

**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.**



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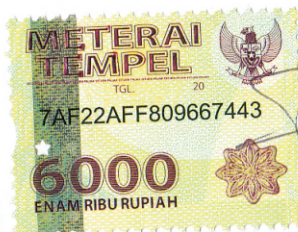
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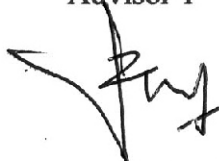
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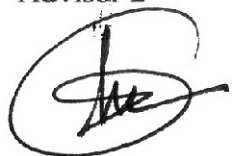
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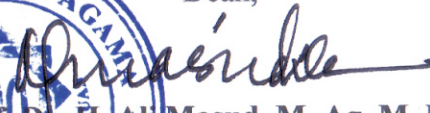
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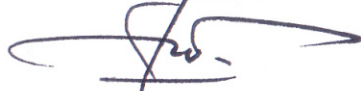


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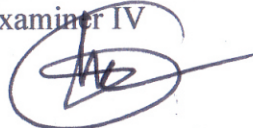
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Penulis

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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.

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:

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 *organitatio* 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

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