## CHAPTER IV RESEARCH FINDING

This chapter presents research finding and discussion of the study. The researcher describes the data result in findings part. In discussion, the researcher deduces the findings about types of spelling error and spelling error that most frequently occur also the factors that caused spelling error most frequently occur at students' eight grade writing of recount text in MTs Darul Ulum Waru Sidoarjo. The further information will be discussed in this chapter.

### A. Research Findings

The researcher has conduct the research through the techniques of collecting data as stated in the research method. The data collected were dedicated to answer the research questions of what are the type of spelling errors found at students' eight grade writing of recount text in MTs Darul Ulum Waru Sidoarjo, which are the spelling error that most frequently occur and what are the factors that caused spelling error most frequently occur at eight grade students writing recount text in MTs Darul Ulum Waru Sidoarjo. The researcher observes eighth grade students of intensive class Mts Darul Ulum Waru Sidoarjo the findings of this research were taken from the analysis recount text from 28 students of eight class. To show the result of the research clearly, those findings are categorized based on the research question as follows:

# 1. Types of spelling error that found in students' eighth grade writing of recount text MTs Darul Ulum Waru Sidoarjo

In analyzing the types of spelling errors that found in students' eight grade writing of recount text, the researcher used rubric of documentation. The data of the documentation taken by using rubric. Based on the data analysis, the researcher found 175 spelling erroring 28 students' recount text of eight grade in intensive class MTs Darul Ulum Waru Sidoarjo.

The researcher categorized the nine of spelling error that found in students' writing based on the theory that explained in the chapter two. Those types of spelling error are 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 letters, error involving an apostrophe, erroneous splitting or joining word (word segmentation), and two or more error of the same type or the different types. As for the research finding are explained as follows:

Table. 4. 1
Types of spelling error found in students' writing recount text

	Types of	Occurrence of	Percentage
e e	Spelling error	error	(%)
	Substitution of one letter	43	24,60%
	Omission a letter	35	20%
	Addition a letter	28	16%
Ų	Erro <mark>ne</mark> ous	24	13,70%
	split <mark>tin</mark> g or		
	joining of words		
	(word		
	segmentation		
	error)	7///	
	Double letter	12	6,90%
	instead of single	//	
	letter		
	Interchange two	11	6,30%
	adjacent letters		
	Two or more	9	5,10%
	errors of the		
	same type or		
	different types		
	(multiple errors)	_	
	Error involving	8	4,60%
	an apostrophe	_	
	Single letter	5	2,90%
Į	instead of		

double letter		
Total errors	175	100%

Based on the table above, the result showed that the amount of whole spelling errors' type evaluations were 175 errors. The first, the number substitution a letter was 43 errors from 28 students. There was 24,60% students who committed substitution of letter. The substitution letter occurred when students substituting a letter for another. For example: erotion as erosion, couses as causes.

The next error was omission a letter. There was 20% of omission error or 35 errors from 28 students. Omission form occurred when students missed a letter of a word. In other word, the students deleted a letter or the letter is omitted. For example: times as time, conversation as coversation.

The third type of spelling error was addition a letter. There were 28 substitution errors. The number of students were 16% who committed addition of letter. addition form occurred when students adding an extra letter. For example: themselves as themselves, dangerious as dangerous.

The fourth type of spelling error was erroneous splitting or joining word (word segmentation). The word segmentation means that a word includes joining two words without space. For example: alot as a lot, your self as yourself. There were 24 words segmentation error or 13,70% error from 28 students.

The fifth type of spelling error was double letter instead of single letter. There were 6,90% or 12 errors from 28 students. double letter instead of single letter occurred when the students added double letter in a word that should be single letter. For example: beetween as between, arround as around.

Interchange two adjacent letters was the sixth type of spelling error. There were 6,30% or 11 students who commit this error. Interchange of two

adjacent letters occurred when the students exchanged a letter for another letter. For example: receveid as received, distrubing as disturbing.

The next type of spelling error was multiple error or two or more errors of the same type or different types. There were 5,10% or 9 errors. Multiple error occurred when the students committed spelling error in two or more error categories. For example: imideatly as immediately (omission letter, substitution, and addition).

The eighth type of spelling error was error involving an apostrophe. There were 4,60% or 8 errors. Involving an apostrophe error occurred when the students mistakenly put an apostrophe on a word. For example: dont as don't, studen' as students'

The last type of spelling error was single letter instead of double letter. There were 2,90% or only 5 students who commit this type of error in spelling. Single letter instead of double letter occurred when the students missed a letter in a word that contains double letters. For example: stoped as stopped, tomorow as tomorrow.

# 2. Spelling error that most frequently occurred in students' eighth grade writing of recount text MTs Darul Ulum Waru Sidoarjo

Second research question asked about the most frequencies of spelling error in students' writing of recount text. The researcher divided the frequencies of spelling error analysis concerning on the types of spelling error as explained on the chapter two. Then, the researcher used code 01-027 to hide students' identity. (See appendix 1)

From analysis the data, it can be obtained the highest frequency of the spelling error. Those spelling errors would be described on a chart below.

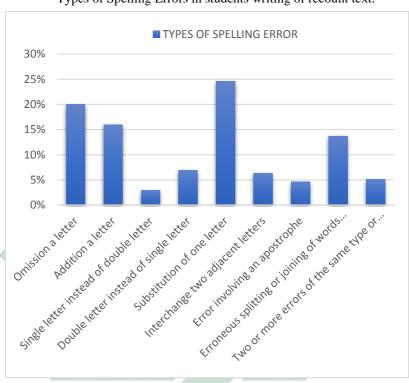


Chart 4.1 Types of Spelling Errors in students writing of recount text.

From the chart above, the highest spelling error occurs is dominated by substitution of one letter category with percentage of 24,60%. It can be detailed that there are some types of spelling error occur more than 10% such as omission of letter (20%), addition of letter and erroneous splitting or joining of words (16%). While, there are some types of spelling error occur less than 10% such as single letter instead of double letter (2,90%), double letter instead of single letter (6,90%), interchange two adjacent letter (6,30%), error involving an apostrophe and two or more errors (4,60%).

# 3. Possible factors that caused spelling error in eighth grade students writing of recount text in MTs Darul Ulum Waru Sidoarjo.

Third research question asked about possible causes of the error. In this study, the researcher used questionnaire to answer the research question. The questionnaire asked based on theory of the cause of errors in second language which have explained on chapter two.

Based on the theory on the chapter two, there are two main cause of errors, interlingual and interalingual. Interlingual or interference error is caused by mother tongue interference while interalingual or developmental error is caused by the difficulty of the second language or target language.

## a. Interlingual Errors

The questionnaire's questions which were related to the interlingual error's theories were *sixth*, *seventh*, *eleventh*, and *twelfth*. Those questions will be showed in the table below:

Table 4.2
Interlingual Errors' Questions 1

Qu	estion 6	Variable	No of	% of
			respondents	respondents
	you do if you know how to ord?	Write it as I feel it is	3	10,7%
		Ask my friends	4	14,3%
		Ask my teachers	20	71,4%
		Check it up in the	1	3,6%

	dictionary		
Total		28	100%

Based on the table above, the question got the highest choice on (c) ask my teacher. It means that the students will ask their teachers if they don't know how to spell a word. It proven by the highest score on choice (c) with the number of students' answer was 71,4% or there were 20 students. There were 14,3% who chose (b) ask my friend. It means that there were 4 students from 28 students who asked their friend if they don't know how to spell. Then, the students will write as their feel if they don't know how to spell. It was proven by there were 10,7% who chose on (a) write it as I feel it is or there were only 3 students. There were 3,6% or just one student from 28 students who chose (d) check it up in the dictionary if they don't know how to spell a word. So, based on the highest choice, the students will ask their teacher if they don't know how to spell a word.

Table 4.3
Interlingual Errors' Ouestions 2

intermigual Errors Questions 2				
Question 7	Variable	No of respondents	% of respondents	
What are the causes for your spelling errors?	The difference between written and spoken English	18	64,3%	
	The origin of English words	4	14,3%	

	Carelessness	3	10,7%
	All	3	10,7%
Total		28	100%

From the table, it showed that the highest choice was on (a) the difference between written and spoken English that means the cause of students' spelling errors was the difference between written and spoken English. It proven by the highest choice on (a) with the number of students' answer was 64,3% or there were 18 students from 28 students. There were 14,3% who chose (b) the origin of English words. It means that there were 4 students from 28 students who answer the origin of English words as the cause of their spelling error. Then, the students answered carelessness as the cause of their spelling error. It was proven there were 10,7% who chose on (c) carelessness or there were only 3 students. There were also 10.7% or three students from 28 students who chose (d) all. It means that the students chose the difference between written and spoken English, the origin of English words and also carelessness as the causes of students' spelling error. So, based on the highest choice the cause of students' spelling error was the difference between written and spoken English.

Table 4.4 Interlingual Errors' Questions 3

	interinigual Errors Questions 5						
Question	Items	A	%	D	%		
11	Some teachers lack interest in	20	71	8	29		
	teaching spelling						
12	Many teachers sometimes seem to	19	68	9	32		
	commit spelling errors while						
	writing on the whiteboard or						

notebook.

The table above showed that both the questions got the highest choice on (a) *agree*. It was proven there were 71% or 20 students who agree that some teachers lack interest in teaching spelling while there were 29% or only 8 students who disagree about some teachers lack interest in teaching spelling.

Besides, there were 68% or 19 students agree that many teachers sometimes seem to commit spelling errors while writing on the whiteboard or notebook. However, there were 32% or 9 students who disagree about that. So, based on the highest choice the students agree if there were some teachers lack interest in teaching spelling and many teachers sometimes seem to commit spelling errors while writing on the whiteboard or notebook.

From the table of interlingual error above, cause of students' spelling errors was the difference between written and spoken English. Then, the students will ask their teacher if they do not know how to spell a word. Unfortunately, some teachers lack interest in teaching spelling in the class. Even, many teachers sometimes seem to commit spelling errors while writing on the whiteboard or notebook.

#### b. Interalingual Errors

The questionnaire's questions which were related to the interalingual errors' theories were first, second, third, fourth, fifth, eighth, ninth, and tenth question. Then, the following table showed the questions:

Table 4.5 Interalingual Errors' Questions 1

	111101411115	ui Eirois Quest	10110 1
Question 1	Variable	No of	% of
		respondents	respondents
		•	•
How often do you	Sometimes	7	25%
care about the			
spelling of words	Usually	7	25%
when you write?			
	Always	12	43%
	Never	2	7%
Total		28	100%
	•_•		

From the table above, it showed that the highest choice was (c) always. It means that the students always care about the spelling of words when they write. It proven by the highest choice on (c) with the number of students' answer was 43% or there were 12 students from 28 students. There were 25% who chose (a) sometimes. It means that there were 7 students from 28 students who sometimes care about spelling when they write. Then, the students usually care about spelling of word when they write. It was proven by there were 25% who chose on (c) or there were 7 students. There were 7% or only 2 students who chose (d) never. It means that there are only 2 students who don't care about spelling when they write. So, based on the highest choice the students always care about spelling a word when they write.

Table 4.6 Interalingual Errors' Questions 2

Question 2	Variable	No of	% of
		respondents	respondents
How often do you commit spelling	Sometimes	11	39,3%
errors?	Rarely	9	32,1 %
	Most often	6	21,4%
	Never	2	7,1 %
Total		28	100%

Based on the table above, the question got the highest choice on (a) sometimes. It means that the students sometimes committed spelling errors. It proven by the highest score on choice (a) with the number of students' answer was 39,3% or there were 11 students. There were 32,1% who chose (b) rarely. It means that there were 9 students from 28 students who rarely commit spelling errors. Then, the students most often committed spelling errors. It proven by there were 21,4% who chose on (c) most often or there were only 6 students from 28 students. There were 7,1% or only 2 students who chose (d) never. It means that there were two students who never committed spelling errors. So, based on the highest choice the students sometimes committed spelling errors.

Table 4.7 Interalingual Errors' Questions 3

iliterantigual Errors Questions 3			
Question 3	Variable	No of	% of
		respondents	respondents
How much important	Not	2	7,1%
is it to know the	important		
correct spelling of			
words?	To some	12	42,8%
	extent		
	important		
	Very	14	50%
	important		
	•		
Total		28	100%

Based on the table above, the question got the highest choice on (c) very important. It means that the students considered that it is very important to know the correct spelling of words. It proven by the highest score on choice (c) with the number of students' answer was 50% or there were 14 students. There were 42.8% who chose (b) to some extent important. It means that there were 12 students from 28 students who considered that it is to some extent important to know the correct spelling. Then, the students considered that it is not important to know the correct spelling of words. It proven by there were 7,1% who chose on (a) not important or there were only 2 students from 28 students considered the correct spelling is not important. So, based on the highest choice, it is very important to know the correct spelling of words.

Table 4.8 Interalingual Errors' Questions 4

Question 4	Variable	No of	% of
(00000000000000000000000000000000000000		respondents	respondents
How do you feel about learning the	Dislike	4	14,3%
spelling of words?	Like	20	71,4%
	Very enthusiastic	4	14,3%
Total		28	100%

From the table, the question got the highest choice on (b) like. It means that the students liked about learning the spelling of words. It proven by the highest score on choice (b) with the number of students' answer was 71,4% or there were 20 students. There were 14.3% who chose (a) dislike. It means that there were 4 students from 28 students who dislike about learning spelling of words. Then, the students was very enthusiastic about learning the spelling of words. It proven by there were 14,3% who chose on (c) very enthusiastic or there were also 4 students from 28 students who was very enthusiastic about learning spelling of words. So, based on the highest choice, the students liked about learning the spelling of words.

Table 4.9
Interalingual Errors' Questions 5

	micramigua	i Ellois Questi	0113 3
Question 5	Variable	No of	% of
		respondents	respondents
			_
What is your main	Lack of	6	21,4%
problem in learning	materials		
spelling?			
	Lack of	17	60,7%
	interest to		
	learn		
	Lack of	5	18%
	good		
	teacher		
4			
4	All	0	0%
Total		28	100%

From the table, it showed that the highest choice was on (b) lack of interest to learn that means the main problem of students' spelling errors was the lack of interest to learn. It proven by the highest choice on (b) with the number of students' answer was 60,7% or there were 17 students from 28 students. There were 21.4% who chose (a) lack of materials. It means that there were 6 students from 28 students who answer lack of materials as the main problem in learning spelling. Then, the students answered lack of good teacher as the problem in learning spelling. It was proven there were 18% who chose on (c) lack of good teacher or there were only 5 students. There were 0% or there were no students from 28 students who chose (d) all. It means that the main problem of the students in learning spelling didn't derive from three of those

such as lack of materials, lack of interest to learn and lack of good teacher. So, based on the highest choice the main problem of students in learning spelling was lack of interest to learn.

Those five questions on table showed that the main problem of students in learning spelling is lack of interest to learn in the class. The students just felt like in spelling but not very enthusiastic about learning spelling of words when teacher taught spelling in the class. For the students, it was so important to know the correct spelling of words. As the result, they always care about the spelling of words when they write. Unfortunately, the students sometimes committed some spelling errors in their writing.

Table 4.10
Interalingual Errors' Questions 6

Question	Items	A	%	D	%
8	Students commit spelling errors	26	93	2	7
	because spelling is not actually				
	taught as an aspect/sub skill of				
	English language.				
9	Students commit spelling errors	19	68	9	32
	because most students don't take				
	the pain to go through their works				
	after writing.				
10	There are few books that	21	75	7	25
	emphasize spelling rules in the				
	school libraries				

The table showed that three questions above got the highest choice on (a) agree. It was proven there were 93% or 26 students who agree that students commit spelling errors because spelling is not actually taught as an aspect/sub skill of English language while there were 7% or only 2 students who disagree. In addition, the next question got the highest choice on (a), there were

68% or 19 students agree that students commit spelling errors because most students don't take the pain to go through their works after writing. However, there were 32% or 9 students who disagree about that. Then, the next question got the highest choice on (a) there were 75% or 21 students agree that there are few books that emphasize spelling rules in the school libraries. However, there were 25% or 7 students who disagree about that.

So, based on the highest choice the students agree if students commit spelling errors because spelling is not actually taught as an aspect/sub skill of English language, students commit spelling errors because most students don't take the pain to go through their works after writing, and there are few books that emphasize spelling rules in the school libraries

After explained all the question based on the interalingual error and interlingual error, the interalingual error is more often occur than the interlingual errors.

#### B. Discussion

Based on the research finding, the researcher found some types of spelling errors on students' writing of recount text. From the errors, the researcher counts the spelling error that most frequently occurred. Then, based on the finding, the researcher also found some causes of errors. For the further discussion would be explained as follow.

# 1. Types of spelling error

As explained in chapter two, there are nine categorized of spelling error found in students' writing of recount text. Based on Bestgen and Granger theory there are nine categories for example: the element that carries the error (letter, word boundary, apostrophe) and the error type (single letter addition,

omission, substitution, or transposition and multiple errors). <sup>1</sup> Those error will be explained below:

#### a. Omission of a letter

The researcher found some errors of omission of a letter in their writing of recount text. As explained on chapter two, omission error is the first category of spelling error in which occurred when students missed or deleting a letter of a word. From the data, it was found that the students did the omission in their writing as seen in the table below.

Table 4.11
The error of omission letter in students' writing of recount text

	The erro	or of omission	ı lett	er in students'	writi	ng o	t recc	ount text
	Participant	Types of	S	pelling error	Co	rrect	ed sp	elling
	Code	spelling		analysis		$\epsilon$	rror	
		error						
	Participant	Omission	1.	The were	1.	The	y we	ere so
	018	77		so tame but		tam	e	but
				sometimes		som	etime	es
				they could		they	cou	ld be
d				be naughty		nau	ghty	and
				and we		we		could
				could make		mak	te a	close
				a close		inte	ractio	n
				interaction		with	n then	n.
				with them.	1			
	Participant		2.	One day,	2.	One	•	day,
	026		=4	Yoga was		Yog	ga wa	is fell
	ı			fell sick in		sick	in	the
	ı			the middle		mid	dle	of
	ı			of <b>Englis</b>		Eng	glish	
	ı			lesson.		less	on.	
	Participant		3.	In the <u>nex</u>				
	06			day, we				
	İ			went to	3.	In	the	<u>next</u>

<sup>&</sup>lt;sup>1</sup> 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. 235–252, accessed 8 Feb 2017.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Participant 022  Participant 022  Participant 022  Participant 04  Participant 04  Participant 04  Participant 04  Participant 04  Participant 04  Participant 05  Participant 05  Participant 05  Participant 05  Participant 06  Participant 07  Participant 08  Participant 09  Participant						
Participant 022  Participant 022  Participant 022  Participant 04  Participant 05  Participant 028  Participant 07  Participant 08  Participant 09  Participan				Siung beach		•
Participant 022  4. First, we visited Prambanan temple, it was a beatiful temple.  Participant 04  Participant 04  Participant 04  Participant 04  Participant 04  Participant 04  Participant 028  Participant 04  Participant 05  Participant 05  Participant 05  Participant 07  Participant 08  Participant 08  Participant 07  Participant 07  Participant 07  Participant 07  Participant 08  Participant 08  Participant 08  Participant 08  Participant 09  P				that was so		to Siung beach
visited Prambanan temple, it was a beatiful temple.  Participant 04  Participant 028  Participant 028  Participant 07  Participant 08  Participant 09  Partici						
Prambanan temple, it was a beatiful temple.  Participant 04  Participant 028  Participant 028  Participant 07  Participant 05  Participant 06  Participant 07  Participant 07  Participant 08  Participant 07  Participant 08  Participant 09	Participant		4.	First, we		beautiful.
Participant 04  Participant 04  Participant 04  Participant 05  Participant 028  Participant 07  Participant 07  Participant 08  Participant 09  Participant 07  Participant 08  Prambanan temple, it was a beautiful temple.  Sat 1 p.m. we had lunch in the restaurant in front of the parking lot.  Sand I went 10  Jogjakarta.  Participant 07  Also, we saw a lot of people in there.  Nalso, we saw a lot of people in there.  Scond, we visited 06  Realiful 10  Participant 04  Prambanan 10  Last uesk, my friend and I went to Jogjakarta.	022			visited		
Participant 04  Participant 04  Participant 04  Participant 028  Participant 07  Participant 07  Participant 07  Participant 07  Participant 07  Participant 08  Participant 07  Participant 08  Prambanan temple, it was a beautiful temple.  At 1 p.m. we had lunch in the restaurant in front of the parking lot.  Also, we had 1 unch in the restaurant in front of the parking lot.  Participant 07  Participant 07  Participant 08  Prambanan temple, it was a beautiful temple.					4.	
Participant 04  Participant 04  Deatiful temple.  5. At 1 p.m. we had lunch in the restaurant in front of the parking lot.  Participant 028  Participant 028  Participant 07  Participant 07  Participant 07  Deatiful temple, it was a beautiful temple.  5. At 1 p.m. we had lunch in the restaurant in front of the parking lot.  6. Last week, my frend and I went to Jogjakarta.  7. Also, we saw a lot of people in there.  8. Scond, we visited Gembira  8. Second, we visited Gembira  8. Second, we				temple, it		
Participant 04  Participant 04  Description of the parking lot.  Participant 028  Participant 028  Participant 028  Participant 028  Participant 07  Participant 06. Last week, my frend and I went to Jogjakarta.  Participant 07  Participant 08  Participant 07  Participant 07  Participant 08  Participant 09  Participant 08  Participan			6"	was a		Prambanan
Participant 04  5. At 1 p.m. we had luch in the restaurant in front of the parking lot.  Participant 028  Participant 028  Participant 07  6. Last week, my frend and I went to Jogjakarta.  7. Also, we saw a lot of people in ther.  8. Scond, we visited Gembira  8. Second, we we had lunch in the restaurant in front of the parking lot.  6. Last week, my friend and I went to Jogjakarta.  7. Also, we saw a lot of people in there.						
we had  luch in the restaurant in front of the parking lot.  Participant 028  Participant 028  Participant 07  Participant 08  Participant 07  Participant 08			1	temple.		a <u>beautiful</u>
Participant 028  Participant 07  Participant 07  Participant 08  Participant 09  Participant 09  Participant 09  Participant 07  Participant 07  Participant 07  Participant 07  South in the restaurant in front of the parking lot.  Calculate week, my friend and I went to Jogjakarta.  Also, we saw a lot of people in ther.  South 10  Participant 07  Participant 07  Participant 07  Participant 07  Participant 08  Participant 09  P			5.	At 1 p.m.		temple.
Participant 028  Participant 07  Participant 08  Participant 0	04	/ / /		we had	-	
Participant 028  Participant 028  Participant 07  Participant 08  Participant		7		<u>luch</u> in the	5.	
Participant 028  Participant 028  Control of the parking lot.  Control of the parking lin front of the parking lot.  Control of the				restaurant		had <u>lunch</u> in
Participant 028    Color		/ / _				the restaurant
Participant 028  6. Last week, my frend and I went to Jogjakarta.  Participant 07  Participant 07  Participant 07  Participant 07  Participant 07  7. Also, we saw a lot of people in ther. a lot of people in there.  8. Scond, we visited Gembira 8. Second, we				th <mark>e par</mark> king		
my <u>frend</u> and I went to Jogjakarta.  7. Also, we saw a lot of people in ther. 8. <u>Scond</u> , we visited Gembira  6. Last week, my friend and I went to Jogjakarta.  7. Also, we saw a lot of people in there.		47.3		lot.		parking lot.
Participant 07  Participant 07  Participant 07  Participant 07  Participant 07  One of the people in ther. 07  Scond, we visited 06  Gembira 06  Last week, my friend and I went to Jogjakarta.  7. Also, we saw a lot of people in there.	Participant		6.	Last week,		
Participant 07  to Jogjakarta. 7. Also, we saw a lot of people in ther. 8. Scond, we visited Gembira  to Jogjakarta and I went to Jogjakarta.  7. Also, we saw a lot of people in there.	028			my <b>frend</b>		
Participant 07				and I went	6.	Last week, my
Participant 07 7. Also, we saw a lot of people in ther. 8. Scond, we visited Gembira 8. Second, we				to		<b>friend</b> and I
saw a lot of people in ther.  8. Scond, we visited Gembira  8. Second, we Second, we				Jogjakarta.		
people in ther.  8. Scond, we visited Gembira  people in 7. Also, we saw a lot of people in there.	Participant		7.	Also, we		Jogjakarta.
8. Scond, we in there. visited Gembira 8. Second, we	07			saw a lot of		
8. Scond, we in there. visited Gembira 8. Second, we					7.	
visited Gembira 8. <u>Second</u> , we						
Gembira 8. <u>Second</u> , we			8.			in <b>there.</b>
Loka zoo, visited					8.	
				Loka zoo,		
we saw Gembira Loka						
many kinds zoo, we saw				•		,
of animals. many kinds of						
9. They animals.			9.	•		animals.
stopped at a						
small 9. They stopped				small	9.	• • •
restaurant at a small						at a small
to <u>ea</u> lunch. restaurant to						
10. I went to <u>ea</u> t lunch.			10.	I went to		eat lunch.

the Jawa	
Timur Park	10. I went to the
2 ride the	Jawa Timur
bus with	Park 2 ride the
my <b>famili</b> .	bus with my
11. After had	family.
arrived at	
the Jawa	11. After had
Timur Park	arrived at the
2, I got	Jawa Timur
together wit	Park 2, I got
my group to	together with
take	my group to
pictures.	take pictures.

# b. Addition of a letter

The second category of spelling error is addition of a letter. Based on the findings, some students committed addition form in their writing of recount text as seen in the table below.

Table 4.12
The error of addition letter in students' writing of recount text

Participant	Types of	Spelling error	Corrected spelling
Code	spelling	analysis	error
	error		
Participant	Addition	1. It was too	1. It was too bad
019		bad for me	for me
		because the	because the
		distance to	distance to see
		see the	the waterfall
		waterfall	was too far.
		<u>wass</u> too	
		far.	
Participant		2. On the one	2. On the one
05		o'clock on	o'clock on the
		the way	way <u>after</u>
		<b>afther</b> from	from the Red
		the Red	Island, I and
		Island, I	my family go

	1		
	and my	1	to Pasir Putih
	family go to		and Alas
	Pasir Putih		Purwo.
	and Alas		
Participant	Purwo.	3.	I was so
023	3. I was so		ashamed when
023			
	ashamed		everybody on
	when		the bus
	everybody		loocked at
	on the bus		me. I could
	<u>loocked</u> at		feel my face
	me. I could	_ 1	turn red.
	feel my		
Participant	face turn		
15	red.	4.	At 6 p.m. we
4	4. At 6 p.m.	V	heard the
	we heard		declaration
	the		that Jawa
	****		
	declaration		Timur park 1
	that Jawa		entry way
	Timur park		would be
	1 entry way	!	<u>closed</u> .
Participant	would be		
06	<u>cloused</u> .	5.	Prambanan
	5. Prambanan	7	was a
	was a	1	beautiful
	beautiful		temple and
	teample		we can take
	and we can		some photos
	take some		there.
Participant	photos		mere.
022	there.		
022			
	6. Last		r . 1 ***
	holiday,		Last holiday,
	<u>may</u> family		<b>my</b> family and
Participant	and I went		I went to the
010	to the	1	beach.
	beach.		
	7. I arrived in	7.	I arrived in
L	I		

1		_	
		zoo, I	zoo, I bought
		bought a	a ticket. In zoo
		ticket. In	I saw many
		zoo I saw	animals, since
		many	small animals
		animals,	<u>until</u> big
		since small	animals.
Douticiment		animals	ammais.
Participant			
04		<u>unitil</u> big	
		animals.	
	8.	At 12 p.m.	8. At 12 p.m.
	J.	o'clock we	•
			o'clock we
		were	were
7		exhaustion	exhaustion
		and we	and we break
	4 %	breake.	
	9.	There were	9. There were
		many	many <u>sellers</u>
	_	sellears	who sold
		who sold	many kinds of
		many kinds	souvenirs.
		of	
		souvenirs.	

# c. Single letter instead of double letter

Based on the findings, some students committed spelling error of single letter instead of double letter form in their writing of recount text as seen in the table below. Single letter instead of double letter occurred when the students miss a letter in a word that contains double letter.

Table 4.13
The error of single letter instead of double letter in students' writing of recount text

Participant	Types of	Spelling error		Corrected				
Code	spelling	analysis		analysi		spelling error		error
	error							
Participant	Single	1.	Sahid	Raya	1.	Sahid	Raya	
06	letter		was a	famous		was	a	

	instead		hotel	in	f	famous	hotel
	of double		Jogjakart			in Jogjal	
	letter		the <b>facil</b>	<u>lities</u>		the <u>faci</u>	<u>lities</u>
			made	me	1	made	me
			comforta	ble	(	comforta	able
			during	I	(	during	I
			stayed th	ere.	5	stayed th	nere.
		6					
Participant		2.	They	were	2.	They	were
017		7	traveling	g on	1	travellir	<b>ng</b> on
			a guided	tour	8	a guided	ltour
6			of	four	(	of	four
Participant	100		location.		1	location	•
026		3.	All stu	dents	3.	All stu	dents
			stopped		5	stopped	
	41		writing	and	, ,	writing	and
	///		Ms.	Sita	I	Ms.	Sita
			helped	her	ì	helped	her
			<u>immedia</u>	telly	į	immedi	ately

# d. Double letter instead of single letter

This category occurs when students added double letter in a word that should be single letter. Based on the findings, there were some error that found by the researcher in students' writing of recount text. The following table shows some error of double letter instead of single letter category.

Table 4.14
The error of double letter instead of single letter in students' writing of recount text

Participant Code	Types of spelling	Spelling error analysis	Corrected spelling error
	error	J	1 6
Participant	Double	1. <b>Momment</b> in	1. <b>Moment</b> in
010	letter	two holidays,	two
	instead of	I went to	holidays, I
	single	Surabaya zoo	went to

	letter		at 09 p.m.		Surabaya
	ictter		with my		zoo at 09
			family.		p.m. with
			rainity.		my family.
Dortiginant				2.	I went
Participant 013		2	T	۷.	1 ""
013		2.	I went		<u>holiday</u> in
			<u>holliday</u> in		Pasir
			Pasir kencana		kencana
			with my		with my
<b>D</b>		1	family.	_	family.
Participant		1		3.	All students
026	4 7 4	3.	All students		did writing
			did writing		task,
			task,		<u>suddenly</u>
	/ A b		<u>suddenlly</u>		Yoga
			Yoga	· .	vomited. All
	47.5		vomited. All		students
			students		stopped
			stopped		writing.
Participant			writing.	4.	Five
020					minutes
		4.	Five minutes		again, he
			again, he		examined
			examined her		her
			carefuly.		carefully.
		-		5.	I said to
		5.	I said to Jane		Jane on the
			on the slow		slow boat it
Participant			boat it is		is <b>allright</b> .
019			alright.	6.	We had
		6.	We had three		three days
			days here		here which
			which we		we spent
			spent walking		walking
			aroond the		aroond the
			island.		island.
				7.	On Sunday,
		7.	On Sunday, I		I and my
			and my		family
	l .			1	

<u>familly</u> visited	visited
Semarang	Semarang
waterfall in	waterfall in
Ungarang.	Ungaran.

#### e. Substitution of one letter

The next category is substitution of one letter. The substitution occurs when substituting of one letter for another. The following table shows some spelling errors of substitution of a letter.

Table 4.15
The error of substitution of a letter in students' writing of recount text

			icat		
Participant	Types of	S	pelling error		Corrected
Code	spelling		analysis	Sj	pelling error
A	error				
Participant	Substitution	1.	The air was	1.	The air was
019	of one letter		so pure and		so pure and
			all I could		all I could
			<u>cee</u> only		see only
			green and		green and
			green.		green.
Participant		2.	The guide	2.	The guide
017			far the tour		<b>for</b> the tour
			in red island		in red island
			was so kind.		was so kind.
Participant		3.	She	3.	She
020			observed		observed
			some		some
			fisherman		fisherman
			who had <u>jast</u>		who had
			caught some		<b>just</b> caught
			fish.		some fish.
Participant				4.	The
026		4.	The		chairman
			chairman		<b><u>sent</u></b> for the
			<b><u>sont</u></b> for the		school's
			school's		doctor.
			doctor.	5.	Five

again, the doctor cane, he examined her.  Participant 018  Participant 013  Participant 013  Participant 06  Participant 07  Participant 07  Participant 07  Participant 07  Again, the doctor came, he examined her.  A We spent around two hours there and finally we were fortunate on the grounds.  A I had many impressive experiences during the vecation.  A When we arrived at the beach, we were sarprised to see no one there.  Sahid Raya Was a famous hotel in Jogjakarta that the facilities made me comfortabl e during I stayed there.  Participant 07  A We spent around two hours there and I played doctor came, he examined her.  A We spent around two hours there and I played doctor came, he examined her.  A We spent around two hours there and I played doctor came, he examined her.  A We spent around two hours there and I played doctor came, he examined her.  A We spent around two hours there and I played doctor came, he examined her.  A We spent around two hours there and I played doctor came, he examined her.  A We spent around two hours there and finally we were fortunate on the grounds.  A I had many impressive experiences during the vacation.  B When we arrived at the beach, we were surprised to see no one there.  9. Sahid Raya was a famous hotel in Jogjakarta that the facilities made me comfortabl e during I stayed there.  10. My sister and I played with the	Participant	5.	Five minutes		minutes
Participant 013  Participant 06  Participant 06  Participant 07  Participant 07  Participant 07  A councy twe spent around two hours there and finally we were fortunate on the grounds.  The participant of the vacation.  Solve spent around two hours there and finally we were fortunate on the grounds.  The participant of the vacation.  Solve spent around two hours there and finally we were fortunate on the grounds.  The participant of the vacation.  Solve spent around two hours there and finally we were fortunate on the grounds.  The participant of the vacation.  Solve spent around two hours there and finally we were fortunate on the grounds.  The participant of the vacation.  Solve spent around two hours there and finally we were sarprised to see proone there.  Solve spent around two hours there and finally we were surprised to see no one there.  Solve spent around two hours there and finally we were sarprised to see proone there.  Solve spent around two hours there and finally we were fortunate on the grounds.  The participant of the vacation.  Solve spent around two hours there and finally we were sarprised to see no one there.  Solve spent around two hours there and finally we were surprised to see no one there.  Solve spent around two hours there and finally we were sarprised to see no one there.  Solve spent around two hours there and finally we were surprised to see no one there.  Solve spent around two hours there and finally we were surprised to see no one there.  Solve spent around two hours there and finally we were surprised to see no one there.  Solve spent around two hours there and finally we were surprised to see no one there.  Solve spent around two hours there and finally we were surprised to see no one there.  Solve spent around two hours there and finally we were surprised to see no one there.  Solve spent around finally we were surprised to see no one there.  Solve spent arou	-	J.			
Participant 018  Participant 018  Participant 013  Participant 013  Participant 013  Participant 013  Participant 06  Participant 07  Participant 07  Participant 002  Participant 003  Participant 004  Participant 005  Participant 007  Participant 006  Participant 006  Participant 006  Participant 007  Participant 006  Participant 007  Participant 006  Part	013		•		•
Participant 018  Participant 018  Participant 013  Participant 013  Participant 06  Participant 07  Participant 018  Participant 019  Participant 018  Participant 018  Participant 018  Participan					
Participant 018  Participant 018  Participant 013  Participant 013  Participant 013  Participant 013  Participant 06  Participant 07  Participant 07  Participant 07  Participant 07  Participant 000  P					
Participant 018  6. We spent around two haurs there and finally we were fortunate on the grounds.  Participant 013  Participant 013  Participant 06  Participant 07  Participant 07  B. We spent around two hours there and finally we were fortunate on the grounds.  7. I had many impressive experiences during the vacation.  When we arrived at the beach, we were sarprised to see no one there.  9. Sahid Raya was a famous hotel in Jogjakarta that the facilities made me camfortable during I stayed there.  Participant 07  B. When we arrived at the beach, we were surprised to see no one there.  9. Sahid Raya was a famous hotel in Jogjakarta that the facilities made me comfortabl e during I stayed there.  10. My sister and I played with the laround two hours there and finally we were fortunate on the grounds.  7. I had many impressive experiences during the vacation.  8. When we arrived at the beach, we were surprised to see no one there.  9. Sahid Raya was a famous hotel in Jogjakarta that the facilities made me comfortabl e during I stayed there.  10. My sister and I played with the			IICI.		
around two haurs there and finally we were fortunate on the grounds.  Participant 013  Participant 06  Participant 07  Participant 07  around two hours there and finally we were fortunate on the grounds.  7. I had many impressive experiences during the vecation.  When we arrived at the beach, we were sarprised to see no one there.  9. Sahid Raya was a famous hotel in Jogjakarta that the facilities made me camfortable during I stayed there.  10. My sister and I played with the around two hours there and two hours there and finally we were fortunate on the grounds.  7. I had many impressive experiences during the vacation.  8. When we arrived at the beach, we were surprised to see no one there.  9. Sahid Raya was a famous hotel in Jogjakarta that the facilities made me comfortable eduring I stayed there.  10. My sister and I played with the	Darticipant	6	Wo spont	6	
Participant 06  Participant 07  Participant 06  Participant 06  Participant 06  Participant 07  Participant 06  Participant 06  Participant 07  Participant 06  Participant 06  Participant 06  Participant 07  Participant 06  Participant 06  Participant 06  Participant 06  Participant 07  Participant 06  Participant 07  Participant 06	0.		0.		
Participant 013  Participant 013  Participant 06  Participant 07  Participant 07  Participant 07  Participant 07  Participant 013  Participant 014  Participant 015  Participant 015  Participant 016  Participant 017  Participant 018  Participant 013  Participant 013  Participant 013  Participant 013  Participant 014  Participant 015  Participant 015  Participant 016  Participant 017  Participant 018  Participant 019  Par	016				
Participant 013  Participant 013  Participant 06  Participant 07  Participant 07  Participant 07  Participant 013  Participant 014  Participant 015  Participant 015  Participant 016  Participant 017  Participant 017  Participant 018  Participant 019  Pa					
Participant 013  Participant 013  Participant 013  Participant 06  Participant 07  Participant 07  Participant 013  Participant 014  Participant 015  Participant 015  Participant 016  Participant 017  Participant 018			•		
Participant 013  Participant 013  Participant 06  Participant 07  Participant 07  Thad many impressive experiences during the vecation.  When we arrived at the beach, we were sarprised to see no one there.  9. Sahid Raya was a famous hotel in Jogjakarta that the facilities made me camfortable during I stayed there.  10. My sister and I played with the 10. My sister and I played 10. My sister 10.					
Participant 013  Participant 013  Participant 06  Participant 07  Participant 022  Participant 07		100		\ \	
Participant 06  Participant 06  Participant 06  Participant 06  Participant 06  Participant 06  Participant 07  Participant 07  Participant 07  Participant 06  Participant 07   Participant	7		7		
Participant 06  Participant 06  Participant 06  Participant 06  Participant 06  Participant 06  Participant 09  Participant 022  Participant 09  Participant 07  Participant 07  Participant 09  Participant 09  Participant 10  Participant 07  Participant 10  Participant 1		/.		/.	•
Participant 06  Participant 06  8. When we arrived at the beach, we were sarprised to see no one there.  Participant 022  Participant 022  Participant 021  Participant 022  Participant 07  Particip	013	4 6			
Participant 06  8. When we arrived at the beach, we were sarprised to see no one there.  Participant 022  Participant 022  Participant 09. Sahid Raya was a famous hotel in Jogjakarta that the facilities made me camfortable during I stayed there.  Participant 07  Participant 07  Participant 10. My sister and I played with the sarrived at the beach, we were surprised to see no one there.  9. Sahid Raya was a famous hotel in Jogjakarta that the facilities made me comfortabl e during I stayed there.  10. My sister and I played with the sarrived at the farily at the beach, we were surprised to see no one there.  9. Sahid Raya was a famous hotel in Jogjakarta that the facilities made me comfortabl e during I stayed there.					
Participant 06  8. When we arrived at the beach, we were sarprised to see no one there.  Participant 022  Participant 022  Participant 021  Participant 022  Participant 07  Participa			_		
arrived at the beach, we were sarprised to see no one there.  Participant 022  Participant 07  Partici	Participant	Q		Q	
beach, we were sarprised to see no one there.  Participant 022  Participant 07  Part	Vol. 10 To 1	0.		0.	
Participant 022	00				
Participant 022 9. Sahid Raya was a famous hotel in Jogjakarta that the facilities made me camfortable during I stayed there.  Participant 07 1			, ,		, , ,
Participant 022 9. Sahid Raya was a famous hotel in Jogjakarta that the facilities made me camfortable during I stayed there.  Participant 07 1					
Participant 022 9. Sahid Raya was a famous hotel in Jogjakarta that the facilities made me camfortable during I stayed there.  Participant 07 1 10. My sister and I played with the shall response to the stayed there.  10. My sister and I played with the shall response to the stayed there.  10. My sister and I played with the shall response to the stay and shall response					
Participant 022  9. Sahid Raya was a famous hotel in Jogjakarta that the facilities made me camfortable during I stayed there.  Participant 07  9. Sahid Raya was a famous hotel in Jogjakarta that the facilities made me camfortable during I stayed there.  10. My sister and I played with the camfortable and I played with the camfortable and I played with the camfortable and I played					
was a famous hotel in Jogjakarta that the facilities made me camfortable during I stayed there.  Participant 07	Participant	9		9	
famous hotel in Jogjakarta that the facilities that the facilities made me camfortable during I stayed there.  Participant 07 10. My sister and I played with the famous hotel in Jogjakarta that the facilities made me comfortabl e during I stayed there.	-			٠.	•
in Jogjakarta that the facilities that the facilities made me camfortable during I stayed there.  Participant O7 10. My sister and I played with the stayed the and I played with the stayed the and I played the	022				
that the facilities that the made me facilities made me facilities made me during I stayed there.  Participant 07 10. My sister and I played with the stayed the and I played with the stayed the and I played on the stayed there.					
facilities that the made me facilities made me camfortable during I stayed there.  Participant 07 10. My sister and I played with the stayed there.					
made me camfortable during I stayed there.  Participant  07  made me camfortable during I stayed there.  10. My sister and I played with the stayed I played and I played and I played					
Participant 07 and I played with the made me comfortabl stayed there.  10. My sister stayed there. and I played with the made me comfortabl stayed there.  10. My sister and I played and I played					
Participant 07 and I played with the comfortable stayed there.  10. My sister stayed there. and I played with the and I played					
Participant 07 stayed there. 10. My sister and I played with the stayed there. 10. My sister and I played and I played and I played					
Participant 10. My sister stayed there. 07 and I played 10. My sister with the and I played			_		
and I played 10. My sister with the and I played	Participant	10.			
with the and I played	_		•	10.	
					•
	Participant		wavy.		with the

028		11.	At 1 p.m. we		wave.
			had lunch in	11.	At 1 p.m.
			the		we had
			restaurant in		lunch in the
			<b>frond</b> of the		restaurant in
			parking lot.		<b>front</b> of the
		12.	Then I want		parking lot.
			to museum	12.	Then I went
			and there		to museum
	_ /	7	were many		and there
Participant			animals.		were many
010	/ //	13.	On the day		animals.
			of the travel,	13.	On the day
			the guide		of the travel,
	/ A L		told them to		the guide
	4 6		cheek their		told them to
	47		passport.		check their
		14.	- 3		passport.
			travel <mark>led</mark> in a	14.	
			<u>comportabl</u>		travelled in
			e coach with		a
			a toilet,		<u>comfortabl</u>
			music, and		e coach with
			video.		a toilet,
		15.	To last, we		music, and
			purposed in		video.
			<u>holyday</u> , we	15.	
			all take a		purposed in
			picture in		holiday, we
			Surabaya		all take a
			monument		picture in
			as an		Surabaya
			<u>avidance</u> I		monument
			and my		as an
			family.		evidence I
					and my
					family.

# f. Interchange two adjacent letters

The next category of spelling error is interchange of two adjacent letters form. The researcher found some word error that will be explained in the following table.

Table 4.16
The error of interchange two adjacent letters in students' writing of recount text

Participant	Types of	Spelling error	Corrected
Code	spelling error	analysis	spelling error
Participant	Interchange	1. In Ungarang,	1. In
019	two adjacent	we took a	Ungarang,
	letters	little bit	we took a
		trekking to	little bit
		find	tracking to
1		Semirang Semirang	find
		waterfall.	Semirang
			waterfall.
Participant		2. At 12 p.m.	2. At 12 p.m.
010		we <u>worn</u>	we <u>were</u>
		exhau <mark>sti</mark> on	exhaustion
		and we break	and we
		in eating	break in
		house to eat	eating house
		and break	to eat and
		with my	break with
		family.	my family.
Participant		3. We went to	3. We went to
04		home at 2	home at 2
		p.m. <u>whit</u>	p.m. <u>with</u>
		my family	my family
		and I was	and I was
		very happy	very happy
		because I can	because I
		spend my	can spend
		holiday with	my holiday
		them.	with them.
Participant		4. There were	4. There were
026		many sellers	many sellers

	who	slod		who	sold
	many l	kinds		many	kinds
	of			of	
	souvenis	<u>srs</u> .		souve	nirs.
5.	The de	octor	5.	The	doctor
	also said	l that		also	said
	he need	ds a		that	he
	week	to		needs	a
	resth.			week	to
1/2				rest.	

# g. Involving an apostrophe

Based on analyzing the data there are some error of involving an apostrophe. This error occurs when the students mistakenly put an apostrophe on a word. The following table will be explained about the error of involving an apostrophe.

Table 4.17
The error of involving an apostrophe in students' writing of recount text

Participant	Types of	Spe	lling error		Corrected
Code	spelling error		nalysis	5	spelling error
Participant	Involving an	1. C	n the day of	1.	On the day
028	apostrophe.	tl	e travel, the		of the travel,
		g	uide told		the guide
		tl	em to check		told them to
		tł	eir		check their
		p	assports,		passports,
		<u>tl</u>	<u>ieir's</u>		<u>their</u>
		<u>tı</u>	aveller's		travelers'
		c	neck and		check and
		fe	reign cash.		foreign cash.
Participant		2. T	he doctor	2.	The doctor
026		a	so said that		also said that
		h	e needs a		he needs a
		W	eek's rest.		week to rest.
Participant		3. C	n Friday,	3.	On Friday,
02		W	e went to		we went to

the	blue	the	blue
mounta	ain. We	mounta	in.
stayed	at	We stay	yed at
David	and	David	and
<b>Dellas</b>	<u>,                                     </u>	<u>Dalla's</u>	
house.		house.	

# h. Erroneous splitting or joining of words (word segmentation error)

Based on analyzing the data, there are some word segmentation error found in the students' writing of recount text. Word segmentation errors or erroneous splitting or joining or words means a word that includes joining two words without space. The following table will explain some sentences that contained word segmentation error committed by the students in their writing recount text.

Table 4.18

The erroneous splitting or joining word (word segmentation) in students' writing of recount text

Participant	Types of	Spelling error	Corrected
Code	spelling error	analysis	spelling error
Participant	Erroneous	1. Second day,	1. Second day,
018	splitting or	we enjoyed	we enjoyed
	joining word	the day on	the day on
	(word	Tanjung	Tanjung
	segmentation)	Benoa	Benoa
		beach. We	beach. We
		played	played <u>so</u>
		<u>somany</u>	many water
		water sports	sports such
		such as	as banana
		banana boat,	boat, <b>jest</b>
		<u>jestsky</u> ,	<u>sky</u> ,
		speedboat,	speedboat,
		etc.	etc.
		2. Mr. and Mrs.	
		Wijaya were	
Participant		on <u>atour</u> of	2. Mr. and Mrs.

0.00	-	ı		ı	
028			Jawa Timur		Wijaya were
			Park. They		on <u>a tour</u> of
			were		Jawa Timur
			travelling on		Park. They
			a guided tour		were
			of five		travelling on
			countries.		a guided tour
		3.	They		of five
			enjoyed		countries.
			twoweeks	3.	They
Participant			tour in Jawa		enjoyed <u>two</u>
027			Timur park.		weeks tour
		4.	On the way		in Jawa
			after from		Timur park.
			Red Island	4.	On the way
Participant			iand my		after from
06			family went	1	Red Island I
			to		and my
			Par <mark>an</mark> gtritis		family went
			beach and		to
			Green Bay.		Parangtritis
		5.	I played for		beach and
			some hours		Green Bay.
			until <u>ifelt</u>	5.	I played for
Participant		1	tired and		some hours
020			decided to		until <u>I felt</u>
		4	go back to		tired and
			our car.		decided to to
		6.	She did not		go back to
			want to dive		our car.
			because she	6.	She did not
Participant			had <b>atrauma</b>		want to dive
013			with the		because she
			animal.		had <u>a</u>
		7.	Werode our		trauma with
			bikes down		the animal.
			the beach for	7.	We rode our
			awhile, on		bikes down
Participant			the sand.		the beach for

023						a while	, on
		8.	When	we		the sand.	
			arrived	in	8.	When	we
			Lamonga	an,		arrived	in
			the	bus		Lamonga	an,
			stopped	at		the	bus
			asmall			stopped	at <u>a</u>
			restaurar	it for		<u>small</u>	
			arest.			restaurar	nt
	/					for <u>a res</u>	<u>t</u> .

# i. Two or more error of the same type or of the different types (Multiple Errors)

The last category is multiple errors. This category occurs when two or more errors contained in a word. The following table will explain some sentences that contained multiple error committed by the students in their writing recount text.

Table 4.19
The multiple error in students' writing of recount text

Participant	Types of	Spelling error	Corrected
Code	spelling error	analysis	spelling error
Participant	Erroneous	1. I was so	1. I was so
023	splitting or	ashamed	ashamed
	joining word	when	when
	(word	everybody	everybody
	segmentation)	onothe bus	on the bus
		looked at	looked at
		me, I could	me, I could
		feel my	feel my
		face turn	face turn
Participant		red.	red.
021		2. It took two	2. It took two
		hours,	hours,
		arriving at	arriving at
		Indrayati	Indrayati
		beach we	beach we
		<u>derecly</u>	directly
		when to the	when to the

				1	
Participant			seashore.		seashore.
018		3.	Then, we	3.	Then, we
			checked		checked
			into the		into the
			hotel after		hotel after
			prepared		prepared
			our self we		<u>ourselves</u>
			went to		we went to
Participant			Tanah Lot.		Tanah Lot.
04		4.	Weluck	4.	We looked
			around in		around in
			that zoo		that zoo
			and also		and also
			took		took
	/		pictures of		pictures of
4			those		those
			animals.		animals.

Based on the research findings, substitution of letter is the highest spelling errors occurred. There were 43 errors. As explained in the chapter two. Substitution of letter occur when students substituting a letter for another. Substitution letter become the highest types of spelling error because the students committed invented spelling. Invented spelling refers to young children's' attempt to use their best judgments about spelling. According to Charles Read in one of the first major studies of children's' beginning attempts at learning to spell, the students invented spellings for words by arranging letters.<sup>2</sup> He added that one sees clearly that different children chose the same phonetically motivated spelling to a degree that can hardly be explained as resulting from random choice or the influence of adults.<sup>3</sup> In other words, the students were able to detect phonetic characteristics of words that English spelling represents. In

<sup>&</sup>lt;sup>2</sup> Charles Read. Children's categorization of Speech Sounds in English. (Urbana, IL: National Council of Teachers of English, 1975), p. 112 <sup>3</sup> Ibid. p. 113

sum, learning to spell is not a matter of memorizing words, but a developmental process that culminates in a much greater understanding of English spelling than simple relationships between speech sounds and their graphic representations.

Moreover, the students commit spelling errors type such as double letter instead of single letter and single letter instead of double letter. Based on the research findings, double letter instead of single letter is higher (6,90%) than single letter instead of double letter (2,90%). whereas, both of those spelling error type actually is the same type but different in how to write. According to Read the students use their knowledge of letter names, letter sounds and spelling conventions to create plausible spellings which are phonetically reasonable but incorrect in conventional spelling. <sup>4</sup> In other words, the students early invented spellings reflect their knowledge of the place and manner of articulation of speech sounds.

### 2. Frequencies of Spelling Error

Second research question asked about the most frequency of spelling error occurred. The researcher used frequency distribution theory and ungrouped data frequency distribution table as explained in the chapter two to analyze the frequency.

Table 4.20 Ungrouped Data Frequency Distribution Table

Categories of Spelling error	Occurrence of error
Substitution of one letter	43
Omission a letter	35
Addition a letter	28

<sup>&</sup>lt;sup>4</sup> Charles Read. Pre-school children's knowledge of English Phonology. (Harvard: Educational Review press, 1971), p. 30

Erroneous splitting or joining of words (word segmentation error)	24
Double letter instead of single letter	12
Interchange two adjacent letters	11
Two or more errors of the same type or different types (multiple errors)	9
Error involving an apostrophe	5
Single letter instead of double letter	2
Total errors	N = 175

According to Mac Donald, frequency distribution display numerical value ranging from the lowest to the highest number of times each value occurs. Based on the theory and the table above, the highest frequency was substitution of a letter and the lowest frequency was single letter instead of double letter.

The researcher used percentage to show the frequency of spelling errors for helping the readers in understanding the research findings. The researcher used Sudijo Anas formula to count the frequency of errors' percentage.<sup>6</sup>

Formula:

 $P = F \times 100\%$ 

N

Note:

P = Percent

F = Frequency of Errors

N = Total Number of the Whole Errors evaluation

<sup>5</sup> 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

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

<sup>&</sup>lt;sup>6</sup> Anas Sudijono. *Pengantar Statistik Pendidikan*. (Jakarta: PT. Raja Grafindo Persada), p. 40

Table 4.21
Relative Frequency Distribution Table

	Types of	Number	Number of Whole	Relative
No	Spelling Errors	of Spelling Errors	Spelling Errors Evaluation	Frequency (Percentage)
1.	Omission a letter	35	175	35 x100%= 20% 175
2.	Addition a letter	28	175	$\frac{28}{175}$ x100% = 16%
3.	Single letter instead of double letter	5	175	<u>5</u> x100%=2,90% 175
4.	Double letter instead of single letter	12	175	12 x100%=6,90% 175
5.	Substitution of one letter	43	175	43x100%=24,60% 175
6.	Interchange two adjacent letters	11	175	11 x100%=6,30% 175
7.	Error involving an apostrophe	8	175	8 x100%=4,60% 175
8.	Erroneous splitting or joining of words (word segmentation error)	24	175	24x100%=13,70% 175
9.	Two or more errors of the same type or different types (multiple errors)	9	175	9 x100%=5,10% 175

On the students' writing, there were some errors on nine categories of spelling error. Based on the formula above, <sup>7</sup> it was found 43 substitutions of letter. Spelling error that most frequently occurred in students' writing of recount text were 24,60%. Then, the lowest were single letters instead of double letter and the frequencies of spelling errors were 2,90%.

#### 3. Factor Causes of Spelling Error

In analyzing spelling error form on students' writing, the researcher used questionnaire instrument. As mentioned on the chapter two, factor that cause of errors are divided into two errors such as interlingual errors and interalingual errors. The following discussion explained the finding of factor that cause of spelling error based on interlingual and interalingual errors.

### a. Interlingual Errors

As explained on the chapter two, interlingual errors or interference errors caused by mother tongue interference such as phonological, morphological, grammatical, and semantic. <sup>9</sup> There are four questions related to the interlingual theories such as *sixth*, *seventh*, *eleventh*, *twelfth* questions.

The question related to the interlingual errors' theories was the sixth question which asked about how to spell for students if they don't know how to spell. In this question, there are four multiple choices such as (a) write it as I feel it is, (b) ask my friends, (c) ask my teacher, and (d) check it up in the dictionary. Then, there are 20 of 28 students answer (c) ask my teacher. It means that the students ask their teacher if they don't know how to spell a word. It means that their learning referred to teacher center. According to Leo Jones in a student-center class, students don't depend

.

<sup>&</sup>lt;sup>7</sup> Ibid., p. 40

<sup>&</sup>lt;sup>8</sup> Hanna Y. Touchie, "Second language learning errors: Their types, causes, and treatment", *JALT journal*, vol. 8, no. 1 (1986), pp. 75–80, accessed 14 Mar 2017.

<sup>&</sup>lt;sup>9</sup> Ebrahem Shekhzadeh, Majid Gheichi. "An Account of Source of Errors in language learners' Interlanguage" *International Conference on Languages, Literature and Linguistics.* Vol. 26, 2011, p.160.

on their teacher all the time, waiting for instruction, words of approval, correction, advice or praise. <sup>10</sup> Teacher in the class as the tutor to help the students to develop their language skill especially in spelling for example asked their students to check spelling in the dictionary.

The next question is the seventh question which asked about the cause they commit spelling error in their writing. It is related to the Khashavarsz's theories that stated the interlingual error resulted from transfer of phonological, morphological, grammatical, semantics and learners' mother tongue to learn the target language. 11 In this question there are four multiple choice such as (a) the difference between written and spoken English, (b) the origin of English words, (c) carelessness, (d) all. There were 18 of 28 students answer (a) the difference between written and spoken English. It means that most of students agree that the difference between written and spoken English is cause of spelling error. It is related to Smith, Bahloul, Al Hasan and Jayousi thought that the first main cause of spelling errors are the irregularities of the English spelling system. In other words, English words are spelt is complex and inconsistent.

The eleventh question asked about some teacher lack of interest in teaching spelling. There were 20 of 28 students who agree about that. The researcher classified lack of interest of teaching spelling that include different between English and Indonesian writing system, phonological problems, lack of morphological, limited knowledge of spelling (grammatical and spelling rule) and limited time in teaching spelling in class. Based on those classification of lack interest in teaching spelling, the most classification of lack of interest that most occur is phonological problem and limited time in teaching. Phonological problem happened

\_

<sup>&</sup>lt;sup>10</sup> Leo Jones. The Students- centered Classroom (Cambridge: Cambridge University Press, 2007) p. 2

<sup>&</sup>lt;sup>11</sup> Ebrahem Shekhzadeh, Majid Gheichi. "An Account of Source of Errors in language learners' Interlanguage" *International Conference on Languages, Literature and Linguistics.* Vol. 26, 2011, p.160.

because there is inconsistency of letter and sound in English while in teaching spelling need sufficient time because improving spelling is not something that just happens. Those two reasons lead to lack of teaching spelling.

The twelfth question is about many teachers sometimes seems to commit spelling errors while writing on the whiteboard or notebook. There were 19 of 28 students who get highest choice on (a) agree. It means that most of students agree that many teachers sometimes seem to commit spelling errors while writing on the whiteboard or notebook.

### b. Interalingual Errors

As explained on the chapter two, Touchie stated that intralingual errors are caused by the difficulty of the target language. <sup>12</sup> Then, there were eight questions to analyze intralingual errors.

The question which asked about students care about the spelling was answered by 12 students who choose (c) always, 7 students choose (a) sometimes, 7 students choose (b) usually, and 2 students choose (d) never. It means that students always care about the spelling of words when they write.

Another question asked about how often students commit spelling error. There were 11 students who choose (a) *sometimes*, 9 students who choose (b) *rarely*, 6 students who choose (c) *most often*, and 2 students choose (d) *never*. It means that students sometimes commit spelling error when they write. According to Touchie, the errors are also caused by the difficulty or the problem of language itself. <sup>13</sup>

The other question asked about how much important to know the correct spelling of words. There were 14 students who choose (c) *very important*, 2 students who choose (a) *not important*, 12 students who choose (b) *to* 

<sup>13</sup> Hanna Y. Touchie, "Second language learning errors: Their Types, Causes and treatment" JALT Journal. Vol. 8, No.1, 1986, p. 7.

\_

<sup>&</sup>lt;sup>12</sup> Hanna Y. Touchie. "Second Language Learning Errors Their Types, Causes and Treatment" *JALT Journal*. Vol. 8, No. 1, 1986, p.77

*some extent important.* It means that it is very important to know the correct spelling of words.

The next question is about students' feeling in learning spelling of words. There were 20 students who choose (b) *like*, 4 students choose (a) *dislike*, and 4 students choose (c) very *enthusiastic*. It means that the students like about leaning the spelling of word but they are not so enthusiastic.

The next question is about the main problem in learning spelling. There were 17 students who choose (b) *lack of interest to learn*, 6 students who choose (a) *lack of materials*, and 5 students choose (c) *lack of good teacher*. According to Shaw, the students should develop a desire to learn, dedicate sufficient time to learn the spelling of English words and become competent speller. <sup>14</sup> It means that one of the students' main problem in learning spelling is lack of interest to learn. Many students don't give attention to whether they write a word with the correct spelling or not. According to Hary, students commit spelling errors because they are not motivated to learn correct spelling due to lack of the desire to learn it.

Then, the next question is about students commit spelling errors because spelling is not actually taught as an aspect/sub skill of English language in Junior High School. There were 26 students who agree. It means that the other cause of spelling error was spelling is not actually taught as an aspect/subskill of English language.

The other question is about students commit spelling errors because most students don't take the pain to go through their works after writing. There were 26 students who agree about that. It means that students commit spelling error because most students don't take the pain to go through their works after writing is one of the interalingual errors. As stated by Miressa and Dumessa, many spelling error are committed due to inattention of the

<sup>&</sup>lt;sup>14</sup> Shaw, H. (1970). Errors in English and Ways to Correct Them. New York: A Division of Harper and Row Publisher, p. 167.

students when they spell word, they simply write the way they feel rather than the way it is supposed to be written. <sup>15</sup>

The last question is about there are a few books that emphasize spelling rules in the school libraries. There were 21 students who agree about that. It means that the other cause of spelling error is because there are a few books that emphasize spelling rules in the school libraries.

Table 4.22 Factors Cause of Spelling Error

No	Factors	Aspect	Item	Answer
140	1//	Aspect	Ittili	Allswei
•	Cause	/		
	Spelling			
	Error	1		
	<i>y</i>			
1.	Interlingual	- <mark>Ca</mark> used by	- What do you	- (c) Ask
	Error	mother	do if you	my
		tongue	don't know	teacher
		interference	how to spell	
		or native	a word?	
		lan <mark>guage.</mark>	(question 6)	
		<ul> <li>Result from</li> </ul>	- What are the	
		transfer of	causes for	- (a) the
		phonologic	your spelling	differen
		al,	errors?	ce
		morphologi	(question 7)	between
		cal,	/ /	written
		grammatica		and
		l,		spoken
		semantics,		English
		and		٥
		learners;		
		mother	- Some	
		tongue to	teachers lack	- (a)

<sup>&</sup>lt;sup>15</sup> 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, accessed 24 Nov 2016.

		learn the		interest in	agree
				teaching	agree
		target		_	
		language.		spelling	
				(question	
				11)	
			-	Many	(-)
				teachers	- (a)
				sometimes	agree
				seem to	
				commit	
	9			spelling	
				errors while	
				writing on	
				the	
				whiteboard	
	1	4 1		or notebook	
				(question	
				12)	
2.	Interalingu	- Caused by	-	How often	- (c)
	al Error	the		do you care	always
		difficulty		about the	
		of the		spelling of	
		second or		words when	
		target		you write?	
		language.	7 /	(question 1)	
		- Unbalance	4	How often	- (a)
		of the		do you	sometim
		target		commit	es
		language		spelling	
		and		errors?	
		negative		(question 2)	
		influence	_	How much	- (c) very
		of the		important is	importan
		environme		it to know	t
		nt, the		the correct	
		target of		spelling of	
		the second		words?	
		language		(question 3)	(1-) 1:1
		product is	<u> </u>	How do you	- (b) like

1 ' 11	6 1 1 .
higher than	feel about
students'	learning the
level.	spelling of
	words?
	(question 4)
	- What is your   - (b) lack
	main of
	problem in interest
	learning to learn
_ / _ / _	spelling?
	(question 5)
	- Students - (a) agree
	commit
	spelling
	errors
	because
	spelling is
	not actually
	taught as an
	aspect/sub
	skill of
	English
	language in
	junior high
	school.
	(question 8)
	- Students - (a) agree
	commit
	spelling
	errors
	because
	most
	students don't take
	the pain to
	go through
	their works
	after writing.
	(question 9)

	- There are	(a) agrae
	- There are	- (a) agree
	few books	
	that	
	emphasize	
	spelling	
	rules in the	
	school	
	libraries.	
	(question	
	10)	

Based on the explanation about interlingual and interalingual error above, interalingual error is more dominant factor that caused spelling error. According Touchie, Interalingual or development factors occur because: 16

- 1. Simplication (students often choose simple form instead of more complex ones)
- 2. Overgeneralization (students use one form in one context and extending its application such as the use of *comed* and *goed* as the past tense form of *come* and *go*)
- 3. Hypercorrection (zealous efforts of teachers in correcting students' errors cause the students make error such as students say *pird* and *pattle* of *bird* and *battle*.
- 4. Faulty teaching (some teachers are even influenced by their students' errors in the course of long teaching)
- 5. Fossilization (some errors especially errors in pronunciation, persist for long periods and become quite difficult to avoid

<sup>&</sup>lt;sup>16</sup> Hanna Y. Touchie, "Second language learning errors: Their Types, Causes and treatment" JALT Journal. Vol. 8, No.1, 1986, p. 7.