

SPELLING ERROR ANALYSIS IN STUDENTS' WRITING ENGLISH COMPOSITION

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Abstract

This research has objective to find out the kind of spelling errors written by the students and to determine the most dominant kind of spelling error written by the students of STIE AAS Surakarta in the academic year 2017/2018. This study used a descriptive qualitative approach. In this study, researchers revealed conclusions by collecting data. The object of the research were taken from 24 students of STIE AAS Surakarta, especially in the 2017/2018 academic year. In collecting data, the researcher used the documentation method. In analyzing errors, the steps were the identification of errors, classification of errors, description of errors, explaining errors, and tabulation of data. The data were tabulated to determine the frequency of errors found in the students' writing composition. From the results of the study, it was found that there are some errors found in the results of student essays in the aspect of spelling as 50 data which consist of some errors such as in omission as 20 data or 40 %, in substitution as 14 data or 28 %, in insertion/addition as 10 data or 20 % and transposition as 6 data or 12 %. While the most dominant spelling error occurs in the aspect of omission as 20 data or 40 %.

Keywords: Spelling, Spelling Error, Error, Error Analysis, Writing

INTRODUCTION

One of the basic skills in learning English that is important is the ability to write in English. Good writing skills cannot be obtained only once. As the learners of English, they have to get used to practicing it because English is not a mother tongue. Besides writing or other skill, spelling also is one of learning English that must be mastered by the English learners. Spelling like every aspect of English language is ultimately about communication (Stirling, 2011, p. 115). Westwood (2005, p. 3) also states that spelling is important for communication purposes.

Spelling is one of the basic foundations of learning English language skills that have an important role and have a positive impact on other skills besides listening, reading, and writing. Spelling is an essential part of developing literate readers and writers (Schonell, 2014). Therefore, spelling is an important aspect of writing. We may be facing obstacles or difficulties in writing, one of which is English spelling. Spelling is a part of orthography,

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which encompasses systems of representing a language in a written form. An error in orthography is only noticeable when we examine the written form (Casey, 2018).

Spelling is the art of correctly combining a word from letters, so it is related to the appropriate choice and good arrangement of letters that form a word. According to (Carney, 2008, p. 4), spelling is related to the arrangement of vowel and consonant letter. Spelling is a set of rules on how to write a language using letters, words, and punctuation as ingredients. These limits indicate the meaning of spelling words different from the word spelling. Spelling is an activity of reciting letters, syllables, or words; while the spelling is a system of rules that is far wider than just a matter of pronunciation. Spelling regulates the whole way of writing the language.

Writing is one of skills in English (Fitria & Pratiwi, 2020). It is one of the challenging skills. Students/learners who want to master writing should be able to spell English well. Having poor spelling can cause students' academic performance (Westwood, 2018). In the spelling, it contains rules that govern how to describe the symbols of speech sounds and how to describe the relationship between symbols of speech sounds and how to describe the relationship between symbols is either separation or merging in a language. Spelling the word correctly is very important, just as important as saying the word correctly in speaking. If we do not spell the English words correctly, perhaps we may not be properly understood. (Perveen & Akram, 2014) stated that spelling is a study of phonics as related to the grouping of words for spelling.

These spelling errors can occur in the form of typing errors in a word or writing words in English vocabulary (Fitria, 2018). According to (Richards & Schmidt, 2013, p. 201), an error is the use of a word, speech act, or grammatical items unit such as part of speech which seems imperfect and significant of incomplete learning. The skill of spelling will help strengthen the relationship between sound and letters in writing English (Fitria, 2019). Spelling is a rule that must be obeyed by language users for order and uniformity, especially in written language. Form order will have implications for the accuracy and clarity of meaning. Incorrect spelling changes the meaning of the sentences.

Nordquist (2019) states that a spelling rule is a guideline or principle meant to assist writers in the accurate spelling of a word. It is also called a *spelling convention*. Spelling rules differ from the rules of grammar. Spelling rules can help us as the learners can spell accurately by giving guidelines on how to make plurals (more than one), how to add suffixes (such as -ly and -ment) and how to change the form of verbs (for example, by

adding -ing), etc. English spelling is not just a matter of spelling A to Z in English. Instead, English spelling involves adding or fusing letters in a word ending in a certain letter.

Spelling is related to the learners' ability to write a word correctly and accurately. Writing correct and accurate spelling can add the quality of overall writing texts. The study of learners' spelling errors provides an opportunity for them to understand and facilitate the learners' spelling difficulties. It will result in the improvement of learners' writing and may largely contribute to transforming learners into good writers. Spelling errors commonly attribute to major errors in writing English. Having good spelling skills can develop over time, mainly through practices and experiences (Ott, 2014, p. 24).

According to Benyo (2014), spelling errors cause any sound problems. One of the reasons that spelling is difficult to be learned is related to the correspondence between the word sound and the way to spell it correctly. Cook (1999) investigated the most common types of spelling errors in the written work of learners of English and the four types of spelling errors which commonly found in the students writing are: 1) omission (leaving a or more letters), 2) substitution (replacing a or more letters with incorrect ones), 3) transposition (reversing the position of a or more letters), and the last is 4) insertion /addition (including a or more letters). Therefore, the researcher classifies the spelling errors according to Cook's classification. This statement is supported by Alhaysony (2012) that errors of these types are generally increasing because of insufficient English writing practices. (James, 2013) also supported that error analysis is the process of determining or deciding the incidence, nature, causes, and consequences of unsuccessful language.

Based on the explanation above, the researcher is interested to conduct the research about error analysis, especially spelling error. Then, the researcher writes research entitled "Spelling Error Analysis in Writing English Composition of "My Self-Description". This research has objective to find out the kind of spelling errors written by the students and to determine the most dominant kind of spelling error written by the students of STIE AAS Surakarta in the academic year 2017/2018.

RESEARCH METHOD

In this study, the researcher uses a descriptive qualitative approach. Crossman (2020) states that qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help to understand social life through the study of targeted populations or places. Therefore, the

researcher investigates meanings, interpretations, symbols, and the processes and relations of social life.

The object of the research is the students' writing composition which taken from 24 students of STIE AAS Surakarta in the academic year 2017/2018. The students' writing composition means the result of the student's composition in writing simple present tense, especially in the topic "My Self-Description".

In collecting the data in this qualitative research, the writer uses the documentation method. Bryman (2003) suggests that analyzing documents can bring multiple advantages to the qualitative research study. Documentation is the evidence provided for information and ideas borrowed from others which includes both primary sources and secondary sources (Nordquist, 2019b). In this study, the writer analyzes the students' writing composition of descriptive text to know the errors written by the students in their descriptive text.

There are some steps in analyzing the errors, as stated by (Ellis, 1994), they are 1) identification of errors. The researcher identifies the spelling errors found in the students' English writing composition, 2) Classification of errors. The researcher classifies the errors into some categories. 3) Explanation of errors. The researcher explains the types of spelling errors in the students' English writing composition. 4) Tabulation of errors. The researcher draws the errors into a table based on the classification of errors to tabulate the number of errors, then the researcher finds out the most dominant type of spelling errors in the students' writing composition. The tabulation here was done by using descriptive statistical analysis to find the for averages with the formula below:

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

Where:

P: Percentage/average value

F: Frequency of spelling errors

N: Total number of spelling errors

FINDINGS AND DISCUSSION

Findings

The findings of this research are to find out the kind of spelling and to determine the most dominant kind of spelling error written by the students of STIE AAS Surakarta in the academic year 2017/2018. These spelling errors are then classified into four aspects in

writing, they are omission, substitution, transposition, and insertion/addition. In the students' English writing composition, there are some errors in spelling aspects as following:

Omission

There are some errors found in the students' writing composition in spelling, such as in omission (leaving a or more letters) as follow:

Example of paragraph 1:

Wrong : I am now studying at STIE AAS, majoring in **accounting**.

Correct : I am now studying at STIE AAS, majoring in **accounting**.

Example of paragraph 2:

Wrong : My **hoby** is Playing Badminton.

Correct : My **hobby** is Playing Badminton.

Example of paragraph 3:

Wrong : I am now in semester 4 D3 in taxation and also work in **restauran**.

Correct : I am now in semester 4 D3 in taxation and also work in **restaurant**.

Example of paragraph 3:

Wrong : I am a quiet person who is **dificult** to gather,...

Correct : I am a quiet person who is **difficult** to gather,...

Example of paragraph 6:

Wrong : I am **currently** studying at STIE AAS majoring in S1 accounting.

Correct : I am **currently** studying at STIE AAS majoring in S1 accounting.

Example of paragraph 12:

Wrong : Then I am **comitted** to continue my studies to a higher academy,...

Correct : Then I am **committed** to continue my studies to a higher academy,...

Example of paragraph 12:

Wrong : I want to trying not to think **to** much about something...

Correct : I want to trying not to think **too** much about something...

Example of paragraph 13:

Wrong : I am the third **cild**.

Correct : I am the third **child**.

Example of paragraph 14:

Wrong : My **birtday** is on August 8.

Correct : My **birthday** is on August 8.

Example of paragraph 18:

Wrong : I have favorit boyband **grup** named is Wanna oOne but...

Correct : I have favorit boyband **group** named is Wanna oOne but...

Example of paragraph 18:

Wrong : Trip from my house to STIE AAS **aproximately** 45 minutes.

Correct : Trip from my house to STIE AAS **approximately** 45 minutes.

Example of paragraph 19:

Wrong : ...the sports that I often do are futsal, badminton and table **tenis**.

Correct : ...the sports that I often do are futsal, badminton and table **tennis**.

Example of paragraph 24:

Wrong : I work in a **garmen** company, Boyolali as administration HRD.

Correct : I work in a **garment** company, Boyolali as administration HRD.

Example of paragraph 24:

Wrong : My **favorit** food is noodle. I like all kinds of noodles.

Correct : My **favorite** food is noodle. I like all kinds of noodles.

The table above shows some errors in spelling, such as in omission (leaving a or more letters). The examples above show that there are errors in the aspect of grammar, especially in spelling. In the examples above shows that the words are written "accounting", "hoby", "restauran", 'dificult", "curently", "comitted", "to", "cild", "birtday", "grup", "aproximately", "tenis", "garmen" and "favorit" are not in the dictionary, perhaps the spelling of those words is incorrect or miswriting. Those words also leave a letter, such as in "accounting" is missing a consonant letter "c" which should be "accounting". In word "hoby" is missing a consonant letter "b" which should be "hobby". In word "restaurant" is missing a consonant letter of the ending word "t" which should be "restaurant". In word "dificult" is missing a consonant letter "f" in the middle word which should be "difficult" with double "f". The word "curently" is missing a consonant letter "r" of the middle word which should be "currently" with double "r". The word "comitted" is missing a consonant letter "m" of the middle word which should be "committed" with double "m". In the word "to" is missing a vowel letter "o" of the ending word which should be "too" with the double vowel "o". In word "cild" is missing a consonant letter "h" of the middle word which should be "child". In word "birtday" is missing a consonant letter "h" of the middle word which should be "birthday". In the word, "grup" is missing a vowel letter "o" of the middle word which should be "group". In the word "aproximately" is missing a vowel letter "p" of the ending which should be "approximately" with double consonant "p". In word "tenis" is missing a vowel letter "n" of the middle word which should be "tennis" with the double consonant "n". In word "garmen" is missing a consonant letter "t" of the ending which

should be “garment” and in word “favorit” is missing a vowel letter “e” of the ending which should be “favorite”. The word “favorit” still is influenced by the Indonesian word. From the omission of the letters above both vowel and consonant, it is considered to change the other appropriate words suggested above to prevent future alerts.

Substitution

There are some errors found in the students’ writing composition in spelling, such as in substitution (replacing a or more letters with incorrect ones) as follow:

Example of paragraph 5:

Wrong : And I’m also a student subjected in the private **institusion** in Solo.

Correct : And I’m also a student subjected in the private **institution** in Solo.

Example of paragraph 8:

Wrong : I am new a student at the university **collage**...

Correct : I am new a student at the university **college**...

Example of paragraph 8:

Wrong : I am **new** a student at the university collage and...

Correct : I am **now** a student at the university collage and...

Example of paragraph 12:

Wrong : My father works as a factory **technisian** and...

Correct : My father works as a factory **technician** and...

Example of paragraph 18:

Wrong : And my favorite **aktor** is Park Seo Joon,

Correct : And my favorite **actor** is Park Seo Joon,

Example of paragraph 20:

Wrong : The meaning of my middel name “Diena” is **spesial** woman.

Correct : The meaning of my middel name “Diena” is **special** woman.

Example of paragraph 20:

Wrong : And my sister is now **elementery** school grade 5.

Correct : And my sister is now **elementary** school grade 5.

Example of paragraph 21:

Wrong : In the future, I want to be a **manajer** of my restaurant,...

Correct : In the future, I want to be a **manager** of my restaurant,...

The table above show some errors in spelling, such as in substitution (replacing a or more letters with incorrect ones). In examples above shows that the words are written “institusion”, “collage”, “new”, “technisian”, “aktor”, “spesial”, “elementery” and “manajer”. Some words like “new” and “collage” do not seem to fit in the context of the sentences above. It is considered to replace it with a different and appropriate word. Therefore, it should be written “college” and “new”. Here, the previous words like “collage” are different from “college”, and the word “new” is different from “now”. While, the other words such as “institusion”, “technisian”, “aktor”, “spesial”, “elementery” and “manajer” are also incorrect in its written. The consonant letter “s” in “institusion” should be changed into the consonant letter “t” which should be “institution”. The consonant letter “s” in “technisian” should be changed into consonant letter “c” which should be “technician”. The consonant letter “s” in “institusion” should be changed into the consonant letter “t” which should be “institution”. The consonant letter “k” in “aktor” should be changed into the consonant letter “c” which should be “actor”. The consonant letter “s” in “spesial” is should be changed into consonant letter “c” which should be “special”. The vowel letter “e” in “elementery” is should be changed into a vowel letter “a” which should be “elementary”. And the consonant letter “j” in “manajer” should be changed into the consonant letter “g” which should be “manager”. Those examples above are still influenced by the Indonesian word, or perhaps the writers/students misspelling it into English words. From the substitution of the letters above both vowel and consonant. Therefore, it is considered to change it with a different one.

Insertion/Addition

There are some errors found in the students’ writing composition in spelling, such as in insertion / addition (including a or more letters) as follow:

Example of paragraph 1:

Wrong : I love to eat sambal, until I have to operate because of **appendicities**.

Correct : I love to eat sambal, until I have to operate because of **appendicitis**.

Example of paragraph 8:

Wrong : ...my father had died since I was in the third grade of **hight** school.

Correct : ...my father had died since I was in the third grade of **high** school.

Example of paragraph 9:

Wrong : I use a **schoolarship** to study in University of STIE AAS Surakarta.

Correct : I use a **scholarship** to study in University of STIE AAS Surakarta.

Example of paragraph 10:

Wrong : But I am also **forgetfull**.

Correct : But I am also **forgetful**.

Example of paragraph 16:

Wrong : At my **campuss** I also joined nature lovers organization,...

Correct : At my **campus** I also joined nature lovers organization,...

Example of paragraph 20:

Wrong : After that I study but if I feel tired, I **immeddiately** go to sleep.

Correct : After that I study but if I feel tired, I **immediately** go to sleep.

Example of paragraph 20:

Wrong : Even **thought** it was tiring but I enjoyed it.

Correct : Even **though** it was tiring but I enjoyed it.

Example of paragraph 20:

Wrong : The **others** people usually call me by name is Fadhilah

Correct : The **other** people usually call me by name is Fadhilah

Based on the table above show some errors in spelling, such as insertion/addition (including a or more letters). In examples above shows that the words are written: "appendicities", "hight", "scholarship", "forgetfull", "campuss", "immeddiately", "thought" and "others" are not in the dictionary, perhaps the spelling of those words is incorrect or miswriting. Those words also added by a letter in the middle of the ending of the words. For example, in word "appendicities" is adding by a vowel letter "e" in the middle word which should be "appendicitis". In word "hight" is adding by a consonant letter "t" in the ending word which should be "high". In word "scholarship" is adding by a consonant letter "t" in the middle word which should be "scholarship". In word "forgetfull" is adding by a consonant letter "l" in the ending word which should be "forgetful". In word "campuss" is adding by a consonant letter "s" in the ending word which should be "campus". In word "immeddiately" is adding by a consonant letter "d" in the middle word which should be "immediately". In word "thought" is adding by a consonant letter "t" in the ending word which should be "though". And, in word "others" is adding by a consonant letter "s" which should be "other". From those words are inserted added (including a letter). Those words do not seem to appropriate with the context of the sentences above. Therefore, it is considered to replace it with a different word or omit more letter to get appropriate words.

Transposition

There are some errors found in the students' writing composition in spelling, such as in transposition (reversing the position of a or more letters) as follow:

Example of paragraph 4:

Wrong : My favorite food is **freid** rice and my favorite drink is ice tea.

Correct : My favorite food is **fried** rice and my favorite drink is ice tea.

Example of paragraph 10:

Wrong : I am the first of two **childern**. I have young sister.

Correct : I am the first of two **children**. I have young sister.

Example of paragraph 19:

Wrong : I also have a personality that is disciplined, **responsibel** and...

Correct : I also have a personality that is disciplined, **responsible** and...

Example of paragraph 14:

Wrong : I wear glasses. I am brave, and **humbel**.

Correct : I wear glasses. I am brave, and **humble**.

Example of paragraph 18:

Wrong : They very so sweet and **compatibel**...

Correct : They very so sweet and **compatible**...

Example of paragraph 20:

Wrong : The meaning of my **middel** name "Diena" is spesial woman.

Correct : The meaning of my **middle** name "Diena" is special woman.

The table above show some errors in spelling, such as in transposition (reversing the position of a or more letters). In examples above shows that the words are written "freid", "childern", "responsibel", "humbel", "compatibel", and "middel" are not in the dictionary, perhaps the spelling of those words is incorrect or substituted. Here, the writers (students) replace a letter in the word arrangement. For example, in word "freid" shows that the vowel letter "e" is placed after the vowel letter "i". It must be written the letter "i" then followed the letter "e" which should be "fried". In word "childern" shows that the vowel letter "e" is placed after the vowel letter "r". It must be written the letter "r" then followed the letter "e" which should be "children". In word "responsibel" shows that the vowel letter "e" is placed after the vowel letter "l". It must be written the letter "l" then followed the letter "e" which should be "responsible". In word "humbel" shows that the vowel letter "e" is placed after the vowel letter "l". It must be written the letter "l" then followed the letter "e" which should be "humble". In word "compatibel" shows that the vowel letter "e" is placed after

the vowel letter “l”. It must be written the letter “l” then followed the letter “e” which should be “compatible”. And, in word “middel” shows that the vowel letter “e” is placed after the vowel letter “l”. It must be written the letter “l” then followed the letter “e” which should be “middle”. From the substitution of the letters above both vowel and consonant, it is considered to change the other appropriate words suggested above to prevent future alerts.

Discussion

Spelling is related to the arrangement and completeness of the letters forming the word/phrase correctly. Nordquist (2019) states that in written language, *spelling* is the choice and arrangement of letters that form words. This statement also supported by Coulmas (1996), “spelling is a set of conventions that regulate the way of using graphemes to represent a language in its written form”. Therefore, spelling is related to the rules of how to describe sounds (words, phrases, and sentences, etc.). O’Sullivan & Thomas (2007, p. 108) state that one major issue that spelling always raises is the problem of error. In writing the English composition of descriptive text, there are some errors in spelling. Error analysis is an important part of linguistic analysis (Al-Oudat, 2017). Below the table of the result of students’ writing composition, as follows:

Table 1. Frequency of Spelling Error in Students’ Writing Composition

Type of Error	Frequency	Percentage
Omission	20	40 %
Substitution	14	28 %
Insertion/Addition	10	20 %
Transposition	6	12 %
TOTAL	50	100 %

From the table above, it shows that the students’ error in writing composition of spelling consists of four aspects of writing, they are in omission, substitution, insertion/addition, and transposition. In the aspect of spelling, there are 50 data which consist of some errors such as in omission as 20 data or 40 %, in substitution as 14 data or 28 %, in insertion/addition as 10 data or 20 % and transposition as 6 data or 12 %. While the most dominant spelling error occurs in the aspect of omission as 20 data or 40 %.

Spelling errors can be attributed to poor phonological awareness skills so that it is difficult for the learners/students to develop an understanding of the relationships between sounds and letters. Khuwaileh & Shoumali (2000) state that most of the spelling errors made by the students because of their mispronunciation, lack of awareness, and regular spelling patterns, especially in English. Therefore, in mastering English writing and spelling system,

it is needed an association between English phonemes and written graphemes which should be applied in writing (Al-Jarf, 2010).

In this research, there are some errors in writing certain words appropriately. These spelling errors are then classified into four aspects in writing, they are omission, substitution, transposition, and insertion/addition. First, in omission, there are some spelling error in the words "accounting", "hoby", "restauran", "dificult", "curently", "comitted", "to", "cild", "birtday", "grup", "aproximately", "tenis", "garmen" and "favorit". Those words should be written into "accounting", "hobby", "restaurant", "difficult", "currently", "committed", "too", "child", "birthday", "group", "approximately", "tennis", "garment" and "favorite". Second, in substitution. The words are replaced by or more letters with incorrect ones. For examples, there is some spelling error in the words "institusion", "collage", "new", "technisian", "aktor", "spesial", "elementery" and "manajer". Those words should be written into "institution", "college", "now", "technician", "actor", "special", "elementary" and "manager". Third, addition/insertion. The words are inserted/added by a or more letters). For examples, there are some spelling error in the words "appendicities", "hight", "scholarship", "forgetfull", "campuss", "immeddiately", "thought" and "others". Those words should be written into "appendicitis", "high", "scholarship", "forgetful", "campus", "immediately", "though" and "other". The last, in transposition (reverse/change the position of a letter in the word). For examples, there are some spelling error in the words "freid", "childern", "responsibel", "humbel", "compatibel", and "middel". Those words should be written into "fried", "children", "responsible", "humble", "compatible", and "middle".

CONCLUSION AND SUGGESTION

Conclusion

From the analysis of this research, it shows that the students' error in writing composition of spelling consists of four aspects of writing, they are in omission, substitution, insertion/addition, and transposition. In the aspect of spelling, there are 50 data which consist of some errors such as in omission as 20 data or 40 %, in substitution as 14 data or 28 %, in insertion/addition as 10 data or 20 % and transposition as 6 data or 12 %. While the most dominant spelling error occurs in the aspect of omission.

Suggestion

Related to the result, the researcher gives some suggestions for the students, teachers, lecturers, and the next researchers. For the learners/students, the researcher suggests they be aware of writing English, especially in spelling because the English spelling system is complex. The students should practice in spelling English words so they can avoid or minimize the spelling errors in their writings. For the teachers. The researcher suggests that the teachers/lecturers should know the problem in spelling, especially in writing English words, and they need to give more practice about spelling in writing to avoid or minimize any spelling errors in students' writing. The last, for the next/other researcher. The researcher suggests the next researchers who are interested in doing the same topic about spelling error but doing research on the different focuses.

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