

**EXPLORING THE SPELLING ERRORS OF VOCABULARY  
USE IN STUDENTS' WRITINGS OF EFL**

**A THESIS**

**Submitted in Partial Fulfillment of the Requirement for the Degree of  
*Sarjana Pendidikan* in the English Education Department**



**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
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2025**

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Menyatakan bahwa yang tertulis dalam skripsi yang berjudul **“EXPLORING THE SPELLING ERRORS OF VOCABULARY USE IN STUDENTS’ WRITINGS OF EFL”** ini benar-benar karya saya sendiri bukan jiplakan dari karya orang lain atau pengutipan yang melanggar etika keilmuan yang berlaku, baik Sebagian atau seluruhnya Pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip berdasarkan kode etik ilmiah. Apabila skripsi ini terbukti ditemukan pelanggaran terhadap etika keilmuan, maka saya secara pribadi bersedia menerima sanksi hukum yang dijatuhkan.

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*Assalamu 'alaikum Wr. Wb.*

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi :

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Judul : Exploring The Spelling Errors Of Vocabulary Use In Students' Writings Of EFL

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

*Wassalamu 'alaikum Wr. Wb.*

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## MOTTO

**“ Libatkan Allah, agar tidak ada rasa kecewa di perjalanan selanjutnya “**

**( Ustadzah Halimah Alaydrus )**

**“ Hiduplah untuk orang tuamu, keinginanmu, impianmu, dan masa  
depanmu “**

**“ To Love your path is the way to find that path “**

**( BTS )**

**“ Kunci mengerjakan skripsi itu ada dua, antara jatuh hati atau patah hati “**





## ABSTRAK

*Kesalahan ejaan dalam penggunaan kosa kata sering terjadi pada siswa yang belajar bahasa Inggris sebagai bahasa asing (EFL). Penelitian ini bertujuan untuk mengidentifikasi jenis-jenis kesalahan ejaan dalam tulisan siswa serta mencari faktor penyebabnya. Subyek penelitian ini adalah tujuh siswa kelas VIII SMP. Data yang digunakan adalah data kualitatif dengan dokumentasi dan wawancara. Dalam penelitian ini digunakan purposive sampling. Teknik analisis data dalam penelitian ini terdapat tiga langkah, yaitu pemadatan data, penyajian data, dan penarikan kesimpulan. Hasilnya menunjukkan bahwa siswa melakukan empat kategori kesalahan ejaan. Terdapat 5 kesalahan penghilangan, 8 kesalahan penggantian, 7 kesalahan penyisipan/penambahan dan 3 kesalahan penukaran huruf. Selain itu, ada empat faktor penyebab kesalahan ejaan yang dilakukan oleh siswa, yaitu pengaruh dialek yang terkait dengan pengucapan, kurangnya kosa kata, kecerobohan, dan interfensi bahasa pertama. Kesalahan ejaan yang paling umum meliputi kesalahan fonetik, penghilangan atau penambahan huruf, dan pengaruh bahasa pertama. Faktor utama penyebabnya adalah kebiasaan mengeja berdasarkan pengucapan, kurangnya pemahaman aturan ejaan bahasa Inggris, serta minimnya pengecekan ulang tulisan. Studi ini menekankan pentingnya pengajaran ejaan untuk meningkatkan kualitas tulisan siswa dalam bahasa Inggris.*

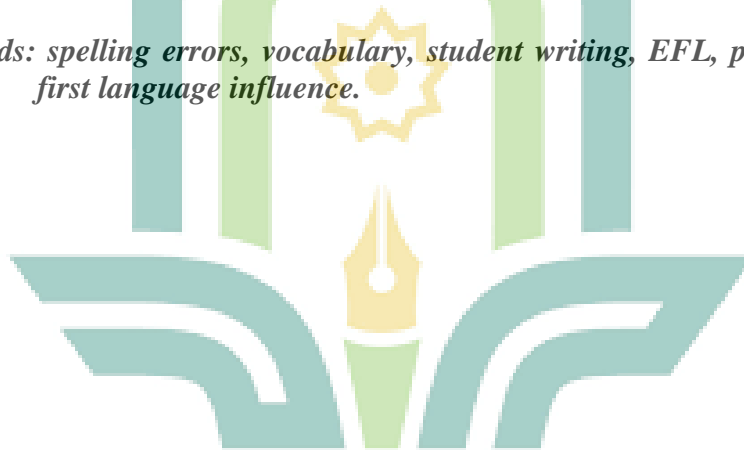
***Kata kunci: kesalahan ejaan, kosa kata, tulisan siswa, EFL, kesalahan fonetik, pengaruh bahasa pertama***



## ABSTRACT

*Spelling errors in the use of vocabulary often occur in students learning English as a foreign language (EFL). This research aims to identify types of spelling errors in students' writing and look for the causal factors. The subjects of this research were seven students in class VIII of junior high school. The data used is qualitative data with documentation and interviews. In this research, purposive sampling was used. The data analysis technique in this research consists of three steps, namely data compression, data presentation, and drawing conclusions. The results showed that students made four categories of spelling errors. There were 5 omission errors, 8 substitution errors, 7 insertion/addition errors and 3 letter transposition errors. Apart from that, there are four factors that cause spelling errors made by students, namely the influence of dialect related to pronunciation, lack of vocabulary, carelessness, and first language interference. The most common spelling errors include phonetic errors, omissions or additions of letters, and first language influence. The main factors causing this are the habit of spelling based on pronunciation, lack of understanding of English spelling rules, and minimal re-checking of writing. This study emphasizes the importance of teaching spelling to improve the quality of students' writing in English.*

**Key words:** *spelling errors, vocabulary, student writing, EFL, phonetic errors, first language influence.*



## PREFACE

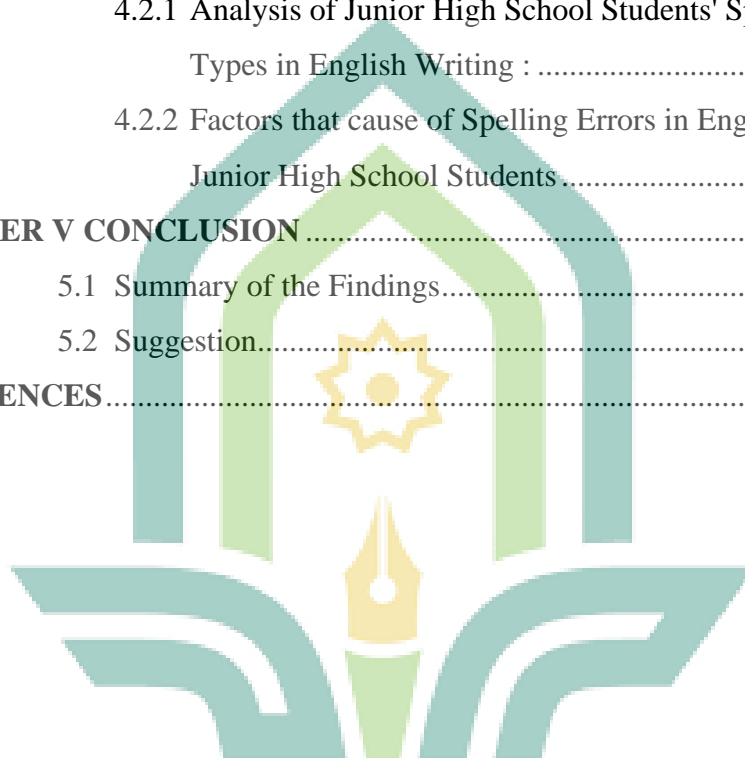
Praises and gratefulness are sent to Allah SWT who has showered His mercy and grace and granted the guidance, good health, and endurance to the author so that the process of writing a thesis entitled **“Spelling Errors in English Writing of Junior High School Students in a Learning Academy”** can be completed. It is submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfil one of the requirements for the final project course. This proposal can be completed because of the support of several parties. Therefore, on this occasion I would like to express my deepest gratitude to:

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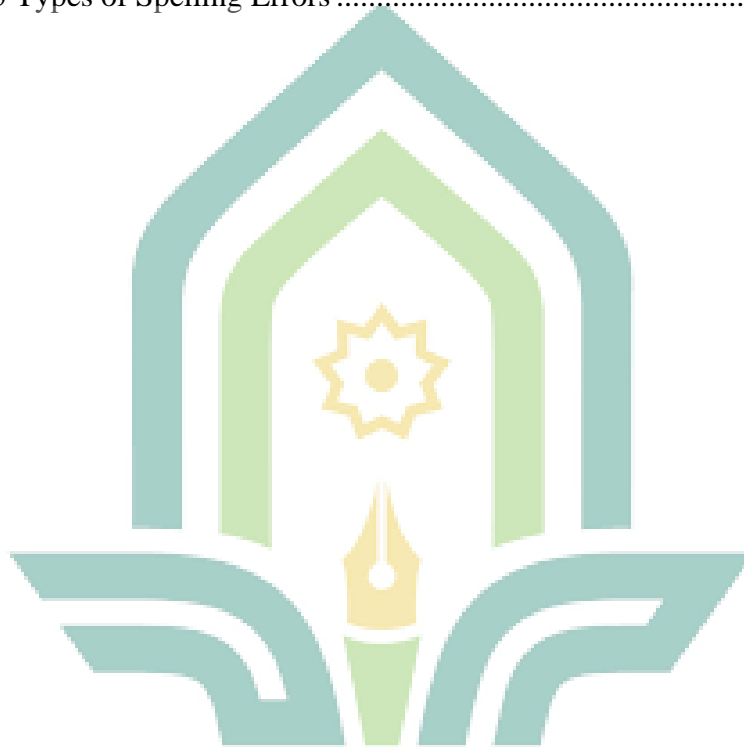
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# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

One of the language skills that English language learners need to acquire is writing. If students wish to become proficient writers. They must take into account writing components, particularly spelling (Westwood, 2018). According to Babayi it and Stainthorp (2010), spelling is one of the most crucial and essential skills that pupils need to possess. By precisely spelling words, authors can convey their ideas and thoughts in a way that is easy for readers to understand. Correct spelling is also necessary for accurate writing (Altamimi & Rashid, 2019).

Proper spelling can establish a strong line of communication between the writer and the reader. When a writer misspells a word, the reader will not understand what the writer meant to convey. In actuality, a lot of many individuals misspell phrases; students are the ones who do this most frequently. The majority of students considered learning English challenging. In that instance, when students write words in written English, they frequently misspell terms (Paramitha & Syahrul, 2021).

Fachrezy et al (2022), in his research shows that there were many spelling errors written by junior high school students. This condition is in line with the preliminary research conducted by researcher. It shows that there are spelling errors in the writing they wrote. It is because they follow the pronunciation of the word. As stated by Benyo (2014), one of the reasons for the difficulty in

learning spelling is the correlation between the sound of a word and its correct spelling.

The researcher carried out initial interview with one of the English teachers there at Junior High School in Pekalongan. She stated that there were many errors in students' spelling. According to her, students' spelling errors are caused by lack of student motivation in studying, lack of vocabulary, and a lack of student concentration in receiving the material.

Therefore, the researcher was interested in research and the researcher made a thesis with the title "Exploring the Spelling Errors of Vocabulary Use in Students' Writing of EFL"

## 1.2 Formulation of The Problem

This study provides two questions:

1. What are the types of spelling errors in English writing made by students of Junior High School in Pekalongan ?
2. What are the causes of students' Junior High School errors in spelling English vocabulary?

## 1.3 Operational Definition

In accordance with the thesis title, the researcher offers the following definitions:

1. Vocabulary: A vocabulary is a set of familiar words that a person knows. Usually developed with age, vocabulary is a useful and essential tool that helps children and adults to communicate and expand their knowledge ( Dobbs C. L & Kearns D. 2016 )



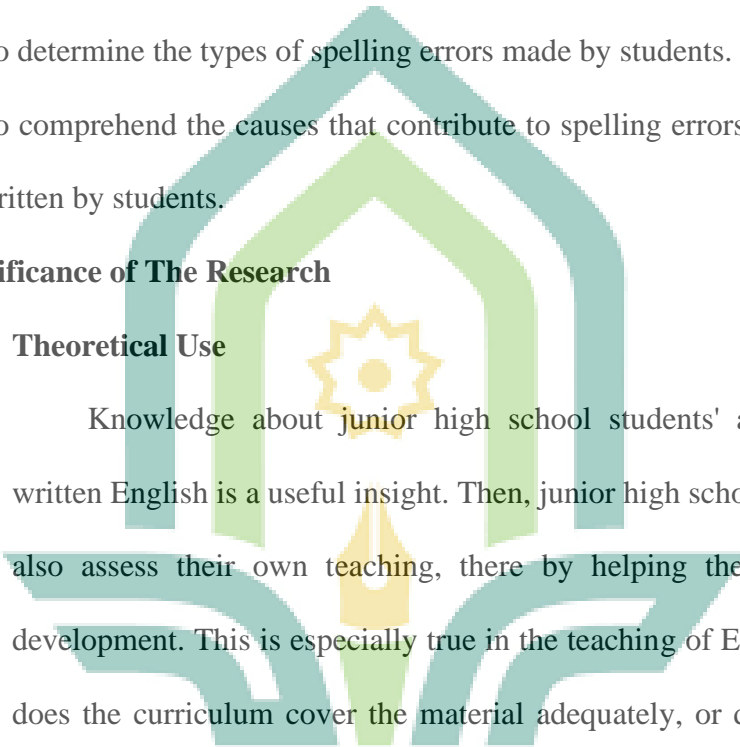
2. **Spelling Error in Writing:** errors in spelling words that occur due to a lack of understanding of the spelling rules in a particular language. These errors can arise due to the influence of the way of pronunciation, habits of the first language, or ignorance of the orthographic rules in the language being studied (James,2013).

#### **1.4 Aims of the research**

1. To determine the types of spelling errors made by students.
2. To comprehend the causes that contribute to spelling errors in the English written by students.

#### **1.5 Significance of The Research**

##### **1.5.1 Theoretical Use**



Knowledge about junior high school students' ability to spell written English is a useful insight. Then, junior high school teachers can also assess their own teaching, there by helping their professional development. This is especially true in the teaching of English spelling: does the curriculum cover the material adequately, or does something need to be changed to improve the quality of students' spelling.

##### **1.5.2 Empirical Use**

###### **a. The Teacher**

This study is useful for junior high school teachers, they can assess their own teaching, so that it can help their professional development in teaching spelling vocabulary in English writing.

b. The Students

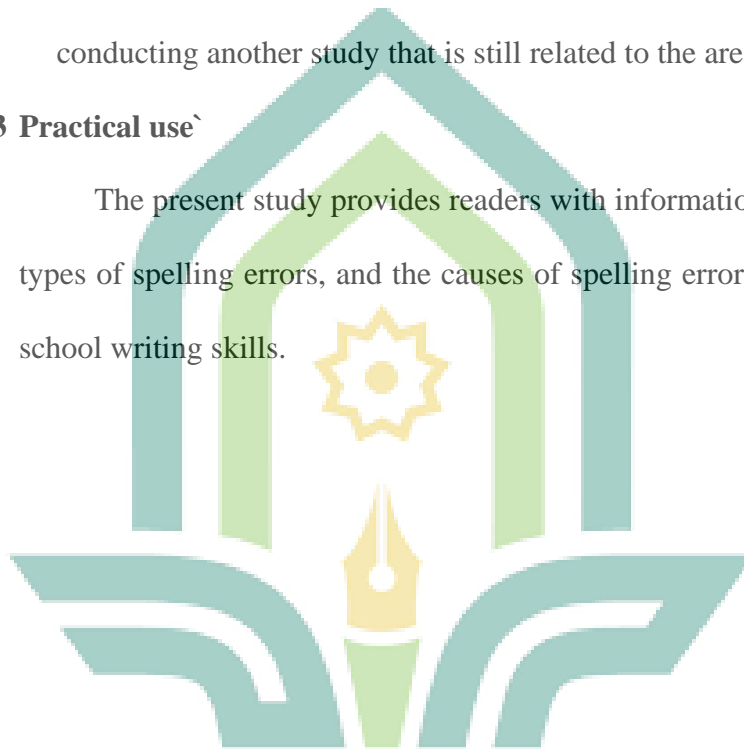
This study can give improvement in their writing ability and make them more enjoyable during the teaching and learning process.

c. Further Researches

This study is be a very useful reference for those who are interested in the same study and give useful consideration to conducting another study that is still related to the area of the study.

**1.5.3 Practical use`**

The present study provides readers with information regarding the types of spelling errors, and the causes of spelling errors in junior high school writing skills.



## CHAPTER V

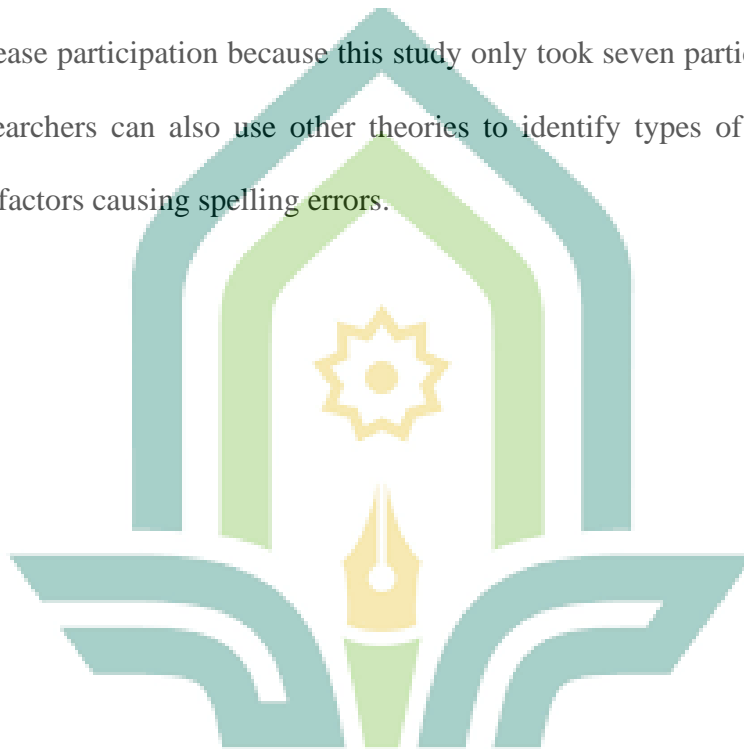
### CONCLUSION

#### 5.1 Summary of the Findings

1. Based on the results of class VIII SMP data students who have been analyzed by researchers, 24 words spelling errors found in the results of writing English texts created by students. These errors have been classified into four categories according to Cook's (1999) error analysis theory, namely: omission, substitution, transposition, and insertion. In this category there are 05 errors omissions, 08 substitution errors, 07 insertion errors, and 03 errors in transportation error. Here the most dominant mistake made by students is substitution.
2. Based on interview data regarding student causal factors write spelling errors that have been analyzed. It was found that there is four factors that cause students to write spelling errors are lack of vocabulary, where students not knowing much English vocabulary; dialect influences related to pronunciation, where students write based on the teacher's dialect pronunciation when dictated; carelessness, where there is a deficiency accuracy and thoroughness when writing spelling; and first language interference, where students write spellings based on the structure of their first language into English.

## 5.2 Suggestion

Based on the conclusions above, the researcher wants to provide Some suggestions for English teachers to know their students' spelling problems in English and teachers also need to practice more write spelling to avoid many spelling errors. Additionally, further researchers who are interested in doing the same topic about spelling errors increase participation because this study only took seven participants. Further Researchers can also use other theories to identify types of spelling errors and factors causing spelling errors.



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