Students' Strategy to Overcome Handwriting Orthographic Mistake in the Written English Class of UINSA

THESIS

Submitted in partial fulfilment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English.



By:

<u>Rahayuningsih</u>

D75213091

ENGLISH LANGUAGE EDUCATION DEPARTMENT FACULTY OF TARBIYAH AND TEACHER TRAINING UIN SUNAN AMPEL SURABAYA

2019

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama	: Rahayuningsih
NIM	: D75213091
Semester	: XII (Dua belas)
Fakultas/Prodi Inggris	: Tarbiyah dan Keguruan/ Pendidikan Bahasa

Dengan ini menyatakan sebenar-benarnya bahwa skripsi yang berjudul "Students' Strategy to Overcome Handwriting Orthographic Mistake in the Written English Class of UINSA" adalah benar-benar merupakan hasil karya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran sendiri. Segala materi yang diambil dari karya orang lain hanya digunakan sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang ditetapkan oleh jurusan.

Surabaya, 13 maret 2019

Pembuat Pernyataan, TERAL EMPEL M 7AF22AFF809667443 Rahavuningsih NIM. D75213091 M RIBU RUPIAH

ADVISOR APPROVAL SHEET

This thesis by Rahayuningsih entitled "Students' Strategy to Overcome Handwriting Orthographic Mistake in the Written English Class of UINSA" has been approved by the advisors for further approval by the Board of Examiners.

Surabaya, March 27th, 2019

Advisor 1

Drs. Muhtarom, M.Ed, Grad, Dipl. TESOL. NIP.196512201992031005

:

Advisor 2 te

<u>Siti Asmiyah, M. TESOL.</u> NIP. 197704142006042003

EXAMINER APPROVAL SHEET

This thesis by Rahayuningsih entitled "STUDENTS' STRATEGY TO OVERCOME HANDWRITING ORTHOGRAPHIC MISTAKE IN THE WRITTEN ENGLISH CLASS OF UINSA" has been examined on April 5th, 2019 and approved by the board of examiners.

Dean,
Dean, Dean,
Nor. Dr. Fl. All Masud, M. Ag, M. Pd. I.
NIP/19/301231993031002
NIP/19/301231993031002
The board of Examiner,
The board of Examiner,
Examiner I
20. >
Dr. M. Salik, M. Ag.
NIP. 196712121994031002
Examiner II
In
the e
Rizka Safriyani, M. Pd.
NIP. 198409142009122005
Examiner III
- B. 1
Armit
Drs. Muhtarom, M.Ed, Grad, Dipl. TESOL.
NIP.196512201992031005
Examiner IV
Example IV
(AL)
Siti Asmiyah, M. TESOL.
NIP. 197704142006042003

.



KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama	: Rahayyningsih
NIM	: D75213091
Fakultas/Jurusan	: Ftk / PBI
E-mail address	rningsih 372 @gmail-com
UIN Sunan Ampel	gan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :] Tesis Desertasi D. Lain-lain ()
yang berjudul :	
student	s' Strafegy to Overcome Handwriting orthographic
Mistake	in the Written English Class of Ulivsa

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Ekslusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 13 April 2019

Penulis

Rahayun in osih nama terang dan tanda tangan)

ABSTRACT

Rahayuningsih. (2019). Students' Strategy to Overcome Handwriting Orthographic Mistake in the Written English Class of UINSA. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel. Advisors: Drs. Muhtarom, M.Ed, Grad, Dipl, TESOL.,

Key words: Misspelling, Orthographic mistake, Handwriting.

Misspelling is the crucial problem yet mostly ignored by the learner. In the non-native English country which should have paid more attention to spelling, it is less concerned. Even nowadays students are provided with many kind of application of the spell checker, yet, in handwriting students could not rally on everything but their spelling skill. Because of the lack facilitation of learning spelling in college or school, students learn this skill independently to support their 4 major skills. The researcher here is interested to know the strategy they use to avoid misspelling and learn to write new words in English. So, this study focuses on the strategy students' use to avoid and learn spelling and also the misspelling happened in their writing in the form of handwriting which is not helped by any kind of applications helps. This study used the qualitative method to analyze the data. The researcher analyzed 2 kinds of paper of 14 students using checklist table as the instrument. The researcher also used questionnaire to obtain information about the strategy used by students regarding with spelling acquisition. As the result, the researcher found that among 11 kinds of orthographic misspelling, 7 were found in the students' paper works. They are phonogram (6 words), silent vowel (4 words), consonant digraph (3 words), consonant form (3 words), vowel digraph (1 word) and confusing homophone (1 word). Further, the strategy used by students to avoid misspelling while writing include using dictionary or other tools (72%), visualize the sound (22%), and other strategy (6%). The strategy used to learn new words includes using dictionary and other resources (50%), using sound symbol strategy (27%), using mnemonic (9%), and other strategy (14%). The result indicated that the mistake of phonogram is dominating the students' misspelling and most of the students still rely on dictionary and other tool to avoid misspelling and learn new word.

ABSTRAK

Rahayuningsih. (2019). Students' Strategy to Overcome Handwriting Orthographic Mistake in the Written English Class of UINSA. Skripsi. Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Univeersitas Islam Negri Surabaya. Pembimbing: Drs. Muhtarom, M.Ed, Grad, Dipl, TESOL.,

Kata kunci: Misspelling, Orthographic mistake, Handwriting.

Spelling termasuk masalah krusial yang sering diabaikan oleh pelajar. Di negara non berbahasa inggris yang seharusnya memberi perhatian lebih terhadap spelling, tatapi malah sering dilupakan. Meskipun sekarang ini pelajar disediakan dengan banyak jenis aplikasi spell checker, tetapi aplikasi apapun tidak akan menolong siswa dalam menulis dengan cara tradisional menggunakan tangan. Karena kurangnya fasilitas untuk belajar spelling di sekolah ata kampus, siswa mempelajari kemampuan spelling secara mandiri untuk menyokong keempat kemampuan dasar berbahasa. Berdasarkan alasan tersebut peneliti tertarik untuk mnengetahui strategy apa yang digunakan siswa untuk menghindara kesalahan pengejaan dan dalam mempelajari pengejaan kata-kata baru. Oleh karena itu, penelitian ini berfokus pada strategy yang digunakan siswa untuk menghindari kesalahan pengejaan dan dalm mempelajari kata baru dan juga kesalahan pengejaan yang mungkin terjadi dalam tulisan menggunakan tangan yang tanpa dibantu aplikasi spell checker apapun. Penelitian ini menggunakan metode penelitian kualitaive dalam mengalisa data yang didapat. Peneliti menganalisa 2 jenis tulisan oleh 14 mahasiswa menggunakan table pengisian sebagai instrument pembantu. Peneliti juga menggunakan kuisioner untuk mengumpulkan data tentang strategi yang digunakan siswa berkaitan dengan peguasaan kemampuan mengeja. hasilnya, peneliti menemukan bahwa diantara 11 jenis kesalahan pengejaan, 7 diantaranya ditemukan dalam tulisan tangan siswa. Diantaranya phonogram (6 kata), silent vowel (4 kata), consonant digraph (3 kata), consonant form (3 kata), vowel digraph (1 kata) dan confusing homophone (1 kata). Selanjutnya, strategy yang digunakan siswa untuk menghindari kesalahan pengejaan termasuk penggunaan kamus atau sumber lain (72%), memvisualkan kata (22%), dan strategy yang lain (6%). Strategi yang digunakan siswa untuk mempelajari pengejaan kata baru termasuk menggunakan kamus atau sumber lain (50%), menggunakan strategi pentransferan suara kedalam simbol (27%), menggunakan mnemonic atau jembatan keledai (9%), dan strategy lain (14%). Yang intinya, phonogram adalah jenis misspelling yang mendominasi pada teks tulisan tangan siswa, dan siswa masih mengandalkan kamus dan alat bantu lainnya untuk menghindari misspelling dan juga mempelajari kata -kata terbaru.

PUBLICATION SHEET



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

TABLE OF CONTENT

TITT	LE SHEET	i
ADV	ISOR APPROVAL SHEET	ii
EXA	MINER APPROVAL SHEET	ii
PERN	NYATAAN KEASLIAN TULISAN	iv
MOT	то	v
	ICATION	
	NOLEDGMENT	
	TRACT	
ABST	FRAK	X
PUBI	LICATION SHEET	xi
TAB	LE OF CONTENT	xii
LIST	OF FIGURES	xiv
	OF CHART	
LIST	OF TABLE	xvi
LIST	OF APPENDICES	xvii
CHA	PTER I: INTRODUCTION	
A.	Background of the Study	1
	Research Questions	
B.	Objectives of the Study	9
C.	Significance of the Study	9
D.		
E.	Scope and Limitation of the Study	
F.	Definition of Key Terms	13
CHA	PTER II: REVIEW OF RELATED LITERATURE	15
А.	Misspelling in Handwriting	15
В.	Strategies to overcome the misspelling	29
C.	Review of Previous Study	
CHA	PTER III: RESEARCH METHOD	

A.	Research Design and Approach	36
B.	Research Setting	37
C.	Data and Source of Data	37
1	. Data	37
2	2. Source of Data	38
D.	Research Instrument	
E.	Data Collection Technique	40
F.	Data Analysis Technique	41
G.	Checking Validity of Finding	42
Н.	Research Stages	43
CHA	PTER IV: RESEARCH FINDING AND DISCUSSION	
		10
А.	5	
	. Misspelling in students' handwriting	
2	2. Students' strategy to overcome misspelling	54
B.	Discussion	57
1	. The difficulties to w <mark>rite</mark> in <mark>correc</mark> t spelling	57
2	2. Students Strategy to Overcome Misspelling	66
CHA	PTER V: CONCLUSION AND SUGGESTION	71
A.	Conclusion	71
В.	Suggestion	72
DEEF		- 4
KEFF	ERENCES	
APPE	ENDICES	

LIST OF FIGURES

Figure 4. 1. Improper Letter Form S	47
Figure 4. 2. Improper Letter Form U	47
Figure 4. 3. Improper Letter Form <i>R</i>	48
Figure 4. 4. Improper Letter Form C	48
Figure 4. 5. Too Close Letter Spacing	48
Figure 4. 6. Capitalization	49
Figure 4. 7. Phonogram	50
Figure 4. 8. Silent Vowel	51
Figure 4. 9. Consonant Digraph	52
Figure 4. 10. Consonant Form	53
Figure 4. 11. Silent Consonant	53
Figure 4. 12. Vowel Digraph	54
Figure 4. 13. Confusing Homophone	54

LIST OF CHART

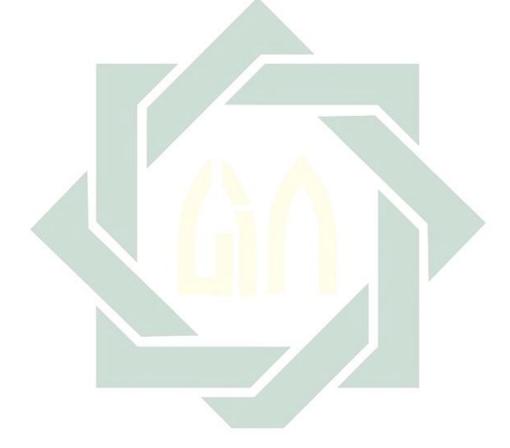
Chart 4. 1. Students' Strategy to Avoid Misspelling	56
Chart 4. 2. Students' Strategy to Learn Spelling	57



LIST OF TABLE

 Table 3. 1. Students Orthographic Mistake in Handwriting
 39

Table 4. 1. Kinds of Students Orthographic Mistake in Handwriting....... 50



LIST OF APPENDICES

Appendix 1 Handwriting of Student B in Paper 1 Appendix 2 Handwriting of Student C in Paper 1 Appendix 3 Handwriting of Student H in Paper 1 Appendix 4 Handwriting of Student B in Paper 2 Appendix 5 Handwriting of Student C in Paper 2 Appendix 6 Handwriting of Student D in Paper 2 Appendix 7 Handwriting of Student E in Paper 2 Appendix 8 Handwriting of Student F in Paper 2 Appendix 9 Handwriting of Student F in Paper 2 Appendix 10 Handwriting of Student H in Paper 2 Appendix 11 Instrument Validation Letter Appendix 12 The Result of the Questionnaire

CHAPTER I

INTRODUCTION

This chapter shows the reason why this research is needed to be accomplished. It consists of the research questions which are the root of this research, the objectives of the study that shows the aim of the research, and the significance of this study. In this chapter the scope and limitation and the definition of key term are also presented to provide clearer visual of the research.

A. Background of the Study

Writing can be two sides of coin. By reading someone's writing people can see the world or lost in it instead, because in writing people can reflect their mind and share information based on their level of intelligent. Good writer can deliver understandable information to the readers through their word straight with their mind. If the writing is complicated, the information will not be transferred well because the reader does not get what the writer exactly mean. Even, it might cause misunderstanding among the readers. Most university are requiring their students to write various genre of writing, even for final task they are asked to write their own thesis. It will be more difficult if the writing is used language beside their mother tongue. English writing in both professional and educational setting is become more important in non-native English speaker countries. Students of non-native English speaker will find that writing in English is really difficult. Beside because it is not their everyday language, writing in English also requires a text with complexity of syntax and morphology, a wide range of vocabulary, and a make sense text organization.¹So, it is impossible to find a perfect English writing without any mistake. Mistake happen everywhere, in the word, sentence, grammar, organization, etc.

According to Ann B. Dobby, writer tends to pay more attention to the complex mistake in the writing such as the logic of the content, the structure of the sentence and stylistic term.²Those are all about the technical mistake. But beside those technical mistake there are also some mistake that usually ignored, this is the orthographical mistake which is the mistake dealing with the word writing formation or people name it misspelling. Misspelling happened because the lack of knowledge about word spelling.

Spelling itself is the ability of words construction from sound to symbol³. In fact English is well known as an opaque alphabetic orthography, which means that the correspondences between sounds and letters are less consistent⁴. Fay also stated, that English spelling has the characteristic of inconsistency in pronunciation.⁵ That is why misspelling in writing may happen. The mistake of writing the correct letter in the word will create ambiguity among the readers because what the writer

¹ Cumming, 2001. 3

² Ann B. Dobbie, "Orthographical Theory and Practice, or How to Teach Pronunciation", *Journal of Basic Writing*, Vol. 5, No. 2, 1986.

³Tarrasoft 1994, p.37

⁴Yi-Chieh Wu. "*The Linguistic Profiles of Spelling Errors in Fourth, Fifth, and Seventh Grade Students*", Florida State University Libraries

⁵ Fay, L. "reading and spelling: how are they related", ERIC document Reproduction Service No. ED059009

wants to share might be misunderstood. It is caused by the opaque alphabetic itself.

Students' ability to write word in the correct spelling is really important to their writing. Because the lack ability of spelling will affect directly to the writer themselves. Richard Gentry and Steve Graham stated that having trouble in spelling will pause the writing because the writer does not know how to write a word correctly based on the dictionary, writer often lost their idea focus and it can cause writer frustration.⁶ Steve Graham and Karen Haris added that struggling in spelling will limit writer's expression. They will use an easier word to avoid misspelling rather than use more attractive word that they do not know how it should be spelled.⁷

To overcome this struggle related to spelling in writing, native English speaker is a step ahead from non-native speaker. For the native speaker of English, students are taught spelling as an intense course even they use the language every day. The spelling course has become concern from the beginning of school. Classroom teachers may quickly identify students who are unable to perform on a level commensurate with their peers since poor achievers do not attain satisfactory scores on formative or

⁶ J Richard Gentry Ph. D and Steve Graham, Ed.D, *Creating Better Readers and Writers: The Importance of Direct Systematic Spelling and Handwriting Instruction in Improving Academic Performance*, (Saperstein Assosiates, white paper, Fall 2010).

⁷ Steve graham and Karen Haris, "The Role of Self Regulation and Transcription Skills in Writing and Writing Development" *Educational psychologist* 35 (2000): 3-12.

summative assessments⁸. Spelling for native speaker is not only the concern for school or teacher, parents also play a role in the success of being good speller.⁹ In the other hand spelling in second language learner is considered as easy problem. Here in Indonesia, spelling is just taught implicitly in school among the four major skills which helps nothing to decrease student's mistake of writing in correct letter.

Carol Chomsky states that to overcome such problem in spelling teacher should help students to find the systematic reason way the word is spelled the way it should be, rather than memorizing from the dictionary. It means that spelling should be trained inductively¹⁰. Even in academic field, spelling tends to be ignored, like what Anthony stated in his study, that spelling should be eliminated as the serious concern. Then the result is the students keep making the spelling mistake.¹¹ Ann B. Dobie used to ask her students to look up on the dictionary for every misspelled word they did, and she routinely marking "sp" beside each misspelled word.¹² Yet, it did not help anything in the ability of students' spelling. That is why misspelling is not a simple problem that should be ignored.

People may have so many ways to fix the problem of spelling occurred in writing. People have invented some technology regarding with

⁸Susan K. Nolan, *a Spelling Error Analysis of Words with Closed Syllables for At-Risk Readers*, (College of Education of Ohio University, USA).

⁹ Brenda Lana, "11 strategies parent can use to help students study spelling word", Pathfinders Learning, Rancho Santa Margarita, CA.

¹⁰Susan K. Nolan "a Spelling Error Analysis of Words With Closed Syllables for At-Risk Readers", College of Education of Ohio University, USA.

¹¹Ann B. Dobbie, "Orthographical Theory and Practice, or How to Teach Pronunciation", *Journal of Basic Writing*, Vol. 5, No. 2, 1986.

¹²ibid

the misspelling. There is application which helps people to solve the misspelling, the spellchecker. Spell checking applications or spellcheckers are supposed to detect wrongly typed words and suggest corrections¹³. People can use many kinds of application or technology to avoid the mistake in computerized writing.

In the computer devices if the spelling is incorrect, the device will show it or even fix it with the automatic correction in it. For instance TEI project regarding with the orthographical problem decoding, it helps the study of orthography in web text¹⁴. Yet the application only helps to fix the misspelling after it has written in the computer based writing. People do not consider to avoid misspelling before the process of writing. The application mentioned is only fixing the occurred misspelling. It will keep happening if the misspelling is not fixed from the root that is the basic knowledge of spelling. The lack of this knowledge will make the repetition of writing the word in incorrect form. People are not aware about the misspelling in the conventional way of writing and also careless about how to solve the spelling problem. It will be harder if students write in handwriting form, because there is no application that will help them, they only rely on their own knowledge of spelling. This issue of handwriting could be harder because not all people or institution has access to the modern technology. To bring up the spelling mistake in the handwriting as

¹³Bhupesh Bansal, Monojit Choudhury, PradiptaRanjan Ray Sudeshna Sarkar and AnupamBasu, *Isolated-word Error Correction for Partially Phonemic Languages using Phonetic Cues*, Department of Computer Science and Engineering Indian Institute of Technology Kharagpur West Bengal, INDIA.

¹⁴MirkoTavosanis, "a Causal classification of Orthography Error in Web Texts", 2007.

an issue is expected to revive teacher to pay more attention to their students spelling. Since teachers tend to pay more attention to the content and the structure rather than the mechanic or the orthographical rule.¹⁵

Such fact of understanding spelling compared to content and structure seems to be apparent in Indonesian ELT. Further, spelling is taught in less concern in Islamic State University of Sunan Ampel Surabaya. There is no certain class to teach spelling as a massive concern. As the preliminary research done, teachers only analyze the misspelling of the writing without giving any treatment dealing with how to avoid and fix it. Students have to decide their attitude toward their own mistake. Teachers only give feedback but students should make up with the mistake and avoid the future mistake by their self.

Dobie believes that spelling should be taught inductively focusing on skill and drill activity to reinforce the repetition and sensory learning.¹⁶ But, dealing with the fact of Indonesian education which less concern to the spelling skill Anderson stated that in achieving better ability of spelling students should determine their own strategy to develop their sense of linguistic awareness.¹⁷She believes that if students are deciding their own strategy to reach their achievement in spelling they began to see

¹⁵Ann B. Dobbie, "Orthographical Theory and Practice, or How to Teach Pronunciation", Journal of Basic Writing, Vol. 5, No. 2, 1986. ¹⁶ Ibid

¹⁷ Kristine F. Anderson "Using A Spelling Survey to Develop Basic Writers' Linguistic

Awareness: A Response to Ann B. Dobbie" Journal of Basic Writing, Vol 6, No. 2 1987.

the logic of their mistake and will be aware to avoid the same mistake in the future.¹⁸

This study is conducted in the class of written English. This class is expected to prepare the students of Sunan Ampel State Islamic University in facing the final task of writing their thesis. Writing academic task is not as simple as writing informal form of writing. There are so many strict rule should be obedient to. So the students should make up with their own problem of spelling since there is no concern help from the university. They should decide the way of learning spelling independently. As Bradley Loomer believed that students who correct their mistake is the "single most important factor" in learning to spell.¹⁹ They should be aware of their own spelling to reach the good quality of writing.

Therefore, some related research has been conducted by some researcher. One of them is Mirko Tavoniswith research about "a Causal Classification of Orthography Errors in Web Text". This research analyzed the classification of spelling error in Web text. This research discussed about spelling problem in blog. The result showed that the misspelling happened because of the slip of the hand while write the word using keyboard device. The other study is conducted by Reima Al-Jarf with the title Phonological and Orthographic Problems in EFL College Spellers. The study discussed about the problem might happen in Arabian freshman

¹⁸ Ibid

¹⁹Ann B. Dobbie, "Orthographical Theory and Practice, or How to Teach Pronunciation", *Journal of Basic Writing*, Vol. 5, No. 2, 1986.

speller. This research encourages the writer to conduct the study focused on the orthographic problem in non-spelling class. The first research might concern in writing using keyboard devices and second research does not concern to the type of writing at all. That is why the current research are trying to concern in the type of handwriting since both of the research before does not pay attention to it. The other study is from China by Hui-Mei Fan about "Developing orthographic awareness among beginning Chinese language learners: investigating the influence of beginning level textbooks. This research dealt with the general orthographic awareness of students. Then the current research specifies the orthographic into the misspelling.

Laura Ann Winkler in her dissertation also discussed about the handwritten misspelling. The title of the dissertation was "Analysis of Patterns in Handwritten Spelling Errors among Students with Various Specific Learning Disabilities", this research also analyzed the spelling error of handwriting. What differ this research to the current research is the subject of the research. This research concerned to the students who has specific learning disorder. Yanyan Lui also made an error analysis of students misspelling with the title "Spelling Error Analysis in College English Writing". It analyzes the misspelling in students English writing as the second language. The current research tries to find the way to fix the misspelling which did not covered from the both previous research. Based on the reason explain the researcher decided to conduct the study in the Islamic State University of Sunan Ampel Surabaya. Because the students in the written English class in Islamic State University of Sunan Ampel Surabaya are asked to write using handwriting rather than typing using the gadget, like computer and cell phone. This research will try to analyze what kinds of misspelling do students do in their handwriting. The research will also try to find out what is their action toward the misspelling and how they deal with it.

B. Research Questions

In relation to the background of the study previously outlined above, the problem of the study can be formulated as this following question:

- 1. What kind of misspelling do usually students do in the Written English class of UINSA do in their handwriting?
- 2. How do students in the Written English Class of UINSA overcome the misspelling in their handwriting?

C. Objectives of the Study

Considering the problem focused, the researcher is expected to find the following cases:

- To know the orthographic (misspelling) problem that might occur in the students' handwriting.
- 2. To investigate what kinds of students' strategy to overcome the misspelling in their handwriting.

D. Significance of the Study

The result of this study is expected to give contribution for the readers in the writing field especially in spelling skill. The contribution is expected to reach in some aspect as following:

1. Theoretical significance

It is important to consider spelling as a concern study to increase students' ability of writing to prepare them in writing their final task. It is important to give more consideration to the students' spelling in writing beside the only technique of writing. Even nowadays students are helped by the computer devices regarding with the spelling, but computer devices are used to help the work easier, not to make students use to rely on that devices and disobey the concern of orthography. It supposed to be great if students in Indonesia write using any kind of devices without rely on correction application. Because in having the good ability of spelling will help them to use any words to express their mind through writing without worrying the misspelling. Further, this research is expected to enrich the reference about how to self learn spelling because in this research, the researcher find new strategy out of the theory of Bolton and Snowball. The researcher found that in the research take place, the strategy of memorizing is still used by the EFL students to learn the new word.

2. Practical significance

This study is expected to raise their spelling awareness, especially in handwriting form. Even nowadays writing mistake-especially in misspelling and typo-are solved by the automatic correction by the computerized base devices, but such mistakes are not deniable. Since in the handwriting form students are not helped by the devices, they only rely on their knowledge, several mistakes might occur as the consequence. By this study, students are expected to find their most suitable and comfortable strategy to overcome misspelling. Finally, if they are faced to any type of writing, they will not disobey the rule of orthography. This study also can be used by teacher or lecturer to assist their students' in learning spelling or generally to support their writing skill.

3. Significance for other researcher

For future researcher it might be inspiration and reference to do the research about mispelling. Because this research provide the type of spelling might happen in handwriting which people sometime ignore about. This research also give the sight of strategy of student to fix spelling in their handwriting and also how they learn spelling by theirself. The current research might help other researcher to find suitable spelling program to teach to the college students.

E. Scope and Limitation of the Study

In writing in academic field some problems might happen. Pimpisa divided writing problem into two big groups in her journal, they are; intralingual and interlingual. Intralingual²⁰ covers phonology, morphology, grammar, syntax, lexis and semantic.²¹The problem discussed in this study is not the complex problem such as: logic, structure, or stylistic of the content writing but the mistake is the mechanical disorder that might occur in the words, that is spelling. The researcher will analyze the students fault in transferring word in the group of correct lettering based on the dictionary.

Ringsletter stated that there are four error classes: typing error, spelling error, error resulted from inadequate character encoding, and OCR error²². In this study researcher only focused on the written misspelling. Because the other type does not match well since the focus of this research is the handwriting technique which has no character encoding like in the computer based writing. Handwriting described as writing using pen or pencil by hand.

Misspelling itself was classified as represented phonological or orthographic problems.²³ This study will only focus in the orthographic problem since the phonological problem tends to deal with the correlation

²⁰PimpisaRattanadilok Na Phuket, "Understanding EFL students' Error in Writing", (University Utara Malaysia, Sintok, Kedah DarulAman, Malaysia).

²¹ Ellis, 2008. 350.

²²MirkoTavosanis, "a Causal classification of Orthography Error in Web Texts", 2007.

²³Prof. Reima Al-Jarf, Phonological and Orthographic Problems in EFL College Spellers,

TELLIS Conference Proceedings. Azad Islamic University-Roudehen, Iran.

of listening to writing skill. Furthermore, students in the class were not in the phase of phonological field. Since, phonological is when children drew a sound in represented grapheme.²⁴

Here in this study, the one who will decide their action toward their misspelling is students itself, not the teacher, not the friends, or other. Students decide their action toward their handwriting problem in order to solve the problem and avoid the future mistake.

F. Definition of Key Terms

To clarify the idea and concept in this study, the researcher provide the definition of terms used in this study, as the details are:

a. Students' Strategy

Writers usually use cognitive and metacognitive procedure to control the process of writing.²⁵ Students' strategy here is defined as the way of students' of written English class in UINSA regarding their ways overcome their misspelling in handwriting.

b. Writing Problem

Writing problem is divined as the mistake that happen in writing. Main concerns over students writing are: vocabulary, organization, content, mechanics and grammar.²⁶The problem defined in this case is the fail

 ²⁴ Laura Ann. Winkler. "Analysis of Patterns in Handwritten Spelling Errors among Studentsnwith Various Specific Learning Disabilities". (University of South Florida, 2016)
 ²⁵ Jim Collins, "Introduction to Writing Traits and Writing Strategies", WNY School Support Center, UB Bufallo Public School.

 ²⁶Aragón Jiménez, Claudia Esmeralda, Baires Mira, Dalia Cecilia, Rodriguez, Gloria Stephany,
 "An Analysis of the Writing Skill Difficulties of the English Composition I Students at the Foreign

of orthographic rule (misspelling) of students in Written English class of UINSA.

c. Handwriting Orthographic Mistake

Orthography describes as the correct way of writing.²⁷ Orthography deals with the correspondence of transferring phonemes to graphemes.²⁸ So, handwriting orthographic mistake in this study described as the incorrect way of writing words manually by hand.

d. Misspelling

Spelling fail in a language is dependent on the morphophonemic structure of the language and the orthographic rules.²⁹ In this study it is described as the incorrect way of writing words because of the lack of knowledge of Written English class students of UINSA about the letter form of the sound.

Language Department of the University Of El Salvador". University of El Salvador School of Arts and Sciences Foreign Language Department.

 ²⁷MirkoTavosanis, "a Causal classification of Orthography Error in Web Texts", 2007.
 ²⁸ Ibid

²⁹ Bupesh Bansal, Monoji Choudhury, Pradipta Ranjan Ray Sudeshna Sarkar and Anupam Basu Isolated-word Error Correction for Partially Phonemic Language Using Phonetic Cues. Department of Computer Science and Engineering Indian Institute of Technology Kharagpur west Bengal, India.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher describes some reviews related to the study. The researcher will describe the theory related to the study as the core foundation of the research to give reliable knowledge. There are four main discussions of this chapter includes: the definition of writing that will limit to the handwriting form, the handwriting mistake, the misspelling classification and the strategy to overcome the misspelling. Furthermore, researcher also provides some previous studies about related issue to be the comparison for this study.

A. Misspelling in Handwriting

1. Academic writing

Empirically, writing is one of the important skills in learning language. Writing can be the reflection of people proficiency of the language learned. This statement had been revealed by the Curriculum Development Council (CDC) as Icy Lee stated because in real life people often have to communicate with each other in writing. Writing is also important in that it helps learners learn. It reinforces the language structures and vocabulary that learners acquire.³⁰

Every type of writing has its own rule. The character or the rule writing can be divided into academic writing and non-academic writing.

³⁰ Icy Lee, "Error correction in L2 secondary writing classrooms: The case of Hong Kong", Journal of second language writing, 13 (2004) 285–312.

Academic writing is a special genre of writing that decides its own rules and practices. These rules and practices may be organized around a formal order or structure in which to present ideas, in addition to ensuring that ideas are supported by author's citations in the literature.³¹ An academic argument appeals to logic and provides evidence in support of an intellectual position.³²

2. Kind of writing based on the material used.

Lately people are well treated by technology. In every part of their life, people cannot be separated from the help of technology. In writing for example, people rely on the computer or tablet to record their mind. People nowadays knew two type of writing based on the media they used; typing using keyboard and handwriting. It cannot be denied that technology helps a lot in writing, but we should not forget the nature of writing. People used to write using pencil and paper, but now it seems to be forgotten. Writing by hand or handwriting is not dependent skill, it is skill which came along with spelling and punctuation that becomes an essential tool in effective written communication.³³ Even writing by hand seems to be good reader in the future. Like what Adam stated, writing in letter recognition

³¹Dr. Natilene Bowker, *Academic Writing: A Guide to Tertiary Level Writing*(Massey University: 2007), 3.

³²Dr Marian Fitzmaurice-Dr Ciara O'Farrell, *Developing your academic writing skills: a handbook* (Trinity College: Dublin) 6.

³³ W. L. Renwick, *Teaching Handwriting*, Learning Media Limited, New Zealand, 2008. 3

can be the prediction of the reading success.³⁴ The ability of being a good in handwriting is also an indication of skillful writer, because skillful writer is familiar and understand with divers genre convention as well as relevant topic knowledge.³⁵ So, skillful writer is not bothered by the material of writing, neither typing nor handwriting, both has similar level for them. Like what Tanya stated that good writer has automaticity with fundamental skill such as handwriting, spelling, the rule of mechanic and grammar.³⁶

Students are taught to hand write from the very beginning of school. They were introduced to letter formation due to achieve in school especially in reading and writing skill. Students hand writing begins with the introduction of manuscript alphabet. Forming the vertical and horizontal line of the manuscript alphabet help students to gain the form of 26 alphabets in uppercase and lowercase letter, punctuation mark, and numerals which are 144 symbol that they must decoded while reading.³⁷ These uppercase and lowercase resemble the type used in children's book that reinforces letter recognition.³⁸ According to Frances van Tassell, learning cursive is important for cognitive developmental because it requires fluid movement, eve-hand coordination, and fine motor skill

³⁴ Adam, *Beginning to Read*, 55.

 ³⁵ Tanya Santangelo, Why Is Writing So Difficult for Students with Learning Disabilities? A Narrative Review of Inform the Design of Effective Instruction, Learning Disabilities: A Contemporary Journal 12(1),5-20, (Arcadia University, 2014)
 ³⁶Ibid

³⁷ J Richard Gentry and Steve Graham, *Creating Better Readers and Writers*, Sapperstein Associates, Fall 2010.

³⁸ Linda Dobie and Unice Oskov, "Progress of Handwriting Research in 1980s and Future Prospect" *Journal of Educational Research* 88 (1995): 339-351.

developmental.³⁹ The success of handwriting depends on the internal factor and the external factor. The internal factor includes visuomotor skill, visual perception, motor planning, in-hand manipulation, and kinesthetic awareness. It deals with the ability found within student. The external factor includes instructional procedures and material used during writing. When internal factor can be maximized the success of handwriting will be achieved. Besides, the success of handwriting depends on two elements, which are movement and shape. Both the shape and movement in handwriting should be made consistent and logical to create neat handwriting.⁴⁰

3. Handwriting problem

a. Problem occur in the mechanic process

As a traditional pen or pencil using above a paper, some mechanics problem might happen during the process of transferring ink to the paper. The common problem in handwriting is around problem letter, spacing, running out of steam, size of the letter, keeping it on line and write wrongly.⁴¹ Handwriting is considered as illegible when the writing does not follow the lines on a paper, the letters are too small or too big, write too light or too hard, pencil grip is incorrect, does not visually track writing, write backward or upside down, mixes capital

³⁹ Thomas B. Fordham Institute, "Cursing Cursive", the Educational Gadfly. 2009

⁴⁰ The Ministry of Education by Learning Media Limited, *Teaching Handwriting*, (Wellington, New Zealand, 2008), 7.

⁴¹Meliosa Bracken-Pam Buchana, *Better Handwriting for Adult*, (National Adult Literacy Agency, Dublin).

and lower case letter inappropriately. Furthermore, the problem in handwriting could be even more complicated because there are some aspects that should be noticed. Those aspects include domain of handwriting, legibility component, writing speed and ergonomic factor.⁴² Legibility is measured from the letter formation, alignment, spacing, size and slant. The problem occurred in letter formation when the writing has improper letter forms, bad leading in and leading out of letters, inadequate rounding of letter, and incorrect letter ascenders and descenders.⁴³ Alignment is text placement in the writing. While spacing refers to the gap between each words or each letters in the text, it sometimes too close or too far that will affect the neat of the text. Size includes the letter relatives to the other letter, when each letters have different size will visually look improper. Letter also will cause confusion when it is not formed carefully. Slant refers to the consistency of angle in the text.

Writing speed will be a problem when it comes to the note taking in the class. Writing by hand usually getting complicated when students have a low speed of writing but they have to catch up with the idea that come in mind. Because the slower students think about what letter should be written the chance of forgetting about the idea that should be recorded will be lessen. If the students are forced to write in

 ⁴²Hadavankhani Fatemeh, Bahrami Hadi, PhD, Behnia Fatemeh, Farahbod Mozhgan, and Salehi Masood, PhD, "Handwriting Difficulties: Introducing an Instrument", *Iranian Rehabilitation Journal* Vol. 6, No.7&8, 2008.
 ⁴³ibid

high speed, they might run out of steam that makes their handwriting look untidy.⁴⁴ Yet, the speed and the legibility of students will develop slowly and continuously in each grade.⁴⁵

While ergonomic factor in handwriting includes; pencil grips, pressure on the pencil, kind of writing instrument and kind of paper. The faulty grip might prevent students in reaching the success of handwriting. They might grip the pencil too tightly so cause heavy pressure on the paper, it is sometime followed by gripping the pencil too close to the point, they often cross the thumb over the pencil to rest against the first joint of the forefinger, or hold both the forefinger and the middle finger on top of the pencil with the ring finger as support underneath, problem also happens when students hold the ring and little finger too tightly curled into the palm of the hand.⁴⁶

The particular problems can be fixed by some way. When students are running out of steam they can write little by little and take plenty of break or trying to not writing too much in one time, if students are having problem in letters they may look the standard style of writing in the middle of the magazine or other resource.⁴⁷ The problem in spacing can be repaired by trying to stretching out the letters or words to see if

⁴⁴Meliosa Bracken-Pam Buchana. *Better Handwriting for Adult*, (National Adult Literacy Agency), 40.

⁴⁵ S. Graham, K. R. Harris, B. Fink, "Is Handwriting Causally Related to the Learning to Write? Treatment of Handwriting Problem in Beginning Writers", *Journal of Educational Psychology*, Vol. 92, No. 620-633, 2000.

⁴⁶The Ministry of Education by Learning Media Limited, *Teaching Handwriting*, (Wellington, New Zealand, 2008), 18.

⁴⁷Meliosa Bracken-Pam Buchana.*Better handwriting for Adult*, (National Adult Literacy Agency),40.

the writing can be read.⁴⁸ When the size of the letters is uneven, students are suggested to not worry to mix joined letter with uppercase letter, and if they want to fulfill the standard appearance of handwriting, they can start the sentences using capital word.⁴⁹

b. Problem occur in the text

The problem occur in the text is particularly the same for both handwriting and typing. That make them different is only the mechanic process during writing the text. According to Msanjila, there are 6 common problems in writing, they are; capitalization, punctuation, inexplicitness or fuzziness, poor organization or illogical sequence, spelling problem, and grammatical problem.⁵⁰ Al-Khairi added that students' major problem includes grammatical errors, the inappropriate choice of vocabulary, irregular verb and incorrect punctuation and spelling.⁵¹ Furthermore if the text is kind of academic writing, the problem will get wider including less knowledge of cohesive devices, academic words, and the structure and organization of academic writing.

⁴⁸Ibid 41.

⁴⁹Ibid 42.

 ⁵⁰Yohana P. Msanjila, "Problem of Writing in Kiswahili: A Case Study of Kigurunyembe and Morogoro Secondary School in Tsnzania", *Nordic Journal of African Studies*, Vol.14, No.1, 2005, 18.

⁵¹Ibtisam Ali Hasan Al Badi, "Academic Writing Difficulties of ESLLearners", (presented in WEI International Academic Conference Proceeding, Spain: Barcelona, 2015). 67.

Capitalization and punctuation is the demonstration of inconsistent memory of sentence mechanic.⁵² According to Carol and Wilson, there is no standard rule of punctuation. That is why students keep making mistake in punctuation.⁵³ According to Hind Al Fadda there are some punctuation problem that commonly happens in writing, they are; periods, commas, colons, semicolons, dash, parentheses, hyphens, italics, capital letters, numbers, apostrophe, quotation, foreign words popular abbreviation, and phrase with and footnote and endnote.⁵⁴Whereas, capitalization which is used in the beginning of important words, in topics, and heading causes problem because the rule of capitalization is not universal.⁵⁵

Kharma stated that students have problem in composing the paragraphs, developing the paragraphs, and structuring a discourse, the whole discourse or theme in discourse.⁵⁶ Another problem of organization in writing that is commonly made by students is the difficulty of differentiating and supporting the topic or generalization and specific details.⁵⁷ Bad paragraph composing is caused by the disability of students in writing good sentence structure. They are

 ⁵² Aragon Jemirez. C. E, Baires Mira. D. C, Rodriguez. G. S, Undergraduate Work: "An Analysis of the Writing Difficulties of the English Composition Students at the Foreign Language Department of the University of El Salvador", (San Salvador: University of El Salvador, 2013)
 ⁵³ Dr. Ibrahim Mohamed Alfaki, "University Students' English Writing Problem: Diagnosis and Remedy", International Journal of English Language Teaching Vol. 3, No.3, May 2015,45.
 ⁵⁴ Hind Al Fadda, "Difficulties in Academic Writing: From Perspective of King Saud University Posgraduate Students", English Language Teaching Vol.5, No.3, March 2012, 124-125.
 ⁵⁵ Ibid.

 ⁵⁶Dr. Ibrahim Mohamed Alfaki, "University Students' English Writing Problem: Diagnosis and Remedy", *International Journal of English Language Teaching* Vol. 3, No.3, May 2015, 46.
 ⁵⁷ Ibid.

poorly produce longer sentences requiring subordinates and coordination.⁵⁸ Sentence may be incomplete or syntax may be incorrect.⁵⁹ The poor organization or the illogical sequence of paragraph will create unclear statement and it might lead the reader to the other topic besides the main topic discussed. So, the main idea of the essay will be biased.

Grammatical problem can be happened because of the use of very long sentences and the failure of placing grammatical particle harmoniously.⁶⁰ Grammatical problem covers wide element of sentence structure such as; difficulty in using pronoun and maintaining pronounantecedent agreement, making mistake with subject-verb agreement, and making sentence fragment in their writing.⁶¹Kharma added that students have subject-verb agreement, pronoun reverences, and connectors.⁶² According to Richard, grammatical error is also called itralingual error and developmental error.⁶³Intralingual error reflects the general characteristic of the learning rule, faulty generalization, incomplete application of rule and failure to learn condition under

⁵⁹Aragon Jemirez. C. E, Baires Mira. D. C, Rodriguez. G. S, Undergraduate Work: "An Analysis of the Writing Difficulties of the English Composition Students at the Foreign Language Department of the University of El Salvador", (San Salvador: University of El Savador, 2013)
 ⁶⁰Yohana P. Msanjila, "Problem of Writing in Kiswahili: A Case Study of Kigurunyembe and Morogoro Secondary School in Tsnzania", Nordic Journal of African Studies, Vol.14, No.1, 2005, 23.

⁶¹Hind Al Fadda, "Difficulties in Academic Writing: From Perspective of King Saud University Posgraduate Students", *English Language Teaching* Vol.5, No.3, March 2012, 127.

 ⁶²Dr. Ibrahim Mohamed Alfaki, "University Students' English Writing Problem: Diagnosis and Remedy", *International Journal of English Language Teaching* Vol. 3, No.3, May 2015,45.
 ⁶³Yohana P. Msanjila, "Problem of Writing in Kiswahili: A Case Study of Kigurunyembe and Morogoro Secondary School in Tsnzania", *Nordic Journal of African Studies*, Vol.14, No.1, 2005, 22.

23

⁵⁸ Ibid.

which rules apply.⁶⁴ On the other hand, the developmental error illustrates students' attempt to try to build up hypothesis about the target language using their limited knowledge of it.⁶⁵

Due to the influence of other language, variant pronunciation and other historical reason, the English spelling is become inconsistent between the sound and symbol, and it turns to complex problem for students.⁶⁶ The wrong spelled English word can be the intervention of mother tongue.⁶⁷ The problem of spelling is the slickest problem that might happen to everyone and every kind of writing, because the failure of spelling is not only depend on the knowledge of it, but the wider element of language proficiency. Even it can be made by professional writers, journalists, or even academics.⁶⁸

c. Spelling problem classification

Arndt and Foorman's have coding categories for linguistic features, they were phonological errors: a phoneme is not represented by a grapheme in the spelling of a word (e.g., *do/dog*); orthographic errors: letter is used to represent a phoneme in a word that is not possible in English orthography; a spelling rule is not applied when required (e.g., *bick/back*); orthographic image errors: legal/plausible but incorrect

⁶⁴ Ibid.

⁶⁵ Ibid.

 ⁶⁶Dr. Ibrahim Mohamed Alfaki, "University Students' English Writing Problem: Diagnosis and Remedy", *International Journal of English Language Teaching* Vol. 3, No.3, May 2015,45.
 ⁶⁷Yohana P. Msanjila, "Problem of Writing in Kiswahili: A Case Study of Kigurunyembe and Morogoro Secondary School in Tsnzania", *Nordic Journal of African Studies*, Vol.14, No.1, 2005, 22.
 ⁶⁸ Ibid

representation of the phoneme in that particular word (e.g., *boyl/boil*); morphological errors: the prefix or suffix is omitted, misspelled, or when the suffix is added, the needed modification to the base is not spelled accurately (e.g., *planing/planning*); transposition errors: the correct representation of phonemes is selected but two adjacent phonemes occur in the wrong letter sequence (e.g.,*nad/and*).⁶⁹

Yet, Prof. Reima Al-Jarf classified the writing mistake into several types, they are:

- The whole word problem occurs when students has no idea how to write the word, and the faulty grapheme is the mistake while writing the part of the word such as the syllable, the wrong way in putting suffixes and prefixes, etc.
- Phonological problem is related with the speaking or oral production of the word or failing in hearing the word.
- 3) Orthographic problem is defined as those instances in which the misspelled word sounds like the written target word but the written form or grapheme used for the misspelled part does not correspond with the target word or target grapheme. Instances of orthographic problems are: *vowel digraph* which happened when writer has perplexity of using doubled vowel in a word. E.g. cheepest/cheapest, *silent vowel* will happen if the writer is fail in putting the hidden pronounced vowel. E.g. **relativs** which should be **relatives**, *double*

⁶⁹ Yi-Chieh Wu.*The Linguistic Profiles of Spelling Errors in Fourth, Fifth, and Seventh Grade Students*, Florida State University Libraries

consonant which when the writer has perplexity of using doubled consonant in a word. E.g. midle, the writer omits one b in a word, confusing homophone when the writer is confused between two similar sound in different word. E.g. writer write wholeto represent hall, silent consonant when the writer fails in putting the hidden pronounced consonant. E.g. exlelant, remembering vowel sequences when the writer is confused the sequence among vowel in one word. E.g. braek, the writer put a and e flip over, consonant digraphs which happened when two or three consonant letters make one sound. E.g. brout. The writer omits two consonants which is h and g, consonant-vowel sequence when the writer is confused the sequence of vowel and consonant in a word. E.g. ues to represent use, consonant form when the writer adds useless consonant letter to represent one sound. E.g. echonomical that should be spelled without h, Phonogram is the fail of writing the two similar sound with different letters. E.g. conex to represent connects, and Silent digraph is the fail of writing a double silent sound. E.g. neaght to represent neat.

d. Spelling Stages

Like another major skill, spelling should be learned in appropriate level of age. Knowing the spelling development of students is important, because students' early spelling provide information about their initial knowledge of the graphic and phonological characteristics of writing that could not be obtained from another way.⁷⁰ Knowing the spelling stage of the students is also useful for teacher to help their students who might have difficulty in learning. There are 5 stages of children's spelling development; pre-phonemic spelling, early phonemic spelling, letter-name spelling, transitional spelling, and correct spelling.⁷¹

The first stage is pre-phonemic spelling. In this very early stage, children have no idea of the correspondence between sound and the word spelling.⁷² For example fish=SRY, which does not match between the sound and the letter imagined. In this stage some theorist of called phonological perspective as prealphabetic and The phonological precommunicative. theorists state that the development of students spelling called *encoding* which means children is developing to map sound of word to phonetically appropriate letter.⁷³ This theory believes that the development of each students is differ from each other but bear the same process that is spelling of a sound which is non-phonological into a spelling of a letter which is phonologically adequate.

⁷⁰ Tatiana CuryPollo, Rebecca Treiman, and Brett Kessler, *Three Perspectives on Spelling Development*, (Washington University in St. Louis).

⁷¹ Carol Ergenbright, Suzanne Howard, Margaret Lindop, and other, *If Only I Could Read Write Spell: Identifying and Helping Adults Who Find Learning Difficult,* (University of Tennessee. Fall 1994.) 41

⁷² Ibid

⁷³ Tatiana CuryPollo, Rebecca Treiman, and Brett Kessler, *Three Perspectives on Spelling Development*, (Washington University in St.Louis).

The second stage is happened when students understand the connection between phoneme to a word but in very limited letter, for example fish=FSS. In this example they only recognize the consonant letter of the sound. This stage called early phonemic spelling. Children start to understand that letter represents sound. Then children try to symbolize the sound using appropriate letter. It is usually only the consonant sound because some vowel sounds are also represented by the consonant sound.⁷⁴ For example Car=CRR.

The next stage is letter-name spelling, or some theorist called *full alphabetic* phase or *phonetic* stage. In this stage children spell the word with most closely resemble the sound using the letter they want to represent.⁷⁵ For example Car=KAR, little=LIDL, trouble=CHRUBL.⁷⁶ It happens when children does not know how to spell the sound they will invent their own spelling to spell those sounds. This is called *invented spelling*.⁷⁷ In this stage all or most the phonemes of the words are represented in students' spelling, because children are assign the letter to sound with no regard to the orthographic rule.

Students will gain the next stage that is called transitional stage. Adult basic educational student sometime starts from this stage. In this stage, students show many feature of standard spelling patterns like

⁷⁴Ibid

⁷⁵Carol Ergenbright, Suzanne Howard, Margaret Lindop, and other, *If Only I Could Read Write Spell: Identifying and Helping Adults Who Find Learning Difficult.* (University of Tennessee. Fall 1994). 41

⁷⁶Gillet and Temple, p 293

⁷⁷Tatiana CuryPollo, Rebecca Treiman, and Brett Kessler, *Three Perspectives on Spelling Development*, (Washington University in St.Louis.)

syllabication, common affixes, verb tenses, and low frequency vowel patterns⁷⁸, but they do not always use them correct.⁷⁹ For example they often spell "ed" ending with the way it sounds, like wanted=wontid or peeked=peekt. Students tend to be able to spell the familiar word rather than the unfamiliar. They know that the word "looks right" but their word spelling bank is still limited.

The last stage is correct spelling. In this stage students can memorize spelling of some words and are able to apply the pattern.⁸⁰ Students are also able to connect the meaning to the spelling pattern using the base or the root of the word. For example; they understand the word *calculator* has relationship to the word *calculate*, *calculation*, and *calculus*. In this stage student can recognize when the word does not look right and they can think an alternative spelling. It can be said that students achieve for being competent reader and speller.

B. Strategies to overcome the misspelling

1. Strategy to learn spelling

Spelling ability could be gained from so many ways. Students need to regularly hear, see, write, visualized mentally and use the word to make the spelling stick in mind. They also should know the meaning of the word and the origin of the word too. But the most important

⁷⁸ Randall R. Wallace, "Characteristic of effective Spelling Instruction" Missouri *State University*, Vol 46 No 3 Appril 2006.

 ⁷⁹ Tatiana CuryPollo, Rebecca Treiman, and Brett Kessler, "*Three Perspectives on Spelling Development*", (Washington University in St.Louis).
 ⁸⁰Ibid

strategy to learn or teach spelling is made it in fun situation.⁸¹ In formal setting like school or other institute, English spelling is taught in the class due to support the ability of reading and writing skill. Dealing with the teaching learning process teacher can help students to overcome the problem using specific kind of approach. Anthony argued that teaching spelling as the special course is only wasting time and energy consumed for the teacher, the spelling problem keep happened in the writing process anyway.⁸² Then Richard Hodges stated that spelling should be taught inductively because the natural process will help students to be good independent speller. Dorothy Thompson added that the short segment of study is more effective than the long one.⁸³ So, teaching spelling should be lead students to the natural process in short yet focused way.

Besides the teacher's help from school, students can also use their own strategy to overcome their own problem their self. Bolton and Snowball in the book of Spelling in Context: Directions for Teaching and Learning listed some of strategies used by competent speller, such as knowing the knowledge of the morphological structure of words and the consequent relationships between words, understanding knowledge of graphophonic relationships. Children need to know the variety of sound-symbol relationships, the probability of letter sequences, the

⁸¹ Lancaster Lane Primary School, Spelling Strategies. 1.

⁸²Ann B. Dobbie, "Orthographical Theory and Practice, or How to Teach Pronunciation", Journal *of Basic Writing*, Vol. 5, No. 2, 1986. ⁸³ ibid

likely position of letters in a word and possible letter patterns, using a visual memory to determine whether a word looks correct, using a mnemonic (memory aids), and using resources such as other people, word lists and dictionaries.

- 2. The activity of spelling strategy
 - a. Understanding the concept of the word

This strategy is used to determine the students' ability to recognize certain features of the words such as word families, compound words, construction, plurals, affixes, abbreviations, comparatives/superlatives, homophones. Here are the examples of word which tied in with root-words and suffixes.

Irritate	irritation
Vibrate	vibration
Educate	education ⁸⁴

b. Understanding the sound symbol variety

This strategy could be encouraged using some activity like:

-Say and write each sound. E.g. cat - c/a/t

-Say and write each smaller unit. E.g. Transportation – trans/por/ta/tion.

-enunciate each word clearly. E.g. pumpkin

- say and write the sound of the word families. E.g. ai-pain/mail/gain/rail.

⁸⁴Carol Ergenbright, Suzanne Howard, Margaret Lindop, and other, *If Only I Could Read Write Spell: Identifying and Helping Adults Who Find Learning Difficult.* (University of Tennessee. Fall 1994). 46

The other activity of this strategy include listening for sound of the word, students can match the sound to letters, using different letters to represent the same sound, using syllabication, and using sound and word patterns.

c. Using visual patterns

This activity is particularly effective for students with additional needs like students who have dyslexic tendencies. The activities include write in sand, glitter, foam or other materials, make anagrams like *fthotghulu-thoughtful*, box each letters in the word and play hangman.⁸⁵

d. Using mnemonics

Mnemonics or memory aid is the tool to remember the spelling using memorable form. Students might use the unique sentence to remember the spelling like Principal is your pal, or any other unique way that might stack in students' mind.⁸⁶ This activity depends on the students, because each student has different interest in something that they might remember easier.

The other activity is making word list, in making the spelling list of the words students can classify them into several list, such as word mostly misspelled, word interest to spell or everything they want. But it will be more effective if students make

⁸⁵ Lancaster Lane Primary School, *Spelling Strategies*, 3.
⁸⁶ Spelling in Context: Direction for Teaching and Learning- A Guide for Teachers, 6.

the list based on their mistake before and from high frequency word which are applicable and relevant to the students.⁸⁷

e. Using dictionary or other tool.

Dictionary can be used in finding the translation of the target word in the target language. The dictionary and other tools could be really helpful to help students to learn spelling in instant way. The use of movie, music, book, etc will also create enjoyable learning that make the knowledge transfer can be more comfortable.

C. Review of Previous Study

There are some studies related with the orthographic problem. First is the study of Mirko Tavonis entitled "a Causal Classification of Orthography Errors in Web Text". This research is looking for the orthographic error often happened when people access the website. The result is the mistake in the misspelling of browsing in the web is simply the slip of hand while typing using keyboard and the little knowledge of word spelling.⁸⁸ The researcher only focused on the computerized writing form which called typing. The result shown that the misspelling in typing is simply because the slip of the hand. The current researcher is interested to focus on the handwritten form writing which the writing is rely on to the spelling basic knowledge of the writer.

⁸⁷Carol Ergenbright, Suzanne Howard, Margaret Lindop, and other, *If Only I Could Read Write Spell: Identifying and Helping Adults Who Find Learning Difficult.* (University of Tennessee. Fall 1994). 44.

⁸⁸ MirkoTavosanis, "a Causal classification of Orthography Error in Web Texts", 2007.

The other study is conducted by Reima Al-Jarf with the title Phonological and Orthographic Problems in EFL College Spellers. The study discussed about the problem might happen in Arabian freshman speller. The result showed the specific and the distribution of phonological and orthographic error in Arabic students is considered as poor speller.⁸⁹ This study has already classified the students into several classes based on their knowledge of spelling. She classified the students into good and poor speller and focused on only the poor speller students. Yet, the current researcher is trying to find the result from the random students who has various stage in spelling.

The other study is from China by Hui-Mei Fan about "Developing orthographic awareness among beginning Chinese language learners: investigating the influence of beginning level textbooks. This research dealt with the general orthographic awareness of Chinese students textbook. From this research we know that the textbook in Chinese did not really include the orthographic decomposition instruction in the vocabulary list or any other lesson. In short the awareness among students and teacher about orthographic is considered low. The research focused on the media to analyze the orthographic awareness which considered as low. This fact also happens in Indonesia which their awareness of spelling skill is considered low. Yet, the current researcher is trying to find the strategy

⁸⁹ Prof. Reima Al-Jarf, "Phonological and Orthographic Problems in EFL College Spellers", TELLIS Conference Proceedings. Azad Islamic University-Roudehen, Iran.

to overcome the problem instead of analyzing the media used in raising the awareness.

The next research is by Laura Ann Winkler with the title "Analysis of Patterns in Handwritten Spelling Errors among Students with Various Specific Learning Disabilities", this research analyzed the spelling error of handwriting of the students who has specific learning disorder. The purpose of the research is to find the difference complexity of spelling error among the diagnostic dyslexcia, dysgraphia and OWL-LD. The result shows that the students who have following learning disorder have the similar complexity and frequency in spelling error.⁹⁰ The current researcher adopted the idea of the previous researcher and apply it to the normal EFL students who have no learning disability at all.

Yanyan Lui also made an error analysis of students misspelling with the tittle "Spelling Error Analysis in College English Writing". It analyzed the misspelling in students' English writing as the second language. The result showed the error in writing spread from local syntactic error to semantic error that is caused by intralingual and interlingual causes.⁹¹ This research focused on writing in general. The result might or might not be different if the writing is specified in the form of handwriting which the spelling is only rely on the spelling basic knowledge of the writer.

 ⁹⁰ Laura Ann. Winkler. "Analysis of Patterns in Handwritten Spelling Errors among Studentsnwith Various Specific Learning Disabilities". (University of South Florida, 2016)
 ⁹¹ Yanyan Liu. "Spelling Error Analysis in College English Writing". Theory and Practice in Language Studies, Vol. 5, No. 8, August 2015.

CHAPTER III

RESEARCH METHOD

This chapter focuses on the research methodology used in the study. It defines the research design and approach, research setting, data and the source of data, research instrument, data collection technique, data analysis technique and research stages.

A. Research Design and Approach

According to C.R. Kothari book, research method is systematical academic rule to formulate the theory.⁹²In this case the researcher used qualitative approach. The qualitative research is type of research that dig the information using the depth of interview or other techniques of such research are word association tests, sentence completion tests, story completion tests and similar other projective techniques to find the certain purpose.⁹³ The aim of qualitative method is to produce complete and contextual understanding and deep detailed data.⁹⁴

Furthermore, the researcher analyzed and described the students' misspelling in their handwriting, and also analyzed the strategy they use to fix the mistake. So, the descriptive design used in this research. It means

⁹²C. R. Khotari. *Research Methodology; research and technique* (New Delhi: New Age International, 1990), 14.

⁹³Prof. Reima Al-Jarf, "Phonological and Orthographic Problems in EFL College Spellers", TELLIS Conference Proceedings. Azad Islamic University-Roudehen, Iran.

⁹⁴ Jennifer Mason. *Qualitative Researching; Second Edition*. (London: SAGE Publication, 2002),
3.

the researcher gives no treatment to the subject. Only dig deep information about the spelling mistake and the strategy students might use.

B. Research Setting

The researcher conducted the study in the written English class of State Islamic University of Sunan Ampel Surabaya, which is the one and only Islamic based university in Surabaya that has English Teacher Education Department. The number of the students in this class is 14 students of third semester. The study was located precisely in the laboratory of English Teacher Education Department in Surabaya, Ahmad Yani Street no 177, East Java.

C. Data and Source of Data

1. Data

The data obtained from the first research question is the misspelling that might arise in the students' handwriting. The researcher classified the mispelling using the misspelling classification table based on the theory of Rheima Al-Jarf about second language learners' orthographic mistake. While the data from the second reseach question was expected as students' strategy to overcome their misspelling in handwriting. Then the strategy students use was matched to the theory of Bolton and Snowball about the strategy to learn and teach spelling. 2. Source of Data

The data was collected from students' paper work in the form of handwriting. The handwriting was collected from the class of written English, which the students are 3^{rd} semester of English Teacher Education Department in State Islamic University of Sunan Ampel Surabaya in the year of 2018/2019.

D. Research Instrument

Instrument is the data collection that helped the researcher to collect the information from the subject studied. In this research, the researcher used several instruments to collect the information. First the researcher collected the data using documentation to answer the research question number 1 and the researcher spread questionnaire to answer the research question number 2.

1. Main Instrument

The main instrument of this study is the researcher herself. The researcher collected the data using the following instrument. Besides, the researcher is also the one who compile the finding from both instrument. Finally, the researcher analyzed the data using the theory mentioned.

2. Instrument Tools

The researcher collected the handwriting document of L2 students and then analyzed the orthographic mistake students made using the checklist in the form of table. It gave information about what kind of problem students typically made related with the misspelling. The following table is adapted and modified from the theory of Rheima Al-Jarf.

Orthographic Mistake	Example
	Example
Vowel digraphs	
Perplexity of using doubled vowel in a word	
Silent vowels	
Fail in putting the hidden pronounced vowel	
Double consonants	
Perplexity of using doubled consonant in a word	
Confusing homophones	
Confused between two similar sound in	
different word	
Silent consonants	
Fail in putting the hidden pronounced	
consonant	
Remembering vowel sequences	
Confused the sequence among vowel in one	
word	
Consonant digraphs	
Two or three consonant letters make one	
sound	
Consonant-vowel sequences	
Confused between vowel and consonant	
sequence in one word	
Consonant forms	
Adding useless consonant letter to represent	
one sound	
Phonograms	
The fail of writing the two similar sound	
with different letters	
Silent digraphs	
The fail of writing a double silent sound	

Table 3. 1. Students Orthographic Mistake in Handwriting

The other instrument used is the questionnaire. Questionnaire is tool to collect data of particular topics from various respondent effective and efficiently.⁹⁵ The questionnaire was given to the students related to their attitude toward their mistake and also the strategy they might use to overcome their mistake after they know the mistake occurred. Since based on David and Peter questionnaire can be used repeatedly.⁹⁶The researcher adapted and modified a questionnaire from the book of *Writing and Spelling Strategy: Assisting Students Who Have Additional Learning Support Needs* (see appendix). The students answered the question regarding with their attitude towards the mistake.

E. Data Collection Technique

Researchers are provided by some way in collecting the data, those are; interview, questionnaire, observation, and documentation.⁹⁷This research collected the data using questionnaire and documentation technique.

a. Documentation

The researcher borrowed the document of students' handwriting and analyzed using the theory of Reima Al-Jarf about the misspelling might arise in the students' writing. There were two kinds of students' handwriting text. Each text was coded as student A1 which means the

 ⁹⁵ David Wilkinson and Peter Birmingham, Using Research Instrument: A Guide for Researchers, (RoutledgeFalmer, London and New York), 7.

⁹⁶Ibid, 39

⁹⁷Sugiono, MetodePenelitian, PendekatanKuantitatif, Kualitatif, dan R&D.

⁽Bandung:Alfabeta,CV.2010), 137

text belonged to student A and it is the first out of the 2 text. After the researcher has found the problem occurred in the handwriting, the researcher classified the misspelling in the table based on the theory used.

b. Questionnaire

Questionnaire used to collect specific information from various respondents.⁹⁸ The researcher spread the questionnaire to collect the information about the strategy students might use to fix their problem of spelling. The questionnaire was given to students who join the written English class because this class provides the students to use the form of handwriting. The reason questionnaire used in this research because it usually cheap, easy to develop, and easy to analyze.⁹⁹

F. Data Analysis Technique

The analysis technique plays an important role in conducting research because the analysis technique helped the researcher to find the valuable meaning to solve the problem.¹⁰⁰According to Cresswel, there are six steps of analyzing the data, includes; prepare and organize the data for analysis, then explore and code the data, after that coding to build description and

 ⁹⁸David Wilkinson and Peter Birmingham, Using Research Instrument: A Guide for Researchers, (RoutledgeFalmer, London and New York), 8.
 ⁹⁹Ibid

¹⁰⁰Nazir, Moh. Ph.D, *MetodePenelitian*, (Jakarta. Graha Indonesia. 2009), 364.

theme, represent and report the finding, interpret the finding, and finally validate the accuracy of finding.¹⁰¹

In this study the researcher used descriptive qualitative method to analyze the data. The data was collected using documentation and questionnaire.

After compiling the data, then it was analyzed using the theory of Reima Al-Jarf regarding with the kinds of misspelling arose in writing. The analyzing started by reading the whole text and then identified the misspelling in the text. While identify the misspelling, the researcher put the incorrect spelling in the table 3.1.

In order to find information from the questionnaire, the researcher analyzed the questionnaire about the strategy students might use to learn spelling independently. The strategy found was collected and compiled in order to find the majority strategy used.

G. Checking Validity of Finding

Per Kihlgren said that validity is understood as a consideration of research correctness or accuracy.¹⁰² He also added that validity can be described as knowledge's goal to make authoritative science.¹⁰³According

¹⁰¹ John W. Creswell, Educational Research: Planning and Conducting Quantitative and *Qualitative Research*, 261. ¹⁰² Per Kihlgren, *Do We Need Validity?:* A Critical Appraisal of Validity in Qualitative Research,

⁽Department of Sociology, Spring Term, 2016). 19. ¹⁰³ Ibid

to Creswell, the researcher should validate the credibility and the accuracy of finding using strategy such as triangulation or member checking.¹⁰⁴

Triangulation means the researcher collaborated the different type of individuals, data or method of data collection in describing the topic of the research.¹⁰⁵ According to Lisa A. Guinon, there are five kinds of triangulation. Those are data triangulation, investigator triangulation, theory triangulation, methodological triangulation and environmental triangulation.¹⁰⁶In this study the researcher used the method of methodological triangulation to validate the report. Methodological triangulation means the researcher uses different instrument to collect the data.107

H. Research Stages

The process of this study was conducted as these following stages:

1. Take a preliminary research

The researcher observes the document of students' handwriting in the class of written English class in the year of 2018/2019. The lecturer in this class uses the form of handwriting to train the students of real writing and also avoid the plagiarism. From the handwriting the researcher found the misspelling happen in the writing but there is

¹⁰⁴John W. Creswell, Educational Research: Planning and Conducting Quantitative and *Qualitative Research*, 259. ¹⁰⁵ Ibid

¹⁰⁶ Lisa A. Guinon, "Triangulation: Establishing the Validity of Qualitative Studies". *Institute of* Food and Agricultural Sciences University of Florida. FCS60 ¹⁰⁷ ibid

no action from the lecturer toward the mistake of spelling. The lecturer only brings the mistake of content and structure up.

2. Decide the research design

Beforehand the researcher decided the title of the research and then composed the research question before going through the research design. After deciding the research design, the next step was showing the phenomenon occurred completely with the limitation of focus to make the research clearer.

- 3. Conduct the research:
 - a. Collecting the data

The data about the misspelling in the students' handwriting was collected from the students in fourth semester.

b. Analyzing the data

Then the researcher analyzed the misspelling might students made in their handwriting. The researcher focused in the classification in what part they did the misspelling.

c. Distributing the questionnaire

Then, dealing with the second research question, the researcher let students to fill the questionnaire. The questionnaire covers what kind of strategy they usually used to fix misspelling in their handwriting. d. Concluding the research

After combining the both data using two different theories now the researcher arrived to the final step of the research, the researcher concluded the finding from both data collected.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter provides the finding and the discussion about students misspelling in their handwriting and their strategy to learn spelling. It reflects the collected and analyzed data from Written English class of UIN Sunan Ampel Surabaya.

A. Research Findings

The data was taken on November 27th 2018. The class consists of 14 students. By spreading the questionnaire to the class of written English, the data is aimed to answer the research question of how do students in the Written English Class of UINSA overcome the misspelling in their handwriting.

The other research question which is what kind of misspelling do usually students in the Written English class of UINSA do in their handwriting, will be answered by analyzing the students paper work in the form of handwriting. The researcher took two kinds of essay students made to be analyzed word by word in order to find the misspelling they might do and then put it in the table of misspelling problem from Reima Al-Jarf theory.

- 1. Misspelling in students' handwriting
 - a. Improper letter forms

Since every student has different kind of handwriting style, researcher found some bias handwriting that sometime makes it difficult to be understood.

be of means) of

Figure 4. 1. Improper Letter Form *S*

In the figure above student A1 wrote "*means*" that looks like "*meanc*" because the hook in the bottom of "s" was unclear

vocabolaries learning

Figure 4. 2.Improper Letter Form U

Student E2 wrote word "*vocabulary*" become "*vocabolary*" because the *u* is too round and full that resembled *o*.

Another problem was when student G2 wrote some word with the shape of "r" that looks like "u" or "v" also has been found, for example "for" looks like "fou", "are" looks like "ave", "conversation" become "convevsation", and "there" looked like "theve" like what shown in figure 4.3 below

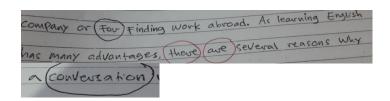
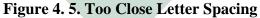


Figure 4. 3. Improper Letter Form *R*



The spacing between letters in the word sometime too close that makes the word seems biased. For example word written by student C1, "*able*" that looks like "*alde*". The round form in "b" was link to the "I" that makes "I" become "d" because the space between "b" and "I" is too close. In the word "countries" by student G2, the r and Iwere linked together that created the shape of n letter. c. Capitalization.

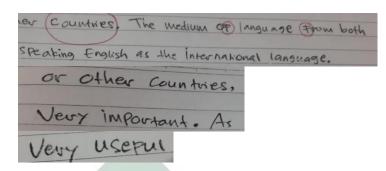


Figure 4. 6. Capitalization

Students often put wrong capitalization in the sentence. It can be in the middle of the word or in the middle of the sentence. Like in the phrase *the medium oF language From both*... student G2 put wrong capital f in the phrase. First f was in the word of which should be both in non capital form because the word is in the middle of the sentence and the word. The second mistake is in the word *from* which the f should not be in capital.

The other capitalization problem is in the phrase *Other Countries,* this phrase was not a title of something, so it should not be capitalize in each beginning of the word. In the phrase *Very important* this student also wrote wrong capitalization in letter V and P. This student tended to write letter v and f in capital size since it also happened in the phrase *Very useFul.*

Furthermore, the orthographic problem happened are shown in this table below,

Та	ble 4. 1. Kinds of Students	Orthographic Mistake in
Ha	ndwriting	

Phonogram			rt, percpective,
		globalisation,	everwhelming,
		standart,	
Silent vowe	1	Incrasingly,	scor, argus,
		intelligience.	
Consonant o	ligraph	Comonly, get	ing, success
Consonant f	form	Vallue, m	issunderstanding,
		economict	
Silent conso	onant	Englis, furthe	ormore
Vowel digra	ıph	Schoolarship	
Confusing h	omophone	Then-than	

a. Phonogram

(sational) trasons - 14 (Hird)reasons
percpective
English in Olobalisation) era 1
everwhelming the
standart (scor) of Turft test



In the figure 4.5 above student B2 wrote word "*seferal*" to express "several" like what showed in the phrase *seferal reasons* above. Student failed to differentiate "f" and "v" sound.

Word "*thirt*" was also written to represent "*third*" since the "d" sound in the end of the word is similar with "t" sound. Student wrote the phrase *thirt reasons* to express *third reasons*. In the figure above the lecturer had corrected the mistake and wrote the correct letter. Also in the phrase *standart scor of TOEFL test* abovestudent D2 wrote word *standard* with replacing *d* to *t* sound.

Word "*perspective*" is failed to be written by student F2 become "*percpective*" because "c" and "s" sound in this word is biased. He also wrote the word "*overwhelming*" and replaced with word "*everwhelming*" in the phrase *everwhelming the*.... In the phrase *English in globalization era* student G2 wrote the *globalization* in *globalisation*. The sound "z" is replaced by "s" sound. It also happened in word "*organization*". Student F2 wrote in "*organitation*". He wrote "t" to represent "z" sound.

b. Silent vowel

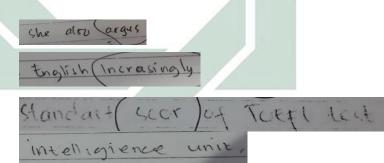


Figure 4. 8. Silent Vowel

The letter "e" was omitted in some words. Such as word "*increasingly*" was omitted become "*incrasingly*" in the phrase *English Incrasingly*...by student D2, "score" was also written in "*scor*" in the sentence *standard score of* *TOEFL test*. The word "agues" was written by student I2 in "*argus*" in the sentence *she also argus* above.

In another hand, the word "intelligent" was written by student F2in "*intelligient*" in the phrase *intelligient unit*. Student F2 added extra vowel to represent one sound.

c. Consonant digraph

am more Getna INFORMA LON Comonly Used most Suce

Figure 4. 9. Consonant Digraph

Consonant digraph is failing in putting double consonant in a word, it can be omitted or added extra consonant. Like in the word *commonly*, *getting* and *success* the consonant letter that should be double was omitted become "*comonly*", "*geting*", and "*sucess*". For example in the sentence *The last getting more information*, student B1 omitted one *t* in word *getting*.

In the sentence *English is the most comonly used languageby* the student B2, the word *commonly* also lost its one *m*. The last was in the *phrase get sucess*, student G2 wrote *success* in only one *c*.

d. Consonant form

it will mare	(MISS CO NOUMAN	icational		

Figure 4. 10. Consonant Form

Consonant form happens when extra consonant was added to represent one sound which is actually useless. Student wrote word *value*, *economic*, and *misunderstanding* with the extra consonant. It was written in word "*vallue*" by student D2 with extra "l" and "*missunderstanding*" with extra "s" by student H1. Also word "*economict*" was written by student F2 to express "*economic*" student F2 add letter *t* at the end of the word.

e. Silent consonant

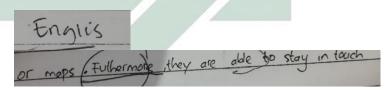


Figure 4. 11. Silent Consonant

In the word "English" the "h" was omitted by student F2 become "englis" because the "h" sound was misheard. The word "furthermore" was also failed to be written become "futhermore" like in the sentence *futhermore,they are able to stay in touch* by student C1 represented in the figure above.

f. Vowel digraph

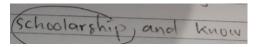


Figure 4. 12. Vowel Digraph

The word "scholarship" is written down in "schoolarship". Student D2 failed to write the word because he confused with the double *o* sound and also disrupted by the root of the word "school".

g. Confusing homophone



Figure 4. 13. Confusing Homophone

The word "*than*" was written down with the word "*then*" by student F2. It was clear that in the context of the sentence what she meant is "than" which word that represent comparative.

h. Other finding

The researcher also found other misspellings which are not related to the orthographic problem. It includes new word spacing and phonological problem.

- 2. Students' strategy to overcome misspelling
 - a. Students' strategy to avoid misspelling while writing

The questionnaire about strategy to overcome misspelling was given to 13 students of written English class which actually should be 14. They write all the paper work using handwritten form. Each student used more than one strategy to avoid spelling while writing. According to the questionnaire using dictionary was picked 12 times when they are asked about what they will do if they do not know how to spell the word while writing. The dictionary used is mostly the online dictionary that has tool about the sound of the word. Two students played the word with the sound when they do not know how to spell a word while writing. Besides, strategy of asking friend, imagine the spelling and just write the word or guessing was used once in each strategy and lastly one student used the strategy of remembering to avoid misspelling.

Using the result of the questionnaire above the researcher transferred the strategy students used into the theory of Bolton and Snowball. Further, it was categorized in the chart below:

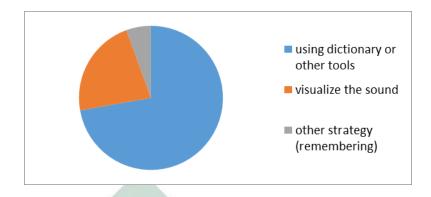


Chart 4. 1 Students' Strategy to Avoid Misspelling

b. Students' strategy to learn spelling

The strategy students used in learning new word is more various than the strategy to avoid misspelling while writing. Students pick using dictionary 7 times, students used electronic dictionary to play with the sound 6 times. Student also learn from other resources like music, video from *youtube, instagram,* and DVD of speaking book, these kind of resources are used 4 times. Students also wrote strategy like memorize the word, practice when speaking, learn the pronunciation and just write the word (guessing).

Then researcher categorized students strategy used into the theory of Bolton and Snowball and represented by this following chart:

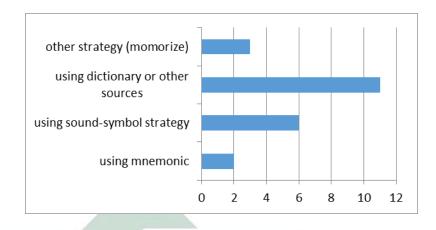


Chart 4. 2. Students' Strategy to Learn Spelling

B. Discussion

The finding of the research has been elaborated in the previous section. Furthermore, this section is aimed to explain the finding about the misspelling in the students' handwriting and also the strategy used to overcome it. In the finding section has been showed that among 11 kinds of orthographic problem 7 of them was found in the students' handwriting. It includes vowel digraphs, silent vowel, confusing homophone, silent consonant, consonant digraphs, consonant form, and phonogram. Meanwhile, the strategy used by students to overcome the misspelling is various and spreading in different strategy.

1. The difficulties to write in correct spelling

There are extra difficulties while writing using the handwritten form. Many aspects should be considered to make the clear and readable handwriting, such as letter formation, alignment, spacing, size and slant.¹⁰⁸ Like what happened in the both students' paper work which has been analyzed, it showed that some mechanical handwriting problem make the writing is hard to be understood. The problem mostly happened in students' handwriting is the improper letter forms. Students wrote in their own style which sometime is unreadable. The semi-cursive form of handwriting creates impropriate letter forms that makes the word is biased.¹⁰⁹It is because the cursive style is when every letter in the word is linked together, but the other style is just partially linked.¹¹⁰Sometime students wrote the circle shape of the letter not full or sometime making u shape too full that similar to other letter. *"means"* that looks like *"meanc"* because the hook in the bottom of "s" was unclear, the word "vocabulary" become "vocabolary". The shape of "r" that looks like "u" or "v" also has been found, for example "for" looks like "fou", "increases" looks like "incueases", "more" become "move". The similarity of 'e" and "c" shape in one word also make the word difficult to be read, for example the word "electronic" looks like "electronic".(See Figure 4.2-4.4)

¹⁰⁸HadavankhaniFatemeh, BahramiHadi, PhD, BehniaFatemeh, FarahbodMozhgan, and SalehiMasood, PhD, "Handwriting Difficulties: Introducing an Instrument", *Iranian Rehabilitation Journal* Vol. 6, No.7&8, 2008.

 ¹⁰⁹Meliosa Bracken-Pam Buchana, *Better Handwriting for Adult*, (National Adult Literacy Agency, Dublin). 40
 ¹¹⁰The Ministry of Education by Learning Media Limited, *Teaching Handwriting*,

¹¹⁰The Ministry of Education by Learning Media Limited, *Teaching Handwriting*, (Wellington,New Zealand, 2008), 6.

Spacing in the handwriting plays important role to create neat handwriting.¹¹¹The spacing among letter which too close makes the word is hard to be read. The spacing between letters should not touch the actual letter. It should only ouch the hook or the tail of the letter.¹¹² In the word "*able*" students wrote b and ltoo close that made the b touch the l. It made biased visual of word because the round shape of b touched the l and made the l looked like d. (See Figure 4.1)

The problem often happened in handwriting is capitalization. In the figure 4.6, some students used wrong capitalization in the sentence. Since capitalization is used in the certain rule like in the beginning of the sentence, writing name or country, writing the title, public places and institution, and calendar and time designated students displaced the capital letter.¹¹³ In the figure 4.6 the phrase Other Countries student G2 wrote the capital letter in every beginning of the word. Writing the capital letter in every beginning of the word is called Caps & Lc or headline capitalization. Caps & Lc is used in the element of the document such as heading, title and caption.¹¹⁴ Whereas in the phrase showed

¹¹¹Meliosa Bracken-Pam Buchana. *Better handwriting for Adult*, (National Adult Literacy Agency), 41. ¹¹²Ibid

¹¹³Mary K McCaskill, Grammar, Punctuation, and Capitalization: A Handbook for Technical Writers and Editors (Washington DC: Scientific and Technical Information Devision, 1990) ¹¹⁴Mary K McCaskill, Grammar, Punctuation, and Capitalization: A Handbook for Technical Writers and Editors (Washington DC: Scientific and Technical Information Devision, 1990), 81.

in figure 4.6, the phrase did not belong to these three. The phrase was in the middle of the sentence in an essay.

Furthermore, regarding with the headline capitalization, there are words that should not be capitalized using headline capitalization such as the articles, preposition or adverb and conjunction.¹¹⁵ In the phrase *The medium oF language From both*...student G2 wrote the word *from* with capital F in the beginning. It was found that student G2 always wrote letter F in capital form, even if it was in the middle of the sentence or in the middle of the word. It is caused by the styling of her handwriting. It was her handwriting style that had become her signature even it is incorrect in the rule of capitalization.

The mechanical problem in writing could be caused by the inter-related skill such as; forming idea, transferring idea into words, forming the words to be transferable to the reader, dictation, spelling, structure, punctuation, capitalization, and handwriting.¹¹⁶Whereas, handwriting mistakes are caused by many problem such as;the sitting posture, the pen chosen-it includes type of the ink, size and shape, and the pen point, how the hold the pen, and the personal styling.¹¹⁷ This kind of problem will not be found in other type of writing such as typing form. Because in the typing

¹¹⁵Ibid, 84.

¹¹⁶Linda Silverman, Ph.D, Poor Handwriting: A Major Caused of Underachievement. 4.

¹¹⁷Meliosa Bracken-Pam Buchana, *Better Handwriting for Adult*, (National Adult Literacy Agency, Dublin).

form using keyboard, the standard of style, font, spacing, capitalization, etc. In the previous study of Mirko Tavonis and Yanyan Lui, this kind of problem might not be found since it was focused on the typing form. Yet, from the previous study of Laura Ann Winkler which analyze the pattern in handwritten spelling error of students with various learning disabilities, this kind of problem might be found in very small amount since the students of the current study has no special learning disabilities.

Furthermore, besides the misspelling occurred caused by the mechanical problems, here are the misspelling happened based on the theory of Reima Al-Jarf:

a. Writing silent sound

From the table 4.1, there are two kinds of silent sound among 11 kinds of orthographic problem; those are silent vowel and silent consonant. Writing silent sound means write the letter that is not clearly pronounced. Elkhair stated that the vowel inconsistency in English sound is the cause of misspelling.¹¹⁸Silent vowel problem made includes *"incrasingly", "scor", "intelligience", "argus",* and *"excute"*. In the word *"incrasingly"* which should be *"increasingly"* the "e" sound was omitted. The word *"score"* is pronounced *"skowr",* which there is no "e" sound in it even it is written.

¹¹⁸Elkhair Muhammad IdrisHasan, "Pronunciation Problem: A Case Study of English Language Students at Sudan University of Science and Technology", *English Language and Literature Studies* Vol. 4, No. 4, 2014. 34

That is why the letter "e" in the end of the word was not written, or misspelled. Similar with the word "*argues*" which is pronounced with "*'argyuw*" was written with miss "e" in the end of the word. While in the word of "intelligence" which was misspelled with "intelligience", the student added "I" sound.

Some mistakes also made in the silent consonant problem, such as; "englis" and "futhermore". The "h" letter in the end of the word "English" is unclearly sounded. It is pronounced \'ingglisy\ which has no "h" sound in it. Whereas, in the word "furthermore", there are three "r' sound in it that make the students confuse and fail to write the first "r" sound. The mistake of silent sound is simply because the letter was not clearly pronounced or even not pronounced at all so make the students misheard the sound and fail to transfer it into letter form. Henderson said "in order to keep the spelling of the root word consistent the silent consonant must be retained".¹¹⁹

From the previous study of Reima Al-Jarf which analyzed the orthographic problem of Arabian students, it shows that the problem of silent sound could be affected by their L1. Arabic has no silent and double vowels which make it hard to transfer Arabic spelling system into English. It seems to happen in

¹¹⁹Francine R. Johnston, Spelling exception: problem or possibilities? *The Reading Teacher*. 54, 372-378

Indonesian student which has no silent sound in its spelling system.

b. Writing consonant sound

Consonant is more likely to correspond one sound than vowel. It means several consonant can make one single sound.¹²⁰ Such as the letter *h* marks an alternative sound for *t*, *c*, *s*, and *p* in *think*, *chip*, *shy* and *phase*.¹²¹ It is called digraph sound.

Consonant digraph can be problem for students with less knowledge about English spelling, like the students of Written English class. They made some mistake in spelling the consonant digraph like *comonly*, *vallue*, *missunderstanding*, *geting*, *economict* and *sucess*. All of the misspelling is about the double consonant to represent one sound. Students was omitting and adding the extra letter to represent one sound. In the word *commonly*, *getting* and *success* the double consonant letter was omitted. In the other hand the unnecessary consonant letter was added to represent the word *misunderstanding*, *value* and *economic*.

This problem was happened because the students were confused about the rule of consonant digraph that has irregular

¹²⁰ibid ¹²¹ibid phonic rule.¹²² It was strengthen by the statement of the student in the written English class when he was asked about why did he added extra l in word *value* he said because there are extra ltoo in word *challenge*.

c. Confusing similar sound

Many English word has similar sound but different in spelling. This kind of problem is tricky for students. It is homophone which the identical word sound has its own meaning in English vocabulary. Homophone has two orthographic forms but single phonological sound.¹²³ The other is phonogram which the letter can be replaced by other identical sound but has no meaning in English vocabulary.

The problem of homophone is classical problem of English spelling since the pronunciation of the word is sometime different with the spelling that makes the word is often misspell. The homophone happened in the student's handwriting is the word "*than*" which was replaced by the word "*then*". Both of the words are closely pronounced /*tHen*/. It is sounded almost the same that makes students hard to differ. But it was odd that the misspelling was happened three times in different sentences. It needs more investigation about

¹²²Francine R. Johnston, "Spelling exception: problem or possibilities?"*The Reading Teacher*. 54, 372-378

¹²³Charles A. Perfetti and Lesley Hart, *The Lexical Basis of Comprehension Skill*. (Washington DC: American Psychological Assosiation, 2001), 71.

the stage of students in the class to discover the root of the problem. The problem could be both students are in the lower stage or the pure problem of homophone.

The other letter-sound problem is called phonogram. In phonogram students changed the target sound with different letter which has closely sounds like the target sound. Student B2 wrote *several* with *seferal* which v and f sound pretty close that makes students misspell the word. Student B2 also wrote third with thirt, percpective to represent perspective and globalisation to represent globalization and organitation to represent word organization. Students misspell the consonant letter because it sounds close enough to represent each other even the misspelling word has no meaning in English vocabulary. When the representation of the students were asked if they know that the certain misspelling has no meaning in English dictionary they said they did not know. It means that they were not familiar with the words yet. Further, it also happened in vowel sound formation. Student F2 wrote word mother with mothor and overwhelming with everwhelming. The misspelling happened because the pronunciation of the misspelled sound which mostly e sound is in short vowel

sound.¹²⁴It encouraged students to make mistake because the sound is pronounced in a short sound.

- 2. Students Strategy to Overcome Misspelling
 - a. Strategy used to avoid misspelling while writing

From the research finding, the researcher found that students used more than one way to prevent misspelling when they write in handwriting. From the chart 4.1 above, most of the students used dictionary or other tool. This strategy was picked 13 times. The other strategy mostly used by students is visualized the sound. It was picked 4 times among 13 students. This strategy encourages students to think about the sound and mentally see the word looks like.¹²⁵ The other strategy used by one of the students is old strategy called remembering or memorizing. Student memorized the spelling of the word randomly. In this case Chomsky argued that memorizing for regularity is more productive than memorizing the spelling of isolated word.¹²⁶ It means if student wanted to use the strategy of memorizing, they should know why a word should be spelled the way it is.

¹²⁴Francine R. Johnston, Spelling exception: problem or possibilities? *The Reading Teacher*. 54, 372-378

¹²⁵Brenda Lana, 11 Strategies Parents can Use to Help Students Study Spelling Words (Rancho Santa Margarita: Pathfinder Learning, 2013), 1.

¹²⁶Ann B. Dobbie, "Orthographical Theory and Practice, or How to Teach Pronunciation", *Journal of Basic Writing*, Vol. 5, No. 2, 1986. 43.

Furthermore, most of the students decided to use instant tool to avoid misspelling in writing such as, dictionary, YouTube, internet, book, music, etc. It will be easier for students to correct the spelling using dictionary because students only need to write the word in Bahasa and the dictionary will find the translation of the target word. It is believed that searching the word in digital dictionary by typing the target word which students does not know the correct spelling encourage the motor system in the spelling of students will involve more.¹²⁷Dictionary might not the best tool but Summer called it "a useful one to gain the further understanding of new language".¹²⁸Yet, besides the advantage of dictionary, students are still need a companion and instruction to use the dictionary effectively.¹²⁹

b. Strategy used to learn the new words

Based on the chart 4.2 about the strategy students use to learn spelling, the dictionary and other tools was used the most due to the spelling field in the class of Written English in UINSA. It was picked 11 times among 13 students. 6 of them

¹²⁷Tzu Chen-Liu, Melissa Hue-Mei Fan and Fred Pass," Effect of Dictionary format on Incidental Acquisition of Spelling Knowledge and Load during Second Language Learning: Click on vs. Key in Dictionary", *Computer and Education*, 2014.

¹²⁸Wang Dakun, "*Should They Look It Up? The Role of Dictionary in Language Learning*".(the document is used for private study or research, National Institute of Education, Singapore, 2001), 29.

¹²⁹Disability Program Directorate: Learning Assisting Program, *Writing and Spelling Strategies: Assisting Students who have Additional Learning Support Needs*, (New South Whales: Department of Education and Trainong, 2007), 166.

used dictionary as the sound-symbol strategy to learn spelling. They used the digital dictionary which has the pronunciation tool to check how the word sounds. They did not only learn how to write the letter, but they also learn to familiar with the sound. The use of this kind of tool is believed that it is not only used to assist students, but also has remedial benefits.¹³⁰ It means student will be familiar with the sound and also the spelling in order to avoid the misheard of the sound.

Beside dictionary, students also used some other resources such as video from *Youtube, Instagram*, music, and DVD of speaking book. The resources students used nowadays are mostly from internet platform that requires technology to assist language learning. It is believed that technology and education have connection to support each other.¹³¹Furthermore, learning from social media platform will create fun and enjoyable environment because it is not only provides lesson but also entertainment. This kind of environment encourages students to study more effectively.¹³² Yet, every resources strategy should be disciplined by the competent such as lecturer or parents since the internet platform such as Youtube and Instagram

¹³⁰Ibid. 178.

¹³¹Ajeng Hidayatul Magdalena, thesis: "Classification of Internet Language Learning Resources Based on Bloom's Taxonomy and the Four Language Skills" (Surabaya: UIN SunanAmpel, 2017), 15.

¹³²Sajia Husain Proity, "Effect of Joyful Teaching on Grade IV Students' Academic Performance in Science", *International Journal of Science and Research*, Vol.4, No. 10, October 2015.

provide mostly entertainment. This strategy is two sides of coin; it can be useful if it is used wisely. Yet, it will interrupt students instead without the assisting of the competence. This case was revealed by one of the student when they are asked about how effective the strategy using social media, she said that mostly they will look for another content if the video is less interesting.

Student also used mnemonic strategy to learn the new spelling of the word. Mnemonic is the strategy of learning the spelling using pattern to make it easier to be memorized.¹³³ In using this strategy student used the list the spelling that she did not know. She checked the dictionary and make list with the guide of the spelling in the dictionary. This strategy supposed to effective since the spelling list relevant with the student and applicable.¹³⁴

Besides the strategy of the theory of Bolton and Snowball, student also used traditional strategy to learn the spelling of the new word. The strategy is memorizing. Memorizing can be effective in learning the spelling of the word if the words are applicable and relevant to the students their self. For example they make list of their mistake in their essay and memorize the

¹³³Spelling in Context: Direction for Teaching and Learning- A Guide for Teachers, 6.

¹³⁴Carol Ergenbright, Suzanne Howard, Margaret Lindop, and other, *If Only I Could Read Write Spell: Identifying and Helping Adults Who Find Learning Difficult.* (University of Tennessee.Fall 1994). 44.

spelling, or they can make a list in a group word. Yet, the student used this strategy raw. He memorized the word in random list. It could be worried that the spelling he memorized will easily forgotten if it was not used.¹³⁵ But the student wrote in the questionnaire that he memorized the spelling and used it.



¹³⁵Ann B. Dobbie, "Orthographical Theory and Practice, or How to Teach Pronunciation", *Journal of Basic Writing*, Vol. 5, No. 2, 1986.

CHAPTER V

CONCLUSION AND SUGGESTION

In this final chapter, the researcher provides the conclusion of the students' strategy to avoid orthographic mistake in their argumentative writing. The researcher also gives suggestion for the upcoming researcher about the issue that is not covered in present research.

A. Conclusion

From the previous chapter that represent the research finding and discuss the finding, the researcher can make conclusion as following:

- 1. Regarding to the misspelling occurred in students' hand writing, the misspelling happened in 7 out of 11 kinds of misspelling. They are phonogram 7 times, confusing homophone once, vowel digraph once, silent consonant 2 times, consonant form 3 times, consonant digraph 3 times, and silent vowel 4 times. Besides the misspelling students also made some mistake regarding with the mechanical of hand writing includes; capitalization, spacing and improper letter form.
- 2. Dealing with the strategy to overcome the orthographic misspelling, dictionary and other resources were used the most by the students. The conclussion is dictionary or other tools used 72%, visualize the sound 22%, and other strategy 6%. The strategy used to learn new words includes using dictionary and other resources 50%, using sound symbol strategy 27%, using mnemonic 9%, and other strategy 14%.

B. Suggestion

From the data provided above, regarding with misspelling in students' writing analyzed and found the strategy used, will not guarantee that students will pay more attention to the spelling skill. Based on the result of the study, there are several suggestions which are encompassed by the researcher:

- a. For the student teachers and all the students, they can use this research as the alternative to find their most suitable strategy to overcome spelling. They should know their own lack and strength in learning spelling and choose the most suitable strategy to support their learning. Because the proper strategy will affect the success of the learning.
- b. For the lecturer, to all the lecturer who teach English, besides the wider range of skill, lecturer should be aware that there are branch skills that seems not really important. Spelling considered as little skill that often be ignored from the students. That is why this research give some sights to the lecturer that specific skill should be maximized to support the main skill of language. Based on this research teacher should be aware of the importance of spelling to support the success of writing skill by assisting their students to overcome their spelling problem. Lecturer should watch the development of students' spelling skill after they use the certain strategy that might suitable for them.
- c. For the future researcher, the current research looking for information about the strategy students use to fix misspelling and also to self learn

spelling. Therefore, the future researchers are suggested to conduct the research about how to rise students' awareness toward spelling. The other aspect that might be explored is the correlation between students' spelling stage and the strategy that most suitable. Also, future researchers are suggested to elaborate the use of memorizing as the strategy to learn the spelling of the new word.



REFERENCES

- Alfaki, Dr. Ibrahim Mohamed. 2015. "university students' english writing problem: diagnosis and remedy", *International Journal of English Language Teaching* Vol. 3, No.3, May 2015,45.
- Al-Jarf, Prof. Reima, "phonological and orthographic problems in efl college spellers", *TELLIS Conference Proceedings*. Azad Islamic University-Roudehen, Iran.
- Anderson, Kristine F. 1987. "using a spelling survey to develop basic writers' linguistic awareness: a response to ann b. dobbie" *Journal of Basic Writing*, Vol 6, No. 2 1987.
- Badi, Ibtisam Ali Hasan Al. *"academic writing difficulties of esl learners"*, presented in WEI International Academic Conference Proceeding, Spain: Barcelona, 2015.
- Bansal, Bhupesh, Monojit Choudhury, PradiptaRanjan Ray Sudeshna Sarkar and Anupam Basu, *isolated-word error correction for partially phonemic languages using phonetic cues*, West Bengal, INDIA: Department of Computer Science and Engineering Indian Institute of Technology Kharagpur, 2002.
- Bracken, Meliosa Pam Buchana, *better handwriting for adult*, Dublin: National Adult Literacy Agency, 2008.
- Bowker, Dr. Natilene. *academic writing: a guide to tertiary level writing*, Massey University, 2007.

- Chen-Liu, Tzu, Melissa Hue-Mei Fan and Fred Pass," effect of dictionary format on incidental acquisition of spelling knowledge and load during second language learning: click on vs. key in dictionary", *Computer and Education*, 2014.
- Creswell, John W. *educational research: planning and conducting quantitative and qualitative research.* Lincoln: University of Nebraska, 2008.
- Collins, Jim. *introduction to writing traits and writing strategies*, WNY School Support Center, UB Bufallo Public School.
- Dakun, Wang, "should they look it up? the role of dictionary in language learning". the document is used for private study or research, National Institute of Education, Singapore, 2001.
- Disability Program Directorate: Learning Assisting Program, writing and spelling strategies: assisting students who have additional learning support needs, New South Whales: Department of Education and Trainong, 2007.
- Dobbie, Ann B. "orthographical theory and practice, or how to teach pronunciation", *Journal of Basic Writing*, Vol. 5, No. 2, 1986.
- Dobie, Linda Unice Oskov. 1995. "progress of handwriting research in 1980s and future prospect" *Journal of Educational Research* 88, 1995, 339-351.
- Dr Bowker, Natilene *academic writing: a guide to tertiary level writing,* Massey University: 2007.

- Ergenbright, Carol, Suzanne Howard, Margaret Lindop, and other, *if only i could read write spell: identifying and helping adults who find learning difficult*, University of Tennessee. Fall 1994.
- Fadda, Hind Al. 2012. "difficulties in academic writing: from perspective of king saud university posgraduate students", *English Language Teaching* Vol.5, No.3, March 2012, 127.
- Fatemeh, Hadavankhani, Bahrami Hadi, PhD, Behnia Fatemeh, Farahbod Mozhgan, and Salehi Masood, PhD. 2008. "handwriting difficulties: introducing an instrument", *Iranian Rehabilitation Journal* Vol. 6, No.7&8, 2008.
- Fay, L. *reading and spelling: how are they related*, ERIC document Reproduction Service No. ED059009
- Fitzmaurice, Dr Marian -Dr Ciara O'Farrell, *developing your academic writing skills: a handbook*, Trinity College: Dublin.
- Gentry, J Richard Steve Graham, *creating better readers and writers*, Sapperstein Associates, Fall 2010.
- Gentry, J Richard Ph. D, Steve Graham, Ed.D, creating better readers and writers: the importance of direct systematic spelling and handwriting instruction in improving academic performance, Saperstein Assosiates, white paper, Fall 2010.
- Graham, Steve and Karen Haris. 2000. "the role of self regulation and transcription skills in writing and writing development" *Educational psychologist* 35, 2000. 3-12.

Guinon, Lisa A. "triangulation: establishing the validity of qualitative studies". Institute of Food and Agricultural Sciences University of Florida. FCS60

- Hernández, Mayra Solís, "raising student awareness about grammatical and lexical errors via email", *Revista de LenguasModernas*, No 14, 2011.
- Jiménez, Aragón, Claudia Esmeralda, Baires Mira, Dalia Cecilia, Rodriguez, Gloria Stephany, an analysis of the writing skill difficulties of the English composition i students at the foreign language department of the university of el Salvador. University of El Salvador School of Arts and Sciences Foreign Language Department.
- Johnston, Francine R. "spelling exception: problem or possibilities?", *The Reading Teacher*. 54, 372-378
- Khotari, C. R. research methodology; research and technique. New Delhi: New Age International, 1990.
- Kihlgren, Per, *do we need validity?:a critical appraisal of validity in qualitative research*, Department of Sociology, Spring Term, 2016.
- Kohonen, V. (1999). authentic assessment in affective foreign language education. in j. arnold (ed.), *Affect in Language Learning*. Cambridge: Cambridge University Press.
- K. R, S. Graham, Harris, B. Fink. 2000. "is handwriting causally related to the learning to write? treatment of handwriting problem in beginning writers", *Journal of Educational Psychology*, Vol. 92, No. 620-633, 2000.

- Lana, Brenda. *11 strategies parent can use to help students study spelling word*, Rancho Santa Margarita, CA: Pathfinders Learning.
- Lee, Icy. 2004. "Error correction in L2 secondary writing classrooms: The case of Hong Kong", *Journal of Second Language Writing*, No. 13, 2004, 285–312.
- Liu, Yanyan. 2015. "spelling error analysis in college english writing". *Theory and Practice in Language Studies*, Vol. 5, No. 8, August 2015.
- Mc Caskill, Mary K. grammar, punctuation, and capitalization: a handbook for technical writers and editors, Washington DC: Scientific and Technical Information Devision, 1990.
- Msanjila, Yohana P. 2005. "Problem of Writing in Kiswahili: A Case Study of Kigurunyembe and Morogoro Secondary School in Tsnzania", *Nordic Journal of African Studies*, Vol.14, No.1, 2005, 18.

Nazir, Moh. Ph.D Metode Penelitian, Jakarta: Graha Indonesia. 2009.

Nolan, Susan K. *a spelling error analysis of words with closed syllables for atrisk readers*, USA: College of Education of Ohio University.

Perfetti, Charles A. - Lesley Hart, *the lexical basis of comprehension skill*. Washington DC: American Psychological Assosiation, 2001

Peters, Margaret Lee, and Brigid Smith. spelling in context: strategies for teachers and learners (NFER-NELSON, 1993.

78

- Phuket, Pimpisa Rattanadilok Na. *understanding efl students' error in writing*, Sintok, Kedah DarulAman, Malaysia: University Utara Malaysia.
- Pollo, Tatiana Cury, Rebecca Treiman, and Brett Kessler, *three perspectives on spelling development*, Washington University in St. Louis.
- Proity, Sajia Husain. 2015. "effect of joyful teaching on grade iv students" academic performance in science",*International Journal of Science and Research*, Vol.4, No. 10, October 2015.
- Renwick, W. L. *Teaching Handwriting*, Learning Media Limited, New Zealand, 2008.
- Santangelo, Tanya. 2014. "why is writing so difficult for students with learning disabilities? a narrative review of inform the design of effective instruction", *Learning Disabilities: A Contemporary Journal*, No.12(1), Arcadia University, 2014,5-20.

Silverman, Linda Ph.D, poor handwriting: a major caused of underachievement.

Hasan, Elkhair Muhammad Idris. 2014. "pronunciation problem: a case study of english language students at sudan university of science and technology", *English Language and Literature Studies* Vol. 4, No. 4, 2014. 34

Spelling in Context: direction for teaching and learning- a guide for teachers.

Sugiono, *Metode Penelitian: Pendekatan Kuantitatif, Kualitatif,dan R&D*. Bandung:Alfabeta,CV.2010

- Tavosanis, Mirko. "a causal classification of orthography error in web texts", 2007.
- The Ministry of Education by Learning Media Limited, *Teaching Handwriting*, New Zealand, Wellington, 2008.
- Thomas B. Fordham Institute, "Cursing Cursive", *the Educational Gadfly*. 2009
- Wallace, Randall R. 2006 "characteristic of effective spelling instruction" *Missouri State University*, Vol 46 No 3 Appril 2006.
- Wilkinson, David Peter Birmingham, using research instrument: a guide for researchers, London and New York: Routledge Falmer,.
- Winkler, Laura Ann. analysis of patterns in handwritten spelling errors among students with various specific learning disabilities. USA: University of South Florida, 2016.
- Wu, Yi-Chieh. *the linguistic profiles of spelling errors in fourth, fifth, and seventh grade students*, Florida State University Libraries.

APPENDICES

