre for Local Economic Strategies, 1986) p. 64

grouped.[35] The following table showed the example of ungrouped data frequency distribution table:

Table 2.2
Ungrouped Data Frequency Distribution Table

Types of Spelling Errors	Number of Spelling Errors occurs
Omission of a letter Errors	30
Addition of a letter Errors	25
Single letter instead of double letter	5
Double letter instead of single letter	15
Substitution of one letter	40
Interchange of two adjacent letter	15
Involving an apostrophe	18
Erroneous splitting or joining of words (word segmentation error)	20
Two or more error of the same type or of different types	19
Total Number of the Whole Spelling Errors evaluation	187

The table above is the example of the ungrouped data frequency distribution table. Using the table above, the researcher would be easily understood the highest spelling errors occurrence.

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[35] Anas Sudijono. *Pengantar Statistik Pendidikan*. (Jakarta: PT. Raja Grafindo Persada). p. 36

Then, in counting the frequencies of spelling errors' percentage, the researcher used relative frequency distribution table as the following explanation.

c. **Relative Frequency Distribution Table**

Relative frequency distribution table is called percentage table. [36] Relative frequency provides the percentage of the data finding. It is used to help the reader easily understand the research finding. For example, the following table shows the types of spelling errors, the errors made by the students and the number of total question.

Table 2.3
Relative Frequency Distribution Table

No	Types of Spelling Errors	Number of Spelling Errors	Number of Total Spelling Errors Evaluation	Relative Frequency (Percentage)
1.	Omission of a letter Errors	30	187	$\frac{30}{187} x\ 100\% = 16,04\%$
2.	Addition of a letter Errors	25	187	$\frac{25}{187} x\ 100\% = 13,37\%$
3.	Single letter instead of double letter	5	187	$\frac{5}{187} x\ 100\% = 2,67\%$
4.	Double letter instead of single letter	15	187	$\frac{15}{187} x\ 100\% = 8,021\%$
5.	Substitution of	40	187	$\frac{40}{187} x\ 100\% = 21,4\%$

[36] Ibid., p. 43

	one letter			
6.	Interchange of two adjacent letter	15	187	$\frac{15}{187} x \ 100\% = 8{,}021\%$
7.	Involving an apostrophe	18	187	$\frac{18}{187} x \ 100\% = 9{,}63\%$
8.	Erroneous splitting or joining of words (word segmentation error)	20	187	$\frac{20}{187} x \ 100\% = 11{,}7\%$
9.	Two or more error of the same type or of different types	19	187	$\frac{19}{187} x \ 100\% = 10{,}16\%$

To acquiring the relative frequency as explained on the table, it uses the formula as follow:[37]

Formula:

P = F x 100
    N

Note:

P = Percent

F = Frequency of Errors

N = Total Number of the Whole Errors evaluation

The formula of relative frequency, as the example above, was used to analyze the frequency percentage of students' spelling errors in writing recount text.

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[37] Anas Sudijono. *Pengantar Statistik Pendidikan*. (Jakarta: PT. Raja Grafindo Persada). p. 43

3. **Recount Text**
   a. **Definition of Recount text**

   One kind of texts that is learned by Junior High School students is recount text. Recount text is one of text types that retells past events. According to Anderson, a recount is a piece of text that retells past events, usually in order in which they happened. [38] Thus, the special features of recount text could be found in its sequence of events in which the past event is written chronologically. The purpose of the text is usually to give the reader a description of event. Besides, its most common purposes are to inform and to entertain. Moreover, recount text is one of type of texts that retells some events in the past in order to inform and entertain the reader. Recount text includes eyewitness account, newspaper report, letter, conversation, television interviews and speeches. [39]

   b. **Kind of Recount text**

   According to UC High School Kaleen Writing Handbook, recount text is classified into three: personal recount, factual recount and imaginative recount. [40]

   1) Personal recount

   Personal recount is where the writer is recounting the personal event that they were involved directly. It means that the writer is actively involved in the activity of the event. The purposes of personal recount are to inform and to entertain the reader.

   2) Factual recount

   A factual recount is a list of record of a certain event. It can be used to retell the particular incident or event, such as an accident report, eyewitness, science experience, historical events,

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[38] Mark Anderson and Katy Anderson, *Text Types in English 2*, (South Yarra: Macmillan. 1997), p. 48

[39] Ibid, p. 49

[40] University of Canberra, UC High School Kaleen Writing Handbook, (Canberra: University of Canberra, 2011), p. 26

and newspaper report. Its purpose is just to inform the reader about what was going on in the past.

3) Imaginative recount

An imaginative recount retells as imaginative story through the eyes of a fiction character. It means, the even that happened in the text do not occur in the real life. Its purpose is usually to entertain, and it usually can be found in textbook.

From those three kinds of recount text, it can be seen that there is one typical characteristic that is the text retells past event chronologically.

c. Generic structure of Recount text

Recount text has several significant characteristics which the writer may use. The generic structures of recount text consist of orientation, sequences of events, and reorientation.[41]

1) Orientation

Recount begins by telling the reader who was involved, what happened, where the event took place, and when it happened. Orientation gives reader background information needed to understand the text, and the reader will recognize about scene setting and context of the text.

2) Sequence of events

Event is the main activities that occurred in the story of the text. In writing recount text, events are ordered in a chronological sequence. Sometimes, additional detail is added to the text to give some information for reader.

3) Reorientation

Reorientation is a closing statement that may include elaboration. Some recount texts also have a concluding paragraph. In this concluding paragraph, the writer can give his/her personal comment or statement, but it is optional one.

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[41] Lancashire Country Council, primary Framework Support for Writing, non-fiction, (Lancashire Country Council, 2008), p. 6-7

d. Language feature of Recount text

There are some language features of recount text, as follows:

a. Usually written in the past tense. Some forms may use simple present tense, e.g. informal anecdote storytelling

b. Word that show the order of events (then, next, first, afterwards, just before that, at last, meanwhile).[42]

c. The subject of a recount tends to focus on individual or group participants (third person, they all shouted, she crept out

d. Personal recounts are common (first person: I was on my way to school…. we got on the bus).[43]

e. Using action verbs and circumstance such as adverb of place and adverb of time to show the action and detail information of events that occur in the story.[44]

4. Language Learning Acquisition in adolescence

Language acquisition is the process by which human acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate.[45]

A normal child will get his first language in relatively a short time roughly from 2-6 years. According Chomsky, not because the child only obtained stimulus then he made a response, but it caused by everyone who is equipped from birth (innate) with a set of equipment or device

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[42] Lancashire Country Council, primary Framework Support for Writing, non-fiction, (Lancashire Country Council, 2008), p. 50

[43] Lancashire County Council, op.cit, p.7

[44] Government of South Australia, *Engaging in and Exploring Recount Writing: A practical Guide for Classroom teachers,* (Australia: Government of South Australia Department for Education and Child Development, 2012), p. 2

[45] https://en.wikipedia.org/wiki/Language_acquisition accessed on April, 12th 2017

which enable her to obtain first language which called the language acquisition device (LED). [46] He believes that every child has a language acquisition device which encodes the major principles of a language and its grammatical structures into the child's brain. Children have then only to learn new vocabulary and apply the syntactic structures from LAD to form sentence. So, that's why LAD is a device that distinguishes humans from animals and it also a hallmark of human language acquisition.

Children's language development is not only affected by neurological development but also their biological development. According to Lenneberg child language development follow their biological time that cannot be bargained. A child cannot be forced to encouraged to be able to utter something when the biological capability is not yet possible and vice versa.[47]

There are some processes in language development from the child age until adolescent or adult.[48] In the first year, child steadily progressing through the stages of cooing, babbling and proto-words during the first year of life. Infants emerge as toddlers who can make request, call attention to themselves, and comment on the world around them using their true words such as hey! lookit!. In the second year, children will have amassed a vocab of hundred different words which can use to express a wide variety of meaning in short simple utterances which soon will become long and complex sentence during pre-school

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[46] Noam Chomsky, Knowledge of language: Its Nature, origin, and Use, (New York: Praeger, 1986), p. 123

[47] Soenjono Dardjowidjojo, *Echa: Kisah Pemerolehan Bahasa Anak Indonesia* (Jakarta: Gramedia Widiasarana Indonesia, 2000), p. 60

[48] M. A. Nippold. 2016. *Language Development in School-Age Children, Adolescents, and Adults*. (Eugene: university of Oregon), p. 368

years (3-5 years). [49] The fifth birthday, child will be speaking intelligibly about topic beyond the "here and now", making few grammatical errors, drawing from a lexicon of over 15.000 different words. Entering kindergarten at age six years, children will demonstrate their linguistic prowess by engaging in extended conversation with family and friends, sharing personal anecdote, retelling favorite bedtime stories.[50] Nevertheless, a great deal of language competence remains to be acquired.

According to Nippold, by six years of age, children have acquired a vocab of approximately 18.000 different words. Many of which are the names of concrete objects (bike, television) and common action (jump, run). Children's lexicons will also include many adjectives (sharp, noisy) and adverbs (quickly, slowly) that are used to modify of nouns and verbs. Most of these words will have been learned through informal spoken language interactions with adults, having the opportunity to talk about events that occur in children's daily lives. Then, children are able to read proficiency around age 9-10 years. A new source of vocabulary learning – written language – becomes available to augment these spoken-language opportunities. With this newly acquired ability to consume a variety of books, magazines, and newspaper children gain exposure to a large number of difficult words. As a result, their lexicon will gradually expand during the preadolescent (age 9-12) and adolescent (age 13-19) years so that by early adulthood they will understand and use at least 60.000 different words. This capacity for acquiring new words and for expanding one's knowledge of old ones continues throughout the lifespan,

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[49] Paul R (1981). ''Analyzing complex sentence development.'In Miller J F (ed.) Assessing language production in children: experimental procedures. Baltimore, MD: University Park Press. 36–40.

[50] Nippold M A & Martin S T (1989). 'Idiom interpretation in isolation versus context: A developmental study with adolescents.' *Journal of Speech and Hearing Research* 32, 59–66

particularly in individuals who are active readers, writers, speakers, and acquired who enjoy communicating with others.

5. Second Language Learning errors in adolescent

a. Types of errors in adolescent

According Hanna Y. Touchi there are two types or errors: performance errors and competence errors.[51] She explains that performance errors are those errors made by learners when they are tired or hurried. It means that this type of error is not serious and can be overcome with little effort by students. While competence errors are more serious than performance error since competence errors reflect inadequate learning. Finally, language learning errors involves all language component such as: phonological, morphological, lexical and syntactic.

b. Cause of errors in adolescent

There are mainly two major sources of errors in second language learning, the first is interference from the native language while the second is intralingual and developmental factors.[52] Interlingual factor is errors due to the influence of the native language. This errors also called transfer or interference errrors. In other hand, intralingual and developmental errors are due to the difficulty of the second /target language. Intralingual and developmental factors include:

i. Simplication: students often choose simple forms and constructions instead of more complex ones.

ii. Overgeneralization: using one form in one context and extending its application to other contexts where it should not apply. For example: the use of *comed* and *goed* as the past tense form of *come* and *go*.

iii. Hypercorrection: zealous efforts of teachers in correcting students' errors induce the students to make

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[51] Hanna Y. Touchie, "Second language learning errors: Their types, causes, and treatment", *JALT journal*, vol. 8, no. 1 (1986), pp. 76–77, accessed 14 Mar 2017.

[52] Hanna Y. Touchie, "Second language …p.75

errors in otherwise correct form. For example: students say *pird* and *pattle* instead of *bird* and *battle*.

iv. Faulty teaching: sometimes it happens that students' errors are teacher induced ones for example: some teachers are even influenced by their students' errors in the course of long teaching.

v. Fossilization: some errors especially errors in pronunciation, persist for long periods and become quite difficult to get rid of. For example: fossilized errors in students as the lack of distinction between /p/ and /b/ in English.

vi. Avoidance: students' difficulty in producing syntactic structures as the result, they avoid some structures and use simplier structures. For example, Arab ESL learners avoid passive voice.

vii. Inadequate learning: this mainly caused by ignorance of rule restriction and incomplete learning. For example, omission of the third person singular *s* as in *He wants to go swim*.

viii. False concept hypothesized: many students' errors can be attributed to wrong hypotheses formed by the learners about the target language. For example, some students think that *is* is the marker of the present tense so they produce *he is talk to me*.

B. Review of Previous Studies

There were some previous studies which have been read by the researcher related to spelling error in writing but the researcher did not find a spelling error in writing recount text. The researcher provided previous studies that have been completed by the previous researchers.

First, the research entitled *"The Academic Writing performance and Spelling Errors of English as Foreign language Students".*[53] It was done by Albalawi malek Jabr M.

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[53] Malek Jabr M, Albalawi. "The Academic Writing performance and Spelling Errors of English as Foreign Language Students". *Asian Journal of Social Sciences, Arts and Humanities*. Vol. 4. No.1, 2016, p.1-8

This research investigated the academic writing performance and spelling errors of the introductory year students at the English language center at Tabuk University in Saudi Arabia. The objective of this research was to investigate the causes of spelling errors and to examine the categories of spelling errors that are committed by students. The subject of this research included 45 male students at the Introductory year the language center of Tabuk University for academic year 2015/2016. This research used mix methods, qualitative- quantitative study. The result of this research indicated that the participants committed a number of spelling errors that affect the coherence of their academic written text. These errors involved three main categories; omission, addition and substitution. Also, the findings showed that these spelling errors may be attributed to mother tongue interferences in which they related to the differences between the systems of both native language and foreign language.

Second, the research entitled *"How Well Do You Spell? Spelling Proficiency of Foundation Phase Students Educators".*[54] It was done by C. G. A. Smith. This research discussed about the spelling proficiency of students educators that has become under scrutiny. The objective of this research was to endeavor to focus attention on the spelling proficiency of the Foundation phase students' educators. The idea was to make the students educators aware of their poor spelling ability and to decide on measure to take with regard improving their spelling. The subject of this research was a mixed group consisting of 50 inexperienced and 50 more experienced foundation Phase students' educators. This research used quantitative approach. The result of this research showed that students' educators tended to overestimate their levels of spelling proficiency. The findings highlight the crucial focus of paying attention to spelling even at the university level, especially in the light of the fact that student educators would

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[54] Smith, C. G. A. "How Well Do You Spell? Spelling Proficiency of Foundation Phase Students Educators". *International Journal Science*. Vol. 10. No.3. 2015 p. 381-390.

be teaching the Foundation phase learners how to spell once they were appointed as educators in the schools.

Third, a thesis in teaching English to speakers of other language entitled *"Spelling Errors of Arab Students: Types, causes, and Teachers' Responses".* [55] This research had emphasized the importance of spelling for developing competent second language users such as types and cause of spelling errors, teachers' perception of the spelling problem of their students and teachers' attitude and current practices in English spelling instruction. The objective of this research was to investigate how big the spelling problem among Arab learners of English in UAE public schools, to identify the commonest types and likeliest causes of their spelling errors, and to measure how much progress they achieve in spelling proficiency as they move to higher grades. An additional purpose of the study was to investigate teachers' perceptions of the spelling problems of Arab learners of English, attitudes towards teaching spelling, and practices in spelling. The subject of this research was compositions written by over 537 male students from four different educational levels, Grades 9, 10, 11, and 12. This research use mix methods, qualitative-quantitative study. The results showed that the frequency of spelling errors in students' written production was high and that students showed insignificant progress as they graduated from high school, the teacher survey and interview results demonstrate that little attention is given to this problem.

The next research was written by Safa Nabeel Subhi entitled *"Investigating Study of an English Spelling Errors: A Sample of Iraqi Students in Malaysia."*[56] This research investigated the spelling mistakes and errors made by the Iraqi students who are studying English language as an essential requirement to begin their academic study in Malaysian universities. It was aimed to

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[55] Al Jayousi, Mohammad Thaher. *"Spelling Errors of Arab Students: Types, causes, and Teachers' Responses"*. (American University of Sharjah). 2011

[56] Subhi, Safa Nabeel. "Investigating Study of an English Spelling Errors: A Sample of Iraqi Students in Malaysia". *International Journal of Education and Research*. Vol. 3. No. 6. 2015 p. 235-246

investigate the most common spelling errors and mistakes that Iraqi students in Malaysia made in their writing and discover the reason of spelling errors also determine whether the interference of mother tongue exist or not. The subject of the research was 30 Iraqi students who were studying English language as an essential requirement to begin their academic study in Malaysian universities in which randomly selected to take part in this study. The method of this research was quantitative by using SPSS. The result showed that Iraqi students spelling errors in their writing composition were very high (31%) which was considered a critical issue that needed to revise the reality of teaching English as a foreign language in Iraqi schools and universities.

Moreover, the other research written by Zainab Abdulameer Ahmed Allaith with the tittle *"Analysis of Spelling Performance in English among Students whose First Language is Arabic."* [57] This research investigated the spelling performance in English students whose first language was Arabic in two novel phonemes /p/ and /v/ and their phoneme pairs /f/ and /v/. The subject of the research is 99 Arabic speaking participants from fourth grade whose performance was compared with 40 monolingual English speaking participants. The method of this research was quantitative. The result indicated that Arabic participants had particular difficulty in spelling the novel phonemes /p/ and /v/ with large effect size. Participants mostly confused these two phonemes with their phoneme pairs and spelled /p/ as *b* and /v/ as *f*. The Arabic participants also had some difficulty in spelling the iv phoneme pairs /p/ and /v/, and spelled /b/ as *p* and /f/ and *v*.

The other study was written by Risnati entitled "An Error Analysis on Students' Spelling in Writing at SMA Muhammadiyah 3 Yogyakarta. This research analyzed the types of spelling errors and the types of error that frequently occurs in students' writing. The subject of the research was 30 students grade XI Science program of SMA Muhammadiyah 3

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[57] Ahmed Allaith, Zainab Abdulameer. "Analysis of Spelling performance in English among Students whose First language is Arabic." (University of Bahrain). 2009

Yogyakarta by using convenience sampling and took 30 students' hortatory texts from three classes. This research used qualitative design and the instrument of this research was document analysis. The results of the study showed that students class XI Science Program (IPA) at SMA Muhammadiyah 3 Yogyakarta committed ten categories of spelling errors. These ten categories covered omission of a letter, addition of a letter, single letter instead of double letter, double letter instead of single letter, substitution of one letter, interchange of two adjacent letters, involving an apostrophe, erroneous splitting or joining of words (word segmentation error), two or more error of the same type or of different types (multiple error), and sound based error. Meanwhile, the most frequently error that occurred in the students' writings was single letter instead of double letter category.

Therefore, the research concluded that the previous studies above had both similarities and differences. Those previous studies became the resource and foundation to continue the current research about students' English spelling error in writing Recount text. In this research, the researcher focused on the students' spelling error when writing recount text.