

## **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

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

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 themeselves, dangerous 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: imideattly 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'

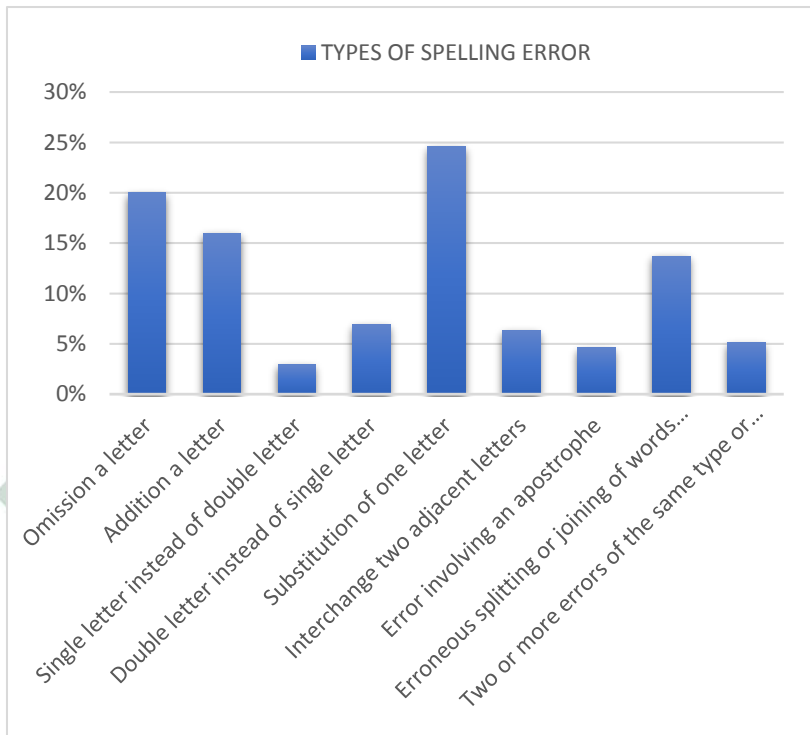
The last type of spelling error was single letter instead of double letter. There were 2,90% or only 5 students who commit this type of error in spelling. Single letter instead of double letter occurred when the students missed a letter in a word that contains double letters. For example: stoped as stopped, 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 interlingual. Interlingual or interference error is caused by mother tongue interference while interlingual 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

Question 6	Variable	No of respondents	% of respondents
What do you do if you do not know how to spell a word?	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' 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

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



	notebook.				
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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 interlingual errors' theories were *first, second, third, fourth, fifth, eighth, ninth, and tenth* question. Then, the following table showed the questions:

Table 4.5  
Interlingual Errors' Questions 1

Question 1	Variable	No of respondents	% of respondents
How often do you care about the spelling of words when you write?	Sometimes	7	25%
	Usually	7	25%
	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  
Interlingual Errors' Questions 2

Question 2	Variable	No of respondents	% of respondents
How often do you commit spelling errors?	Sometimes	11	39,3%
	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  
Interlingual Errors' Questions 3

Question 3	Variable	No of respondents	% of respondents
How much important is it to know the correct spelling of words?	Not important	2	7,1%
	To some extent important	12	42,8%
	Very important	14	50%
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  
Interlingual Errors' Questions 4

Question 4	Variable	No of respondents	% of respondents
How do you feel about learning the spelling of words?	Dislike	4	14,3%
	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  
Intergingual Errors' Questions 5

Question 5	Variable	No of respondents	% of respondents
What is your main problem in learning spelling?	Lack of materials	6	21,4%
	Lack of interest to learn	17	60,7%
	Lack of good teacher	5	18%
	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  
Interlingual Errors' Questions 6

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

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 interlingual error and interlingual error, the interlingual 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

Participant Code	Types of spelling error	Spelling error analysis	Corrected spelling error
Participant 018	Omission	1. <b>The</b> were so tame but sometimes they could be naughty and we could make a close interaction with them.	1. <b>They</b> were so tame but sometimes they could be naughty and we could make a close interaction with them.
Participant 026		2. One day, Yoga was fell sick in the middle of <b>Englis</b> lesson.	2. One day, Yoga was fell sick in the middle of <b>English</b> lesson.
Participant 06		3. In the <b>nex</b> day, we went to	3. In the <b>next</b>

<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.

Participant 022		Siung beach that was so beautiful. 4. First, we visited Prambanan temple, it was a <b><u>beatiful</u></b>	day, we went to Siung beach that was so beautiful. 4. First, we visited Prambanan temple, it was a <b><u>beautiful</u></b>
Participant 04		5. At 1 p.m. we had <b><u>luch</u></b> in the restaurant in front of the parking lot.	5. At 1 p.m. we had <b><u>lunch</u></b> in the restaurant in front of the parking lot.
Participant 028		6. Last week, my <b><u>frend</u></b> and I went to Jogjakarta.	6. Last week, my <b><u>friend</u></b> and I went to Jogjakarta.
Participant 07		7. Also, we saw a lot of people in <b><u>ther</u></b> .	7. Also, we saw a lot of people in <b><u>there</u></b> .
		8. <b><u>Scond</u></b> , we visited Gembira Loka zoo, we saw many kinds of animals.	8. <b><u>Second</u></b> , we visited Gembira Loka zoo, we saw many kinds of animals.
		9. They stopped at a small restaurant to <b><u>ea</u></b> lunch.	9. They stopped at a small restaurant to <b><u>eat</u></b> lunch.
		10. I went to	

		<p>the Jawa Timur Park 2 ride the bus with my <b>famili</b>.</p> <p>11. After had arrived at the Jawa Timur Park 2, I got together <b>wit</b> my group to take pictures.</p>	<p>10. I went to the Jawa Timur Park 2 ride the bus with my <b>family</b>.</p> <p>11. After had arrived at the Jawa Timur Park 2, I got together <b>with</b> my group to take pictures.</p>
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### 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 Code	Types of spelling error	Spelling error analysis	Corrected spelling error
Participant 019	Addition	1. It was too bad for me because the distance to see the waterfall <b>wass</b> too far.	1. It was too bad for me because the distance to see the waterfall <b>was</b> too far.
Participant 05		2. On the one o'clock on the way <b>after</b> from the Red Island, I	2. On the one o'clock on the way <b>after</b> from the Red Island, I and my family go

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

Participant 04		<p>zoo, I bought a ticket. In zoo I saw many animals, since small animals <u>unitil</u> big animals.</p> <p>8. At 12 p.m. o'clock we were exhaustion and we <u>breake</u>.</p> <p>9. There were many <u>sellears</u> who sold many kinds of souvenirs.</p>	<p>zoo, I bought a ticket. In zoo I saw many animals, since small animals <u>until</u> big animals.</p> <p>8. At 12 p.m. o'clock we were exhaustion and we <u>break</u>.</p> <p>9. There were many <u>sellers</u> who sold many kinds of souvenirs.</p>
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### 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 Code	Types of spelling error	Spelling error analysis	Corrected spelling error
Participant 06	Single letter	1. Sahid Raya was a famous	1. Sahid Raya was a

	instead of double letter	hotel in Jogjakarta, the <b>facillities</b> made me comfortable during I stayed there.	famous hotel in Jogjakarta, the <b>facilities</b> made me comfortable during I stayed there.
Participant 017		2. They were <b>traveling</b> on a guided tour of four location.	2. They were <b>travelling</b> on a guided tour of four location.
Participant 026		3. All students stopped writing and Ms. Sita helped her <b>immediatelly</b> .	3. All students stopped writing and Ms. Sita helped her <b>immediately</b> .

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

Participant 013	letter	at 09 p.m. with my family.	Surabaya zoo at 09 p.m. with my family.
Participant 026		2. I went <b><u>holliday</u></b> in Pasir kencana with my family.	2. I went <b><u>holiday</u></b> in Pasir kencana with my family.
Participant 020		3. All students did writing task, <b><u>suddenly</u></b> Yoga vomited. All students stopped writing.	3. All students did writing task, <b><u>suddenly</u></b> Yoga vomited. All students stopped writing.
Participant 019		4. Five minutes again, he examined her <b><u>carefully</u></b> .	4. Five minutes again, he examined her <b><u>carefully</u></b> .
		5. I said to Jane on the slow boat it is <b><u>alright</u></b> .	5. I said to Jane on the slow boat it is <b><u>alright</u></b> .
		6. We had three days here which we spent walking <b><u>aroud</u></b> the island.	6. We had three days here which we spent walking <b><u>aroud</u></b> the island.
		7. On Sunday, I and my	7. On Sunday, I and my <b><u>family</u></b>

		<b>family</b> visited Semarang waterfall in Ungarang.	visited Semarang waterfall in Ungaran.
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**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

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



Participant 015		5. Five minutes again, the doctor <b><u>cane</u></b> , he examined her.	minutes again, the doctor <b><u>came</u></b> , he examined her.
Participant 018		6. We spent around two <b><u>haur</u></b> s there and finally we were fortunate on the grounds.	6. We spent around two <b><u>hours</u></b> there and finally we were fortunate on the grounds.
Participant 013		7. I had many impressive experiences during the <b><u>vecation</u></b> .	7. I had many impressive experiences during the <b><u>vacation</u></b> .
Participant 06		8. When we arrived at the beach, we were <b><u>sarprised</u></b> to see no one there.	8. When we arrived at the beach, we were <b><u>surprised</u></b> to see no one there.
Participant 022		9. Sahid Raya was a famous hotel in Jogjakarta that the facilities made me <b><u>camfortable</u></b> during I stayed there.	9. Sahid Raya was a famous hotel in Jogjakarta that the facilities made me <b><u>comfortabl</u></b> e during I stayed there.
Participant 07		10. My sister and I played with the <b><u>wavy</u></b> .	10. My sister and I played with the
Participant			

<p>028</p> <p>Participant 010</p>		<p>11. At 1 p.m. we had lunch in the restaurant in <b>frond</b> of the parking lot.</p> <p>12. Then I <b>want</b> to museum and there were many animals.</p> <p>13. On the day of the travel, the guide told them to <b>check</b> their passport.</p> <p>14. They travelled in a <b>comportabl e</b> coach with a toilet, music, and video.</p> <p>15. To last, we purposed in <b>holyday</b>, we all take a picture in Surabaya monument as an <b>avidance</b> I and my family.</p>	<p><b>wave.</b></p> <p>11. At 1 p.m. we had lunch in the restaurant in <b>front</b> of the parking lot.</p> <p>12. Then I <b>went</b> to museum and there were many animals.</p> <p>13. On the day of the travel, the guide told them to <b>check</b> their passport.</p> <p>14. They travelled in a <b>comfortabl e</b> coach with a toilet, music, and video.</p> <p>15. To last, we purposed in <b>holiday</b>, we all take a picture in Surabaya monument as an <b>evidence</b> I and my family.</p>
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### 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 Code	Types of spelling error	Spelling error analysis	Corrected spelling error
Participant 019	Interchange two adjacent letters	1. In Ungarang, we took a little bit <b>trekking</b> to find Semirang waterfall.	1. In Ungarang, we took a little bit <b>tracking</b> to find Semirang waterfall.
Participant 010		2. At 12 p.m. we <b>worn</b> exhaustion and we break in eating house to eat and break with my family.	2. At 12 p.m. we <b>were</b> exhaustion and we break in eating house to eat and break with my family.
Participant 04		3. We went to home at 2 p.m. <b>whit</b> my family and I was very happy because I can spend my holiday with them.	3. We went to home at 2 p.m. <b>with</b> my family and I was very happy because I can spend my holiday with them.
Participant 026		4. There were many sellers	4. There were many sellers

		who <b><u>slod</u></b> many kinds of <b><u>souvenirs.</u></b> 5. The doctor also said that he needs a week to <b><u>resth.</u></b>	who <b><u>sold</u></b> many kinds of <b><u>souvenirs.</u></b> 5. The doctor also said that he needs a week to <b><u>rest.</u></b>
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**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 Code	Types of spelling error	Spelling error analysis	Corrected spelling error
Participant 028	Involving an apostrophe.	1. On the day of the travel, the guide told them to check their passports, <b><u>their's traveller's</u></b> check and foreign cash.	1. On the day of the travel, the guide told them to check their passports, <b><u>their travelers'</u></b> check and foreign cash.
Participant 026		2. The doctor also said that he needs a <b><u>week's</u></b> rest.	2. The doctor also said that he needs a <b><u>week to</u></b> rest.
Participant 02		3. On Friday, we went to	3. On Friday, we went to

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

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

023		8. When we arrived in Lamongan, the bus stopped at <b>asmall</b> restaurant for <b>arest</b> .	8. <b>a while</b> , on the sand. When we arrived in Lamongan, the bus stopped at <b>a small</b> restaurant for <b>a rest</b> .
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**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 Code	Types of spelling error	Spelling error analysis	Corrected spelling error
Participant 023	Erroneous splitting or joining word (word segmentation)	1. I was so ashamed when everybody <b>onthe</b> bus looked at me, I could feel my face turn red. 2. It took two hours, arriving at Indrayati beach we <b>directly</b> when to the	1. I was so ashamed when everybody <b>on the</b> bus looked at me, I could feel my face turn red. 2. It took two hours, arriving at Indrayati beach we <b>directly</b> when to the

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

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<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

<b>Categories of Spelling error</b>	<b>Occurrence of error</b>
Substitution of one letter	43
Omission a letter	35
Addition a letter	28

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<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.<sup>5</sup> 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:

$$P = \frac{F}{N} \times 100\%$$

Note:

P = Percent

F = Frequency of Errors

N = Total Number of the Whole Errors evaluation

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<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

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

Table 4.21  
Relative Frequency Distribution Table

No	Types of Spelling Errors	Number of Spelling Errors	Number of Whole Spelling Errors Evaluation	Relative Frequency (Percentage)
1.	Omission a letter	35	175	$\frac{35}{175} \times 100\% = 20\%$
2.	Addition a letter	28	175	$\frac{28}{175} \times 100\% = 16\%$
3.	Single letter instead of double letter	5	175	$\frac{5}{175} \times 100\% = 2,90\%$
4.	Double letter instead of single letter	12	175	$\frac{12}{175} \times 100\% = 6,90\%$
5.	Substitution of one letter	43	175	$\frac{43}{175} \times 100\% = 24,60\%$
6.	Interchange two adjacent letters	11	175	$\frac{11}{175} \times 100\% = 6,30\%$
7.	Error involving an apostrophe	8	175	$\frac{8}{175} \times 100\% = 4,60\%$
8.	Erroneous splitting or joining of words (word segmentation error)	24	175	$\frac{24}{175} \times 100\% = 13,70\%$
9.	Two or more errors of the same type or different types (multiple errors)	9	175	$\frac{9}{175} \times 100\% = 5,10\%$

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 interlingual errors.<sup>8</sup> The following discussion explained the finding of factor that cause of spelling error based on interlingual and interlingual 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*, *eleveth*, *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

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<sup>7</sup> Ibid., p. 40

<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>9</sup> Ebrahim 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.<sup>11</sup> 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

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

<sup>11</sup> Ebrahim 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. Interlingual 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*

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

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

*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 interlingual errors. As stated by Miressa and Dumessa, many spelling error are committed due to inattention of the

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<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 Cause Spelling Error	Aspect	Item	Answer
1.	Interlingual Error	<ul style="list-style-type: none"> <li>- Caused by mother tongue interference or native language.</li> <li>- Result from transfer of phonological, morphological, grammatical, semantics, and learners; mother tongue to</li> </ul>	<ul style="list-style-type: none"> <li>- What do you do if you don't know how to spell a word? (question 6)</li> <li>- What are the causes for your spelling errors? (question 7)</li> <li>- Some teachers lack</li> </ul>	<ul style="list-style-type: none"> <li>- (c) Ask my teacher</li> <li>- (a) the difference between written and spoken English</li> <li>- (a)</li> </ul>

<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 target language.	interest in teaching spelling (question 11) - Many teachers sometimes seem to commit spelling errors while writing on the whiteboard or notebook (question 12)	agree  - (a) agree
2.	Interlingual Error	- Caused by the difficulty of the second or target language. - Unbalance of the target language and negative influence of the environment, the target of the second language product is	- How often do you care about the spelling of words when you write? (question 1) - How often do you commit spelling errors? (question 2) - How much important is it to know the correct spelling of words? (question 3) - How do you	- (c) always  - (a) sometimes  - (c) very important  - (b) like

		higher than students' level.	<p>feel about learning the spelling of words? (question 4)</p> <ul style="list-style-type: none"> <li>- What is your main problem in learning spelling? (question 5)</li> <li>- Students commit spelling errors because spelling is not actually taught as an aspect/sub skill of English language in junior high school. (question 8)</li> <li>- Students commit spelling errors because most students don't take the pain to go through their works after writing. (question 9)</li> </ul>	<ul style="list-style-type: none"> <li>- (b) lack of interest to learn</li> <li>- (a) agree</li> <li>- (a) agree</li> </ul>
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			- There are few books that emphasize spelling rules in the school libraries. (question 10)	- (a) agree
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Based on the explanation about interlingual and interlingual error above, interlingual error is more dominant factor that caused spelling error. According Touchie, Interlingual or development factors occur because:<sup>16</sup>

1. Simplification (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)

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