

**SPELLING ERROR ANALYSIS IN WRITING RECOUNT TEXT BY THE NINTH-GRADE STUDENTS OF SMP NEGERI 1 SUMBAWA ACADEMIC YEAR 2022/2023**M. Givan Fachrezzy^{1*}, Sahuddin², Baharuddin³^{1 2 3} English Education Department, Faculty of Teacher Training and Education,
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Abstract: The aims of this study are to find out the types of spelling errors made by the ninth-grade students of SMPN 1 Sumbawa by determining students writing and to find out the causes of spelling error made by students. In addition, this study uses the theory from Bestgen and Granger (2011) in their journal entitled “Categorizing Spelling Error to Assess L2 Writing” that discussed about the category of spelling errors. Furthermore, this research applies descriptive qualitative in which the researchers collected the data from students writing tasks and found the spelling error of three words classification which are adjective, noun and verb. The researchers found six types of spelling errors which are addition, omission, substitution, transposition, word segmentation, and multiple error letter. In addition, there are three main causes of spelling error found such as the influence of Indonesian spelling, lack of vocabulary, and spelling difficulties.

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INTRODUCTION

In English, as well as in other languages, there are four skills that should be mastered, i.e., the listening, speaking, reading and writing (Brown, 2007) which are very important for students. Harmer (2007:265) states that speaking and writing are categorized into productive skill. Related to those 4 skills, the vocabulary is also considered significant because students have to memorize a lot of vocabularies in order to support the success of English language learning.

Vocabulary is a collection of words that are part of particular language and are used to construct sentences. The spelling error may lead to the misleading of writing vocabulary because it can lead to a different meaning. Banacha (2013) states that conveying letters effectively needs a correct spelling. It can be inferred that spelling is a significant and crucial component in writing because it can change the meaning of a word or even a sentence. Learning vocabulary and how to spell it correctly is a basic thing to be studied since the early learning of the English language. Therefore, the researchers choose junior high school students as the object of data.

The researchers conducted two observations in SMPN 1 Sumbawa and found that the main case of spelling error lies on the complexity in English phonemes that have 44 phonemes but only have 26 letters (Cook, 2004). Phoneme can be defined as a smallest unit of voice which can distinguish the meaning of each word based on the sound of its pronunciation. According to glossary of linguistic terms, phoneme is the smallest contrastive unit in the sound



system of a language. For example, the alphabet (letter) of “I” is spelled “ai” in the word of “wide”, on the other hand it is spelled “i” in the word of “fish”. Other common error found is the spelling of the vocabulary based on their mother tongue, the *Bahasa Indonesia* alphabet rules, for example, the students spelled “kes” in the word of “case”. According to Elliot and Johnson (2008:6), this error is called sound-based. However, according to Elliot and Johnson (2006), there are seven types of spelling error namely the sound-based error, rule-based error, omission, commission, transposition, writing error, and multiple errors.

As mentioned previously, the ninth-grade students at SMPN 1 Sumbawa were chosen as the object of this research. This topic is worthy due to the fix the students’ spelling error while they have an adequate skill in writing but the lack of spelling ability. Specifically, this research focuses on spelling error through writing test. Thus, the researchers applied the methodology of error analysis by Ellis (1994:48) that states 4 main steps to analyse the error such as identification, description, explanation and evaluation. However, the benefit of this method for the student is that they can learn the spelling error that they have made in the writing test.

One of studies came from Bestgen and Granger (2011) that identify the types of spelling error. Bestgen and Granger assessed 223 non-native learners (L2) in their essay. The learners were from three different mother tongues; German, French and Spanish. Another research about spelling error was conducted by Yanyan Liu (2015) entitled Spelling Error Analysis in College English Writing. The novelty of Liu’s research lies on Chinese college non-English major as the subject of data and the categorization of spelling errors. Liu assessment on the essays comes after the writing of the students already spell-checked by Microsoft 2007. In this research, Liu analysed the spelling error on junior high school students who use Bahasa Indonesia as their mother tongue and assessed the recount text produced by the students that has different sets of grammatical rules compared to essay in golden rule (i.e., to analyse the handwriting of the students manually not by the automated spell checker).

RESEARCH METHOD

This research is descriptive qualitative which employs the analysis of both descriptive and qualitative method. Silverman (2005: 303) reveals that qualitative research is often related to narrative or stories what people tell to another (and researcher). Moreover, Gay (2006: 399) states that qualitative research is about collecting, analyzing and interpreting comprehensive narrative and visual data in order to get insight into a particular phenomenon of interest. The purpose of this research to describe the types of spelling error through writing skill of students of SMPN 1 Sumbawa. In brief, the procedures of this research started from collecting the data of students’ writing of recount text and analyzing the spelling error then presenting all of the data.

The researchers collected the main data from students writing tasks and to collect the additional data, some of articles, journals, and books. In addition, another additional data was obtained from interview from the teachers of ninth-grade class of SMPN 1 Sumbawa. As a result, the teacher described the causes of spelling error in SMPN 1 Sumbawa mostly as less literacy in learning English, less concentration when writing the English words, lack of confidence, difficulties in spelling, low understanding of English text, and the influence of dialect related to pronunciation.

After the data was gathered, the descriptive analysis method was applied. In this case, the researchers applied the Corder's error analysis method (1981:51).

The steps to analyze the error are explained as the following:

1. Investigating the errors

The researchers found the error categories from the students’ works by highlighting the errors.

2. Categorizing the error
The errors were categorized related to Bestgen and Granger's theory.
3. Showing the errors
The researcher revealed why the words were categorized as a spelling error based on the theory.
4. Calculating and identifying the dominant error
The calculation of the error percentage using the formula by Sudjiono (2010 : 43).

$$P = F/N \times 100\%$$

Whereas: P = error percentage
 F = frequency of error
 N = number of case(s)

5. Drawing conclusion and suggestion regarding errors that often occurred in spelling words in students writing.

FINDINGS AND DISCUSSION

In collecting the data, there were 32 students asked to write a recount text about certain topic. The result showed some of categories of spelling errors. The following table shows the percentage of spelling errors from each category.

Table 3. Percentages of the types of error in the students writing test.

No	Types of spelling error	Occurrence of Error	Percentage (%)
1	Addition	11	20.37%
2	Omission	9	16.67%
3	Substitution	13	24.07%
4	Transposition	3	5.56%
5	Multiple Error letter	12	22.22%
6	Word Segmentation Error	6	11.11%
Total		54	100%

1) Addition

Addition is the type of error when the students add one or more letters in a word. According to Wing and Baddely (1980), addition (insertion) is adding an extra letter into a word. The percentage of addition in this study is 20.37%- or 11-times occurrences. This error occurred when the students wrote one or more additional letters in a word. The following are the examples of addition error from students' tasks.

- the **prince** per entry ticket is 150.

The word "price" is written to "prince" and it explains how much the entry ticket for MXGP Samota was. This kind of addition could make a different understanding because the word "prince" means a person in royal family while the word "price" is something related to the worth of something. This error occurs because the student wrote the word wrong (spontaneous error). Spontaneous errors can happen to everyone even though they have heard or wrote the correct spelling word before.

2) Omission

Omission can be defined as an error happening when students omit letter in a word. According to Wing and Baddely (1980), omission is a deleting a letter or missing the letter(s)

in a word. Omission happened in 9 occurrences or 16.67% in the students writing test result. This error occurred when one or more letters of a word was not written by the students.

- After I weth MXGP, I go **homwuth** my femeliy

The students wrote “hom” instead of “home”. This occurred because the letter “e” is not written from the original word “home”. Therefore, students who have limited vocabulary write the word only based on what they hear. In the example above, omission occurs because the word “home” contains a silent letter, namely the letter “e” so that the letter “e” is not heard when someone says the word “home”. In this case the student wrote the word “hom” because the student did not hear or did not know that there is an “e” in the word “home”. However, almost all words in English that end in “e” are silent letters such as the words “take”, “stone”, “price”, etc.

3) Substitution

Substitution is a situation when a letter is replaced by another letter in a word (Wing and Baddely, 1980). Substitution error occurred 13 times or 24.07%. It can be seen from the data collected whereas the word explore, excited, exciting and watch were written into “eksplore”, “exsited”, “exsiting”.

- I was there to **eksplore** the nature of Moyo Island
- I was very **exsited**, in the afternoon me and the family went to visit the Matajitu waterfall.
- A very **exsiting** vacation.

The errors occurred due to the use of the letter “x” which was replaced by the letter “ks”. Another example was when students replaced the use of the letter “c” which is replaced with the letter “s”. This happened because of the influence of the mother tongue. In other word, students who are already familiar with the similarity on how to write and read Indonesia words. So, in writing their English words, students still use their Bahasa Indonesia alphabet rules.

4) Transposition

Transposition is defined as a situation when the letter is transposed in a single word. It relevant to Wing and Baddely (1980) that states transposition occurred when two neighboring letters are transposed. However, in this study, transposition is the lowest occurrence from all of the six types aforementioned. It occurred around 3 times or 5.56%. It happened because the students replace a letter in a word. However, the example of transposition can be seen in word “take” and “feel”. The following are the further explanation of those to examples.

- After that I and my friend **teak** a photo.
- I wethfameliy**tek**aphoto andradersmxgp

The students change the word take into teak and “teka” which means in word “teak” students change the position of 3 letters where the correct order of the letters is a, k and e to e, a and k. Meanwhile, in word “teka” the transposition occurred on the letter e and a. This type of error occurred because the students have lack of vocabulary so that they do not know how to write the word correctly. In addition, this can also occur due to students' misunderstandings about writing the word so that errors in writing made by students are included in spontaneous errors.

- I **flee** happy because I can watch MXGP Samota and slank band.

From the example sentences above, the error made by students are spontaneous errors. This can be seen from the example of the word "flee" where students actually wanted to write "feel" instead of "flee". As in the previous discussion, spontaneous error can happen to anyone where in this case students were just lack concentration in writing.

5) Word segmentation error

Word segmentation is the error type that happens because the word that is supposed to be compounded is separated into two or more words. According to Wing and Baddely (1980), word segmentation error (word space) is separating a compound word with a space or without word space left between words. The percentage of word segmentation error is 11.11% with the total of 6 errors. Word segmentation error separates a compound word with a space or where there is no word space left between words. It can be seen from student works when they split the word "motorcycle" into "motor cycle" and "waterfall" into "water fall".

- We got there by **motor cycle**, when we arrive we park **motor cycle**
- Before we went to water **fall**, we had a **break fast**

The three words above are categorized as error because each of them should not have a space in the middle. According to the Oxford and Cambridge dictionary, the correct spelling of the three words is "motorcycle", "waterfall" and "breakfast". This type of error occurred because the students have lack of vocabulary so that they do not know how to write the word correctly. One other factor is that the words above, if separated, still have their respective meanings. For example, the word "waterfall" will still have some meaning even though the words "water" and "fall" are separated so that students think that the word they wrote is correct.

6) Multiple errors letter

According to Bestgen and Granger (2011:5), multiple error letter is a situation when there are two or more errors in a single word while it has the same type or different type of errors. Multiple errors letter occurred 12 times with the percentage of 22.22%. This kind of error occurred because there is more than one type of error in a single word. The following are the example from multiple errors.

- I and my family I went to **woch** MXGP at Samota in Satutday.

In this case, the students wrote "woch" instead of "watch". There are two types of errors, namely the substitution and omission. The substitution is in the second letter in the word "watch" whereas the second letter is "a" replaced with "o". The omission occurred because there is no letter "t" in the word "woch".

- We walk to do **sirkuite** when we arrive we see a **sirkuite**

The type of error on the example above is substitution and addition error in the word "circuit". The students wrote "sirkuite" instead of "circuit" which means that the substitution occurred on the two "c" letters whereas the first "c" letter is substituted with the "s" letter and the second "c" letter is substituted with "k" letter. Meanwhile, the addition occurred when the students added the letter "e" on the last letter of the word.

- When I got there, I was vary **surspised** how many audience came from various regions.

To sum up, in this multiple error letters, there are also several types of error in a single word such as in the word "surspised" instead of "surprised". There are addition and omission errors. The addition error lies in the letter "s" (surspised) while the omission error occurs in the missing letter "r" (sursp_ised).



In multiple errors, there are three factors that can be the main cause of spelling error. The first is the influence of Indonesian spelling which means that the students commonly spell the vocabulary based on their Bahasa Indonesia alphabet rules. The second is lack of vocabulary which means students do not have enough of vocabulary. The last is spelling difficulties which means that the students do not know how to spell the English words accurately. One of the examples that represented these multiple errors lies on word “motor saikel”.

The causes of spelling error

Most causes of spelling error in writing recount text which made by the 32 students in SMPN 1 Sumbawa at class 9.6 are presented further in the following.

1. The Influence of Indonesian Spelling

There are differences in Bahasa Indonesia and English from the category of the two, English is Indo European Language while Bahasa Indonesia is Austronesian Language. The system of both two languages is also fundamentally different for example in term of spelling system. In Bahasa Indonesia, a certain spelling represents certain sound (e.g. „satu“ is spelled (satu) (Fanani, 2011)), while in English a certain spelling does not always represent a distinctive sound (e.g. „answer“ is spelled (/ˈænt .sə/)). Therefore, the difference in the system causes someone, in this case students, to have difficulty both in pronouncing and spelling sentences or words in English.

Bahasa Indonesia is a language that is often used by students in communicating. The influence of the Indonesian language can also be seen when they learn English. One example is in terms of pronunciation when students’ pronunciation is still influenced by Indonesian language. For example, in the word *motorcycle* this is pronounced as “motor saikel”. This could be caused by their misunderstanding in listening to the word "*motorcycle*" into *m o t o r s a i k e l*. This happened because the structure of the English spelling is different from the language they use. It also supported by Nursalikhah (2017) that states word spelling is not always the as its pronunciation so that the written form will be different. The researchers also indicated that the mother tongue word spelling system includes that error trigger. It is certain that students also need solutions in considering the presence of sounds and their representations in the spelling of words because they are not familiar to those of the original word spellings whose sounds represent the letters as if we compare them to the Indonesian spelling mechanism system.

2. Lack of Vocabulary

The lack of vocabulary can happen because of the lack of activities carried out by students in terms of reading, listening, or writing in English. In addition, students still feel unfamiliar with a certain word from reading or writing so that it is the reason for the lack of student literacy in learning English. This causes students to become less knowledgeable about the structure or spelling in English and causes errors in word writing. Apart from the limited vocabulary, these errors can occur due to the spontaneous actions of students who even before they have heard or written the correct spelling word. In other words, this error can occur to anyone because it is an error that happens by accident. In addition, spontaneous error can occur due to internal and external factors. The internal factors are such as difficulty in concentrating in writing the word, the lack of confidence and the lack of student interest in adding new English vocabulary. In other hand, the external factors can be caused by the influence of a class environment that is not conducive, the lack of time given to students to write which causes students to rush and finally learning methods that are less attractive.

3. Spelling difficulties

There are several factors that cause students to have difficulty spelling the English word including to students' low understanding of English texts, not having proper English learning strategies, the lack of understanding of grammar and not forming a good reading habit. This causes the experience of students in learning English is not enough to increase the spelling the correctly. In other words, the fewer students learn English, the more likely it is that students have difficulty spelling the English word.

However, another factor that causes students to have difficulty spelling the word is dialect. Dialect is a language variation from a relative number of speakers who are in a certain place or region (Chaer, 1995; 63). For example, the pronunciation of English spoken by Indians is different from Middle Eastern people. All types of errors indicated lie in the sounds and letters that make up the word. Undoubtedly, sounds and letters in a word are represented by each other which results in inconsistent patterns in English spelling (Brington and Adoniou et al, 2019). This inconsistency can be found in a letter that is pronounced with a different sound (Proofed, 2019). One or more letter in a word spelling can be an auxiliary silent letter (Nursalikah, 2017) or a digraph letter (Turkel and Petterson, 2016) also there are two words which has similar letter construction yet different meaning (James, 2017).

CONCLUSION

As the final results, the researchers found six types of spelling error made by 32 students of the ninth class (9.2) SMPN 1 Sumbawa. They are Addition with 11 cases (20.37%), Omission with 9 cases (16.67%), Substitution 13 cases (24.07%), Transposition 3 cases (5.56%), Multiple Error Letter 12 cases (22.22%), and Word Segmentation Error with 6 cases (11.11%).

Spelling errors happen because of three factors namely the influence of Indonesian language spelling, the lack of vocabulary, and spelling difficulties. Based on the first factor, many errors occurred because students still use Indonesian alphabet rules both in reading and writing as the influence of the difference between Bahasa Indonesia and English spelling system. The second factor is related to the students' lack of learning experience and interest in reading English texts. The last factor is connected to the difficulties on spelling English word correctly based on their capability or experience in certain English word.

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