

**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**

SURAT PERNYATAAN KEASLIAN SKRIPSI

Dengan ini saya

Nama : Habibatul Dzil Givani

NIM : 2520044

Program Studi : Tadris Bahasa Inggris .

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Pekalongan, 19 Februari 2025
Yang membuat pernyataan,



Habibatul Dzil Givani
NIM. 2520044

Riskiana, M.Pd
Jalan Sulawesi, kergon gang 4
no 18 Pekalongan.

NOTA PEMBIMBING

Lamp : 3 (Tiga) Eksemplar
Hal : Naskah Skripsi
Sdr. Habibatul Dzil Givani

Kepada
Yth. Dekan FTIK UIN K.H Abdurrahman Wahid Pekalongan
c.q. Ketua Program Studi TBIG
di
PEKALONGAN

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Nama : Habibatul Dzil Givani
NIM : 2520044
Prodi : FTIK/Tadris Bahasa Inggris
Judul : Exploring The Spelling Errors Of Vocabulary Use In Students' Writings Of EFL

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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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Pembimbing



Riskiana, M.Pd
NIP. 19760612 199903 2 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KH. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161
Website: ftik.uingusdur.ac.id email: ftik@uingusdur.ac.id

APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

Nama : **HABIBATUL DZIL GIVANI**
NIM : **2520044**
Judul : **EXPLORING THE SPELLING ERRORS OF VOCABULARY USE IN STUDENTS' WRITINGS OF EFL**

Has been examined and approved by the panel of examiners on Monday, 24th February 2025 and accepted in partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education..

The Examiners,

Examiner I

Isriani Hardini, M.A., Ph.D.
NIP. 19810530 200901 2 007

Examiner II

Chubbi Millatina Rokhuma, M.Pd.
NIP. 19900507 201503 2 005

Pekalongan, 5th March 2025

Assigned by

The Dean of FTIK UIN Pekalongan



Prof. Dr. H. Moh. Sugeng Solehuddin, M.Ag.
NIP. 19730112 200003 1 001

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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.

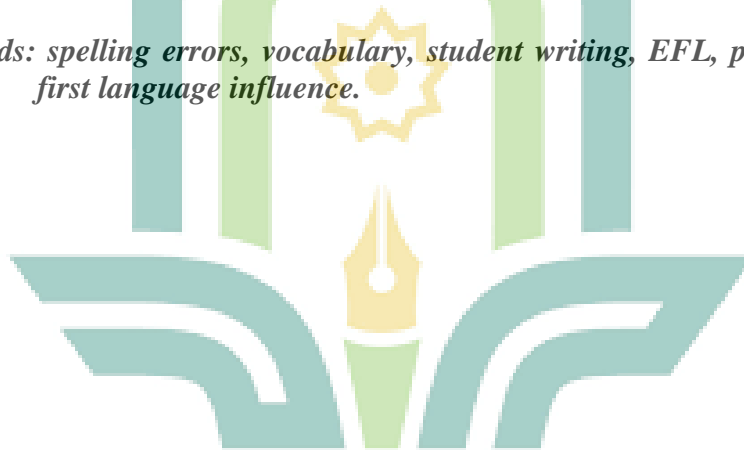
Kata kunci: kesalahan ejaan, kosa kata, tulisan siswa, EFL, kesalahan fonetik, pengaruh bahasa pertama



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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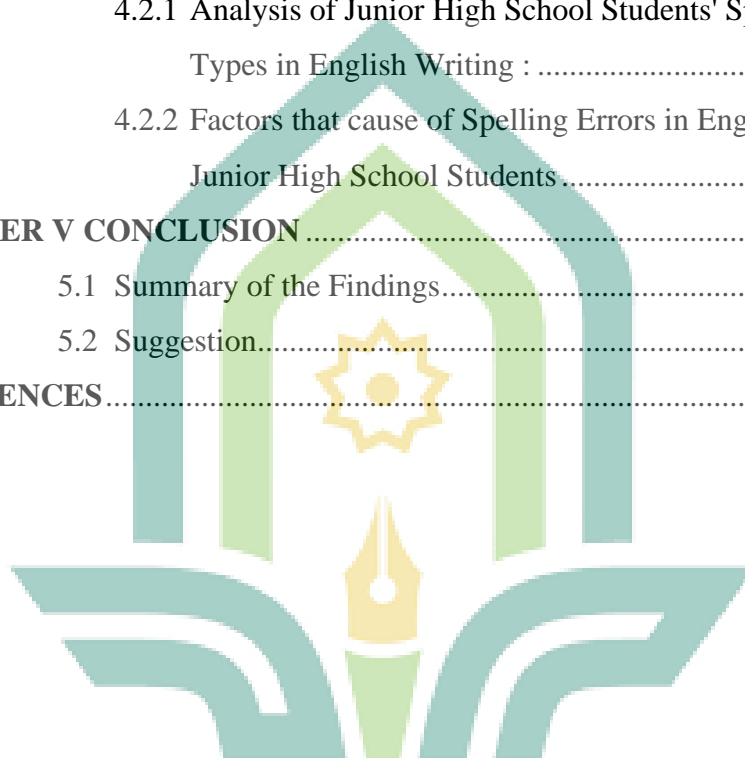
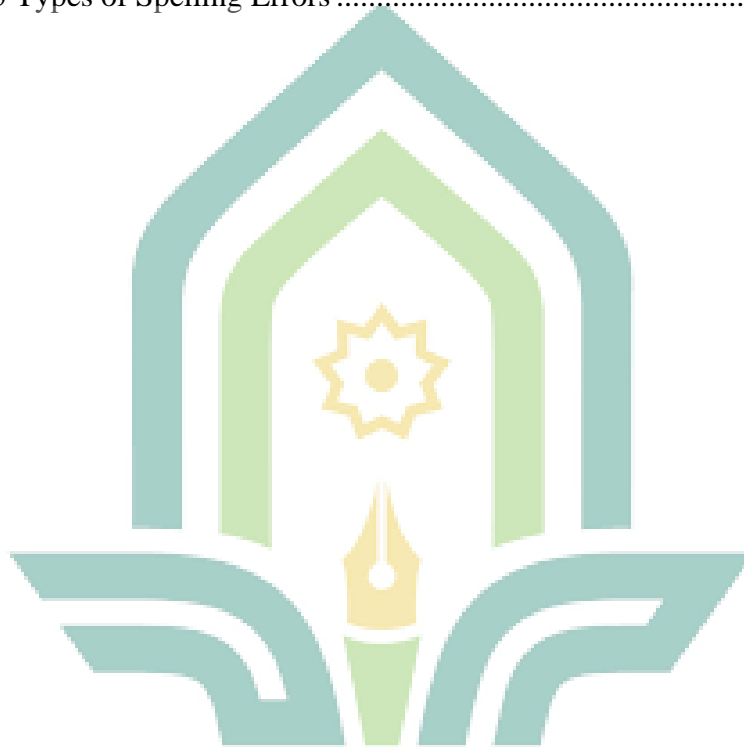


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CHAPTER I

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

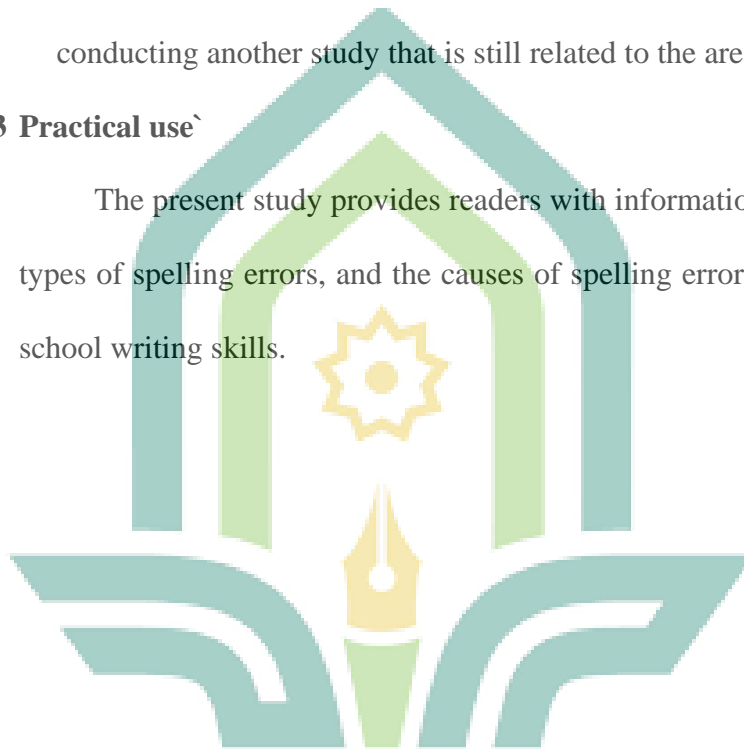
This study can give improvement in their writing ability and make them more enjoyable during the teaching and learning process.

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 II

THEORETICAL BACKGROUND

2.1. Literature Review

2.1.1. English Vocabulary

A language cannot be separated from the presence of vocabulary. Vocabulary refers to the richness of a word specific language, vocabulary is a vocabulary or anything that a language has. Mastery vocabulary is not a simple skill, because it includes recognition, selection and application. Vocabulary mastery is not a spontaneous process, but rather a process towards mastery vocabulary well and correctly. In this regard, many definitions of vocabulary have been put forward by experts. Expert opinions may differ from one another, but basically have the same meaning. In Arranging sentences so that they become effective sentences is very important to master vocabulary, because without mastering one's vocabulary makes it difficult to compose good and correct sentences. Definition of vocabulary according to Almushwat R. F. Sabkha S. A (2017).can see two aspects of language itself, stating that vocabulary is the total number of words belonging to a language which is the component of the language that contains all information about the meaning and use of words in language. Secondly, from the perspective of language users, Vocabulary is the wealth of words that a speaker or writer has.

2.1.2. Spelling English Vocabulary

The word spelling is derived from the word *eja*, which in the Big Indonesian Dictionary means to pronounce (mention) each letter individually. Spelling is the term used to refer to spelling in English. As stated in the Cambridge Advanced Learner's Dictionary, spelling is the capacity to make words with the correct letters in the correct order. The word spelling is derived from the word to spell, which implies to form a word or words with the correct letter sequence. The definition above makes clear the meaning even though the spelling is the same. While spelling in Indonesian English stresses the creation of words with the right word sequence, spelling in Indonesian emphasizes the pronunciation of letters; spelling does not highlight the ability to pronounce, meanwhile According to David Crystal (2013) In the context of student writing, spelling errors refer to errors made in arranging letters in words according to English language conventions. These errors occur when students misspell words, which can lead to misunderstandings and misinterpretations in their written work. Spelling errors can arise from various factors, such as limited vocabulary, lack of understanding of spelling rules, or typographical errors. Addressing and correcting these errors is important for improving students' overall writing skills and ensuring clear and effective communication.

2.1.3. Difference Between Mistakes and Errors

In linguistics and language learning, **mistakes** and **errors** are terms used to describe different types of deviations from the correct use of language. The distinction is particularly important in fields like second language acquisition and pedagogy. Here's a breakdown of the difference between the two:

a. Mistakes

- 1) **Definition:** Mistakes are performance-related slips, often caused by temporary lapses in attention, concentration, or fatigue. They are not rooted in a lack of knowledge but are accidental and can be self-corrected by the speaker when noticed.
- 2) **Cause:** Mistakes are typically due to **performance factors** (e.g., distraction, tiredness, or nervousness). They can happen to both native and non-native speakers.
- 3) **Correction:** When a mistake is pointed out, the speaker or writer can usually correct it, because they know the correct form.
- 4) **Example:** A speaker accidentally says, "*She go to school,*" but quickly corrects themselves to, "*She goes to school.*"

b. Errors

- 1) **Definition:** Errors are systematic and occur due to gaps in knowledge or incomplete understanding of the language rules. These are made consistently when the learner has not yet acquired the correct form

- 2) **Cause:** Errors arise from **competence issues**, meaning the learner does not fully understand or know the language rule, or they are still in the process of learning it.
- 3) **Correction:** Learners usually cannot correct an error on their own because they are not aware that what they said is wrong. They will need external input (e.g., from a teacher) to learn the correct form.
- 4) **Example:** A language learner consistently says "*He go to school*" because they haven't fully learned the rule that third-person singular subjects require the verb to have an "s" (i.e., "*He goes to school*").

2.1.4. Types of Spelling Vocabulary Errors

Spelling errors may occur when there is an error in the form of writing a word or typing a word in English vocabulary. According to James (2013) there are four types of spelling errors that are most commonly found when writing words in English, including: Omission, Substitution, Transposition, and Insertion or addition. analysis of spelling errors is a process that determines the properties, the causes, the consequences, and the incidence of unsuccessful language.

- a. **Omissions** are symbolized by leaving out letters from the words that are spelled, in other words, kind type of spelling errors that are made by students by leaving out or deleting a word (Dadzie & Bosiwah, 2015). E omission errors can be categorized as errors influenced by the native language where the error is reflected in the orthographic

knowledge of narrative language and completely ignores the orthographic in a foreign language (Samsudin & Kris, 2018). Students typically spelled the word “friend ” with “frend”.

- b. **Substitution** is a type of spelling error a kind of spelling error when one or more letters are changed for other ones, the effect of native language is a result of this type of error. For instance, Indonesians are using the rules in Indonesian as a guide when writing English words because they are accustomed to writing Indonesian words based on what they hear. Some students spelled the word "hungry" with "hangry" (Jabr, 2015). According to Sterling (1983), it is not the wrong spelling of the correct sound but the correct spelling of the wrong sound. It is the cause of students writing a spelling error.
- c. **Transposition** is a type of spelling error that swaps one or more adjacent letters in a word (Al-Sobhi et. al, 2017). For instance, some students in Tabuk University spelled the word "friend" with "frined" and "future" with "futuer". It can be said that errors in transposition are the most rarely seen errors (Othman, 2017). According to James (2017), transposition errors as a type of spelling error that is inconsistent with the actual pattern of a word. These errors occur when one or more letters in a word are not in their correct position, resulting in a word that does not match its intended pattern.
- d. **Insertion** is a type of spelling error where students add letters that should not be added or are not in the proper spelling of words (Jabr,

2015). This error occurs due to a lack of knowledge in writing English. For example, students spelled the word "people" with "peopole" and "wanted" with "wainted" (Othman, 2017). The primary sources of spelling errors are related to the difference between competence and performance, and the primary controversy is whether errors are made due to insufficient knowledge or temporary lapses in attention or confusion. Competence refers to basic knowledge of language and the ability to produce grammatically correct sentences, while performance encompasses aspects such as attention, memory, and processing speed. Therefore, it is important to understand the distinction between competence and performance when considering spelling errors and evaluating whether they are caused by a lack of knowledge or other factors such as temporary lapses in attention (Chomsky, 1965).

According to Jeanne S. Chall, there are several types of students' spelling errors in English. Some of these include:

- a. Phases of Spelling Development: This theory states that students' spelling errors follow different developmental patterns depending on their stage of language development. For example, initial errors may involve spelling vowels or consonants that are similar in the sound 'cat' spelled as 'kat'
- b. Phonological Strategies: Some students may use phonological strategies to spell words they have not memorized well. They may

spell words based on how they sound, rather than remembering the order of the letters.

- c. Information Processing Theory: This theory suggests that spelling errors can occur due to interference in information processing when spelling words. This can occur due to a lack of attention or problems in transferring information from short-term memory to long-term memory.
- d. Visual Concept Errors: Students who rely on visual concepts may have difficulty spelling words that cannot be clearly visualized or have irregular spelling patterns.
- e. Morphological Errors: Spelling errors can also occur because students do not understand or misunderstand morphological rules in English, such as the use of affixes or word formation patterns.

2.1.5. Factors that Cause of Spelling Errors

According to Fachry (2020) who quoted from Noorish stated, there are five causes of students' spelling errors in writing English, the following are the causes of students' spelling errors in vocabulary :

a. Influence of Dialect Related to Pronunciation:

Dialect has an impact on pronunciation; for example, English and Bahasa Indonesia differ in that English is an Indo-European language, but Bahasa Indonesia is an Austronesian language. Additionally, there are basic differences between the two languages' systems, such as in the spelling system. Pronunciation-level traits are referred to as dialect. In addition to having a strong vocabulary, having clear pronunciation is crucial while speaking with others (Wardhaugh, 2006). One element that makes learning a new language difficult for students is the dialect's influence on the language teaching process (Siregar, 2017).

b. Lack of Vocabulary

Lack of English language skills makes students feel unfamiliar with English, which leads to spelling errors. Their lack of understanding of vocabulary and letter placement in each written English language is the main cause of spelling errors themselves. Spelling errors with inappropriate use of words are caused by students' ignorance of language standards (Rinata, 2018).

c. Spelling Difficulties

Students experience difficulties in spelling English vocabulary due to students' low understanding of written English vocabulary. Lack of student interest in learning basic English skills which causes them to be unable improve their written English vocabulary spelling

skills (Altamimi, D., & Rashid, R. A., 2019). According to Qhadafi (2018) found that students make spellings errors in writing English spelling because students have deficiencies understanding the use of good and correct spelling.

d. Carelessness

Baron (2008) in his research on written communication found that students who too often use the autocorrect and spell checker features on computers or cellphones tend to pay less attention to their own spelling.

This dependency causes:

- 1) Students don't try to understand spelling rules because they believe technology will correct their mistakes.
- 2) When they write manually, they are more prone to making mistakes because they are not used to spelling correctly.

This impact is increasingly evident in the digital era, where students type more often than handwriting.

e. First Language Interference.

First language interference (First Language Interference) is a phenomenon when structures, systems, or habits in the mother tongue (L1) influence the way a person uses a second language (L2). In the context of spelling errors, L1 interference often causes students to misspell words in English because they apply phonological rules, orthography, or language patterns from their mother tongue.

Understanding the causes of these spelling errors can help teachers develop strategies to help students improve their English spelling skills.

And The causes of errors are divided into three by Norrish (1993):

1) Firstly, there is a substantial correlation between pupils' lack of enthusiasm and carelessness. Many educators would acknowledge that it's not necessarily the students' fault if they become disinterested; it's possible that the materials and/or delivery method are not engaging for them. In addition, pupils' own irresponsible attitude often results in spelling errors in their writing.

2) Second, first-language interference (learning a foreign language as well as a mother tongue is something that is formed from habit).

When someone tries to learn new habits, the old ones will interfere with the new ones. This cause of error is called first language interference. that the first language interference of language learners is not a process in learning a new language. Interference is an event caused by language behaviorism. in particular, in the form of writing and some sounds of Indonesian words affect learners in writing and pronouncing English words. there are many segmental sounds in English that are difficult for Indonesian students to pronounce.

Understanding the causes of these spelling errors can help teachers develop strategies to help students improve their English spelling skills.

2.2. Previous Studies

There were some previous studies about spelling errors that used vocabulary.

The study "Spelling Errors in Writing of Junior High School Students in a Learning Academy" was carried out by Amelia Larasati in 2022. Finding the faults junior high school pupils make and their underlying reasons is the aim of this study. This study is based on a case study. Five junior high school students in the seventh grade served as the study's subjects. The information is obtained through interviews and documentation and is qualitative in nature. Purposive sampling was used in this investigation. There were three processes in the data analysis methods used in this investigation. Specifically, data display, data condensation, and conclusion drawing. The findings indicated that there were four types of spelling mistakes made by the students. There were eight mistakes, three transposition errors, twenty-four substitution errors, and fifteen omission errors. `c

Fitria (2020) has conducted research entitled "Spelling Error Analysis in Students Writing English Competition". This research has been conducted using a descriptive qualitative approach. Participants who have been carried out in this study were taken from 24 students at STIE AAS Surakarta for the academic year of 2017–2018. The information was gathered through the

documentation method. The findings found that there were several errors in 50 student learning outcomes data in spelling aspects such as on omission has data obtained as much as 20 or 40%, substitution has data obtained as much as 14 or 28%, addition has data obtained as much as 10 or 20%, and transposition has data obtained as much as 6 of 12%. The most dominant spelling error is omission. Meanwhile, the researcher uses documentation and interview methods to collect the data.

Othman (2017) has conducted research entitled "An Investigation of the Most Common Spelling Errors in English Writing Committed by English-Major Male Students: At the University of Tabuk". This research has been conducted on students majoring in English in the Department of Languages and Translators who were found to have many spelling errors in their writing. The researcher has used the research instrument, namely written composition. The results that have been found in this study are that substitution is the most dominant error, which is 36.7%. Meanwhile, the researcher analyzed the spelling errors committed by junior high school students (male and female) to find the errors.

Syafitri (2021) has conducted a study entitled "Error Analysis in Writing Spelling of Words (A Quantitative Made by The Third Semester of English Department Students at Muhammadiyah University of Makassar)". This research has been conducted using a quantitative descriptive method. Finding out the types and most common spelling errors was the aim of the study. Error types discovered included 62 or 33.15% omissions, 53 or 28.34% substitutions,

59 or 31.55% insertions, 7 or 3,74% transpositions, and 6 or 3.20% space inaccuracies. In the meantime, the researcher gathers data using qualitative techniques.

According to a few of the aforementioned scholars, this study differs from earlier studies in that it uses qualitative research methods along with case studies to investigate junior high school pupils. The most recent data from 2022 and 2023 is also the data that academics utilize. There is little doubt that the student backgrounds and characteristics vary between the various research locations. Furthermore, the capacity of seventh-grade junior high school pupils to spell words correctly in English is the emphasis of this study.

2.3. Conceptual Framework

This research is a study of how students spell vocabulary when writing English. This research focused on students' spelling abilities in writing English words. Then, the students' writing results were analyzed in three stages, namely the researcher focused or selected the spellings written by the students and noted the occurrence of spelling errors in the students' writing. In the next stage, the researcher identified spelling errors made by students and sorted them according to the types of errors that would be examined one by one, namely letter deletion, substitution, transposition, and insertion. Then, the researcher concluded the results of the students' spelling errors made by the students. Then, researchers will also examine the elements that lead to spelling mistakes among kids.

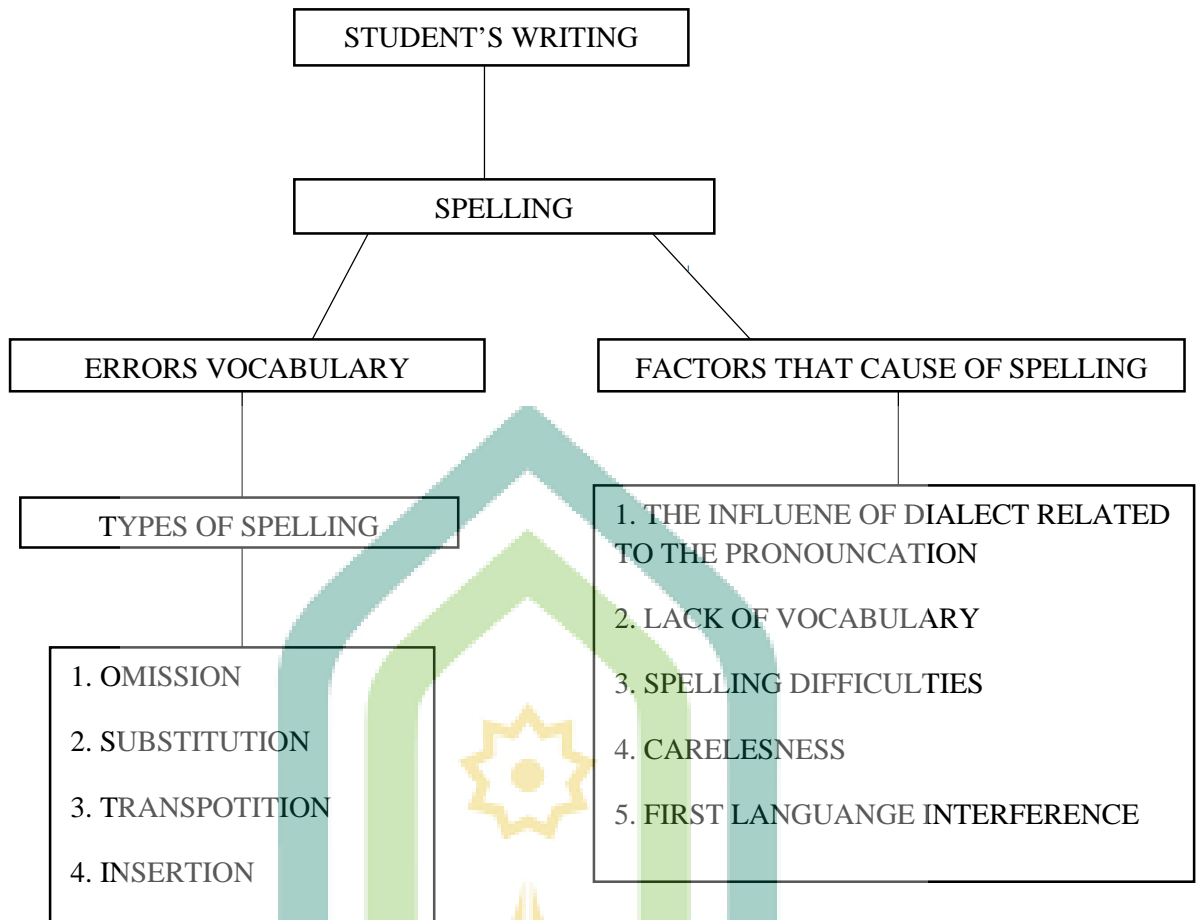


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH PROCEDURE

3.1 Research Design

This research discusses the kinds of vocabulary spelling mistakes made by students' handwriting when they write, as well as the factors that affect pupils to make spelling errors in these vocabulary words. The research methodology used in this research is qualitative research with case studies. Qualitative research is an open-ended process of collecting data, analyzing images or text, presenting information in tables and figures, and personal interpretation. Case study as qualitative research is defined by Creswell as a qualitative strategy in which the researcher examines a program, activity, event, process, and one or more people in more depth (Creswell, 2014). This research was chosen because case studies are most suitable for use in this research, researchers have a great interest in this research and want to know more about the case.

3.2 Research Context

The method used by researchers is to interview teachers and students, researchers interview them to find out what factors cause spelling errors in vocabulary written by students, and researchers make observations by asking for assignments given by teachers and researchers analyze students' writing according to the types of spelling errors in students' writing. The context of these spelling errors was chosen by researchers because this is an important ability that school students must acquire

3.3 Setting and Participants

This research was carried out at one of the Junior High Schools in Pekalongan Regency, a school located in a rural area. This school has an English as a Foreign Language (EFL) program taught to students in grades VII to IX. This research was conducted from August to October 2024, with a focus on students' writing produced during English learning, especially on writing assignments given by teachers as part of the assessment. In this research the researcher used the theoretical sampling method which was used to select interview participants. . From the population of class VIII students, the researchers initially analyzed the writing of 20 students, then selected 7 students for further interviews. This selection was made based on the discovery of significant spelling errors in their writing, so as to provide more in-depth information regarding the error patterns that emerged. The seven students interviewed ranged in age from 13 to 14 years and came from class VIII of State Middle Schools in Pekalongan Regency only 7 students were interviewed to obtain more in-depth data.

Table 3.1 Participants

No	Name	Gender	Age	Grade
1.	Student 1	Male	14 th	VIII
2.	Student 2	Female	14 th	VIII
3.	Student 3	Female	13 th	VIII
4.	Student 4	Male	14 th	VIII
5.	Student 5	Male	14 th	VIII
6.	Student 6	Female	13 th	VIII
7.	Student 7	Female	14 th	VIII

3.4 Data Collection

The data collection methods used in this research include interviews with students and teachers, as well as researchers observing students' writing assignments which are collected from teachers and then analyzing spelling errors in vocabulary written by students. Current student errors and elements of their contribution were discovered by the researcher. The information collected is clarified and checked considering the many types of errors. By collecting student writing dictated by teachers, researchers used a documentation approach to identify various types of spelling errors. After that, to prevent misunderstandings, researchers conducted semi-structured interviews in Indonesian to find out the causes of spelling errors.

3.5 Data Validation

In this study, it is essential to determine the validity of the data to ensure reliable results. One way to achieve this is by using triangulation. According to Denzin (1978), **theory triangulation** involves applying multiple theories to investigate a phenomenon from various perspectives or viewpoints. Triangulation consists of four types: data triangulation, methodological triangulation, investigator triangulation, and theory triangulation. In this study, the researcher applies **theory triangulation** by utilizing multiple theories to identify the elements influencing students' spelling. Through this approach, the causes of spelling errors can be analyzed more comprehensively and in greater depth. In addition to theory triangulation, this study also employs **source triangulation** to ensure the validity of the collected data. Source triangulation

is conducted by comparing data from multiple sources, including students, teachers, and students' written documents. Data from students is obtained through interviews that explore their understanding of difficulties in English spelling. Teachers are also interviewed to determine the extent to which they observe spelling errors in students' writing and the strategies they use to address these errors. Furthermore, students' written documents are analyzed to identify common spelling errors, such as mistakes in vowel usage, letter transposition, or phonetic influences on spelling. By comparing the findings from these three sources, the researcher can gain a more accurate understanding of the factors contributing to spelling errors in English writing. By incorporating both **theory triangulation** and **source triangulation**, this study aims to produce more valid and reliable data. This approach not only provides a broader perspective on the phenomenon being studied but also helps identify and understand spelling errors in greater depth, ensuring that the research findings are well-founded and credible.

3.6 Data Analysis

The researcher categorized spelling errors using Cook's (1999) four-point system (omission, replacement, insertion, and transposition). According to Norrish (1993) and Fachrezy et al. (2022) (carelessness and linguistic interference), the source of errors is the influence of dialect connected to the pronunciation and lack of vocabulary. The investigator employed Miles, Huberman, and Saldana's (2014) hypothesis to analyze the data. There are three processes in all: data display, data condensation, and conclusion.

3.6.1 Data Condensation

At the data condensation stage, the researcher focuses on the process of analyzing spelling errors in English students' writing, data condensation is the process of focusing, selecting, abstracting, and simplifying. The data obtained was in the form of student written documentation and the results of interviews conducted with teachers.

3.6.2 Data Display

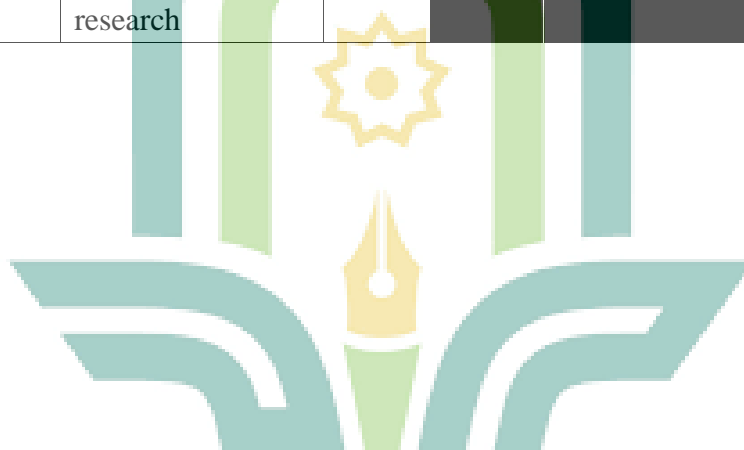
At the data stage, the display stage is presenting the data by describing the data in the form of a short description and can also be done using matrices, graphs, and diagrams to describe the data to further increase understanding of a case (Miles, Huberman, & Saldana: 2014). In this case, the researcher displays data originating from data analysis of spelling errors and interview results in descriptive form and is also presented in matrix form to present analytical data regarding the dominant errors made by students.

3.6.3 Drawing Conclusion

The last phase according to Mies, Huberman & Saldana (2014) is the conclusion. In the case, the researcher describes the results of the analysis of spelling errors made by students and the causative factors, of writing misspelling made by students in the data display. Then, the display of the data is further analyzed to conclude.

3.7 Research Schedule

NO	ACTIVITIES	May 2024	June 2024	July 2024	Aug 2024	Sept 2024	Nov 2024
1.	Submission of the topic research						
2.	Research topic approval						
3.	Writing research proposal						
4.	Proposal Approval						
5.	Seminar proposal examination						
6.	Conducting and writing the research						



CHAPTER IV

RESULTS AND DISCUSSION

This chapter explains the results of the research and analysis of the collected data. The researcher describes types of spelling errors and factors that cause the spelling errors. Whereas, in this discussion section, the researcher analyzes findings.

4.1 Results

Researcher collected the completeness through observations with students, interviews with teachers and the last documentation. Data relating to types of spelling errors and factors causing spelling errors are analyzed accurately and systematically.

4.1.1. Types of Spelling Errors in English Writing of Junior High School Students

The researcher found that junior high school students made spelling errors in writing English. This research found four types of spelling errors in written English made by students in the eighth grade of junior high school:

a. Omission Error

Junior high school students in the eighth grade have made the following omissions in their English writing:

Table 4.1 Omission Error

No	Name	Spelling Error	Proper Spelling
1.	Fizi	Halo	Hallo
2.	Mail	Wold	Would
3.	Ijat	School Wold	School Would
4.	Ros	Slep	Sleep
5.	Giant	Favorit	Favorite

Based on the table above, the type of error made by students was

omissions. The first Student **Fizi** he made omission error with a total one of error, he wrote the word " Halo " even though the actual sentence was " Hello ", him spelling error was because he had omitted one letter, namely the letter " L ". Then the second student named **Mail** he made omission error with a total one of error, wrote one spelling error, namely the word " wold " which the actual word is " would " so in that word he removed the letter " U ". The third student named **Ijat** he made omission error with a total two of errors, he wrote has word " wold " whose original word was " would ". In this word he removed the letter " U ", then the second word error was " Schol " whose original word was " school " he removed the letter " O ". The fourth student was named **Ros** she made omission error with a total one of error she wrote has word " slep " where the original word was " Sleep " she removed the letter " e " in the word. The Fifth student was named **Giant** he made omission error with a total one of error, he wrote has word " Favorite " where the original word was " Favorite " he removed the letter " e " in the word.

b. Substitution Error

Junior high school students in the eighth grade have made the following substitution their English writing:

Table 4.2 Substitution

No	Name	Spelling Error	Correct Spelling
1.	Jingga	Activite	Activity
2.	Fizi	Wocing mofi	Watching movie
3.	Ipin	Ice crime	Ice cream
4.	Zul	Wight Up Dayly	Wake up Daily
5.	Mei-Mei	Wekap	Wake up
6.	Ijat	Frیدهy	Everyday
7.	Roy	While	Wear
8.	Bimbim	Friend	Fried

Based from the table above, there were students who made spelling errors in the substitution type, the first student was named **Jingga** she made errors of substitution for a total of one errors, he wrote has word " Activitae " where the original word is " Activity " the letter " e " replaces the letter " y " at the end of the word. The second students was named **Fizi** he made errors of substitution for a total of one error, he wrote has word " wocing movie " the word " watching " was changed to " wocing. " here, the letter " a " is changed to " o, " and " tch " is changed to " c." and the word " movie " was changed to " mofi." The letter " v " was changed to " f. " The third student named **Ipin** he made errors of substitution for a total of one error, he wrote has word " Ice crime " which originally said it was "ice cream". the word " cream " was changed to "crime." the " a " remains

the same, but the letters " c-r-e " are repositioned to sound like " crime." So, there is a replacement of sounds at the end of the word without changing the overall structure of the word. The fourth student named **Zul** he made errors of substitution for a total of two errors, he wrote has word " Wight up " in the original word, the letter " a " in " wake " was replaced with " i," and the letter " k " was replaced with " g-h." This replacement produces a different sound but with a similar sequence, the second error is the word " Dayly " whose original word is " Daily." The letter " i " in " daily " is replaced with the " y " in " dayly," resulting in the word wrong but still similar to the original word. The fifth student named **mei-mei** he made errors of substitution for a total of one error, he wrote has word " wekap " whose original word is "wake up." In the word " wekap," the letter " a " in " wake " was replaced with " e," and the letter " c " was replaced with " k." So, some letters are replaced with other letters, resulting in an incorrect version of the word that still sounds similar to the original word. The sixth student, named **Ijat** he made errors of substitution for a total of one error, he wrote has word " fridey " when the actual word was " everyday ". The letter " f " incorrectly replaced the letter " e " at the beginning of the word and The letter " i " incorrectly replaces the letter " v " after the letter " r ". The seventh student named **Roy** he made errors of substitution for a total of one error, he wrote has word " While " when the actual word was " Wear

“ The letter " w " is replaced with " wh " at the beginning of the word, the letter " e " is replaced with an " i " in the middle of the word, The letter " a " is replaced by " i " in the middle of the word. The eighth student named **Bimbim** he made errors of substitution for a total of one error, he wrote has word " Friend " even though the actual word was " Fried ." The letter " i " replaces the position of the letter " e " in the correct order.

c. Insertion Error

Junior high school students in the eighth grade have made the following Insertion their English writing:

Table 4.3 Insertion

No	Name	Spelling error	Correct spelling
1.	Ijat	Frیده	Everyday
2.	Mail	Lesens	Lesson
3.	Giant	Dayiy	Daily
4.	Jarjir	Greene	Green
5.	Ros	May	My
6.	Roy	While	Wear
7.	Bimbim	Friend	Fried

Based from the table above, there were students who made spelling errors in the insertion type, the first student was named **Ijat** he made a spelling error by writing the word "Frیده" even though the actual word was " Every day ", The " i " is added after the " r ", making it " fri " instead of " ev " and this error is included in the insertion type. The second student named **Mail** he made a spelling error by writing the word "Lesens" even though the actual word was "Lesson". The additional letter "s" is

inserted after the "e", so it becomes "lesens" and this error is included in the insertion type. The third student, named **Giant** he made a spelling error by writing the word "Dayiy" even though the actual word was "Daily." The extra letter "y" was inserted after the letter "i", so it became "iy". and this error is included in the insertion type. The fourth student named **Jarjit** he made a spelling error by writing the word "Greene" even though the actual word was "Green". The extra letter "e" was inserted at the end of the word and this error was included in the insertion type. The fifth student, named **Ros**, she made a spelling error by writing the word "May" even though the actual word was "My" because he added the letter "a" in the middle of the word "May" and this error was included in the insertion type. The sixth student named **Roy** made a writing error by writing the word "While" even though the actual word was "Wear" because he added the extra letter "h" after "w", resulting in "wh". and this error is included in the insertion type. The seventh student named **Bimbim** he made a spelling error by writing the word "Friend" even though it was actually the word "Fried" because he added the letter "n" in the middle of the word and this error was included in the type of insertion.

d. Transposition Error

Table 4.4 Transposition Error

No	Name	Spelling Error	Correct Error
1.	Jingga	Unifrom	Uniform
2.	Ipin	Unifrom	Uniform
3.	Badrul	Birtshday	Birthday

Based on the table above, there were students who made spelling errors in the Transposition type, the first student, namely **Jingga**, she had a spelling error in the student's writing, namely in the word "unifrom" where the original word was "uniform" because the letter "r" was confused with the letter "O" therefore this is a transportation type error. the second student, namely **Ipin**, he had a spelling error in the student's writing, namely in the word "unifrom" where the original word was "uniform" because the letter "r" was confused with the letter "O" therefore this is a transportation type error. The third student named **Badrul**, he had a spelling error in his student's writing, namely in the word "birthday" where the original word was "birthday" because the letters r and i were swapped in the position of the word birthday, becoming birtshday, therefore this error was of the transportation type.

4.1.2. Factors that cause of Spelling Error in English Writing of Junior High School Students

After conducting an interview with teacher and analyzing the data from the interview and observation, the researcher identified the factors that cause of spelling error. Based on the interview with the teacher, the

researcher found the factors that cause of spelling error in English writing made by junior high school students. The researcher asked what causes students' spelling errors in writing vocabulary? and she said that there were many causes, such as students' lack of vocabulary, differences in dialect, and students were still used to using Indonesian so there was a first language that was still attached to students and students' lack of concern for English lessons.

a. Influence of Dialect Related to Pronunciation:

Based on interviews, the researchers found the factors that cause spelling errors based on the influence of dialect related to Influence of Dialect Related to Pronunciation: Based on an interview, the researcher found the factors that cause spelling errors based on the influence of dialect related to pronunciation. It can be seen from the students' statements as follow :

“Jika saya tidak tahu cara menulis ejaan yang benar, saya menulis sesuai dengan dialek guru saat mengucapkan kata karena saya tidak tahu ejaan yang benar.” (Student 1)

“If I don't know how to spell the word correctly, I write according to the teacher's dialect when pronouncing the word because I don't know the correct spelling.” (Student 1)

“Saya menulis sesuai yang guru katakan karena saya tidak tahu ejaan yang benar.” (Student 2)

“I wrote as the teacher said because I didn't know the correct spelling.” (Student 2)

“Karena saya tidak tahu ejaannya, saya mengikuti instruksi guru dengan dialek yang diucapkan guru karena saya tidak yakin dengan cara menulisnya.” (Student 3)

“Because I didn’t know the spelling, I followed the teacher’s instructions in the dialect the teacher spoke because I was unsure how to write it.” (Student 3)

“Saya menulis berdasarkan dialek guru saat pengucapan kata karena saya pikir tulisan saya itu benar.” (Student 4)

“I wrote based on the teacher’s dialect when pronouncing the words because I thought my writing was correct.” (Student 4)

“Saya menulis sesuai pengucapan gaya dialek guru karena saya bingung dengan kata yang diucapkan.” (Student 5)

"I wrote according to the teacher’s dialect style pronunciation because I was confused by the words spoken." (Student 5)

“Karena saya tidak tahu apa yang beliau tulis, saya menulis sesuai dengan apa yang dikatakan guru.” (Student 6)

“Because I didn’t know what was written, I wrote according to what the teacher said.” (Student 6)

“Saya tidak tahu cara menulis ejaan kosakata yang benar, jadi saya menyesuaikan tulisan saya dengan dialek guru saat mengucapkan kosakata.” (Student 7)

“I didn’t know how to write the correct spelling of vocabulary, so I adjusted my writing to the teacher’s dialect when pronouncing the vocabulary.” (Student 7)

b. Lack of Vocabulary

Based on interviews and observations, researchers found factors that causes spelling errors based on the lack of vocabulary that students have. It can be seen from the student's statement as follows :

“Karena saya tidak tertarik dengan bahasa Inggris dan tidak mau mempelajarinya, saya kesulitan menguasai kosakata.” (Student 1 & 5)

"Because I'm not interested in English and don't want to study it, I struggle to master vocabulary." (Student 1 & 5)

“Saya tidak memiliki banyak kosakata bahasa Inggris karena saya jarang terpapar bahasa tersebut, seperti dari musik atau buku.” (Student 2 & 7)

"I don't have much English vocabulary because I'm rarely exposed to the language, such as through music or books." (Student 2 & 7 communication)

“Saya tidak tahu banyak kosakata bahasa Inggris karena saya malas belajar dan tidak mau menghafal.” (Student 3 & 6)

"I don't know much English vocabulary because I'm too lazy to study and don't want to memorize." (Student 3 & 6)

“Karena saya jarang membaca buku berbahasa Inggris, saya tidak banyak mengetahui kosakata dalam bahasa tersebut.” (Student 4)

"Because I rarely read English books, I don't know much vocabulary in the language." (Student 4)

c. Carelessness

Based on interviews and observations, researchers found factors that causes spelling errors based on carelessness made by students.

This can be seen from the student's statement is as follows :

“Karena guru mendiktekan dengan cepat, saya merasa terburu-buru saat menulis.” (Student 1 & 7)

"Because the teacher dictated quickly, I felt rushed when writing." (Student 1 & 7)

“Saya harus menulis dengan cepat karena waktu yang diberikan sangat singkat.” (Student 4)

"I have to write quickly because the writing time is very short." (Student 4)

“Terkadang saya tahu bahwa saya menulis dengan benar, tetapi saya kurang teliti.” (Student 2 & 6)

"Sometimes I know that I am writing correctly, but I am not careful." (Student 2 & 6)

“Saya menulis dengan buru-buru, tetapi saya yakin bahwa tulisan saya benar.” (Student 3 & 5)

"I wrote hastily, but I believe that my writing is correct."
(Student 3 & 5)

d. Interference of First Languages

Based on interviews and observations, researchers found factors that causes spelling errors based on the first language made by students. This can be seen from the student's statement is as follows :

“Saya tidak tahu cara menulis kosakata yang benar, jadi saya menuliskannya seperti saya menulis bahasa Indonesia.” (Student 1, 2, 4, 6 & 7)

"I don't know how to write vocabulary correctly, so I write it the way I write in Indonesian." (Student 1, 2, 4, 6 & 7)

“Saya menulis sesuai dengan apa yang saya dengar secara spontan.” (Student 3 & 5)

"I write according to what I hear spontaneously." (Student 3 & 5)

4.2 Discussion

4.2.1 Analysis of Junior High School Students' Spelling Error Types in English Writing :

According to the research results, researchers divided spelling errors into four types, as shown in the following table:

Table 4.5 Types of Spelling Errors

NO	Types of Spelling Errors	Occurance of Error
1	Omission	5
2	Substitution	8
3	Insertion	7
4	Transpotition	3

Based on the table above, it can be seen that researchers found four types of spelling errors: omissions, substitutions, transpositions, and insertions. In total, researchers found 24 spelling errors in the five students' writing. The table also shows the most common spelling errors that occur among students in junior high school. The researcher also found that the highest number of spelling errors found from the data analysis was in substitution errors, there were 8 errors, 6 omissions, 7 insertion errors and 3 transportation errors.

4.2.2 Factors that cause of Spelling Errors in English Writing of Junior High School Students

Based on the results of interviews between researchers and resource persons, there are four factors that cause this causes of spelling errors:

a. Omission Errors

Omission errors occur when a student leaves out one or more necessary letters in a word. This type of error was found five times in the students' writing samples. Common examples include:

- 1) *frend* instead of *friend* (missing the vowel 'i')
- 2) *goverment* instead of *government* (missing the vowel 'n')
- 3) *enviroment* instead of *environment* (missing the vowel 'n')
- 4) *recieve* instead of *receive* (missing the letter 'e')
- 5) *tommorow* instead of *tomorrow* (missing an 'r')

Omission errors can be attributed to students' reliance on phonetic spelling, where they write words based on how they sound rather than their correct spelling. Additionally, these errors may occur due to a lack of familiarity with English spelling conventions, particularly silent letters and vowel combinations. To address this issue, teachers can introduce spelling strategies such as breaking words into syllables and emphasizing commonly omitted letters through targeted spelling exercises.

b. Substitution Errors

Substitution errors involve replacing the correct letter with an incorrect one. This was the most frequent type of spelling error in the observation, occurring eight times. Examples include:

- 1) *defenately* instead of *definitely*
- 2) *recieve* instead of *receive*
- 3) *untill* instead of *until*
- 4) *thier* instead of *their*

These errors often result from phonetic confusion and students' reliance on incorrect mental representations of words. Many English words contain letter patterns that do not match their pronunciation, leading to frequent misspelling. To help students reduce substitution errors, teachers can focus on phonics-based learning, commonly misspelled word lists, and peer-review activities where students identify and correct each other's mistakes.

c. Insertion Errors

Insertion errors happen when students add extra letters to a word that are not necessary. This type of error was observed seven times in the students' writing. Examples include:

- 1) *suddently* instead of *suddenly*
- 2) *athletic* instead of *athletic*
- 3) *conciuous* instead of *conscious*
- 4) *restuarant* instead of *restaurant*

Insertion errors may be caused by students' overcompensation for silent letters or by their exposure to incorrect spelling patterns. Sometimes, students mistakenly believe that a word should contain more letters than it actually does due to pronunciation differences. Teachers can address these errors by encouraging students to use visual memorization techniques and engage in spelling-focused reading activities.

d. Transposition Errors

Transposition errors involve reversing the order of letters in a word. This was the least common type of error, appearing three times in the data. Examples include:

- 1) *recieve* instead of *receive*
- 2) *freind* instead of *friend*
- 3) *teh* instead of *the*

These errors are often a result of quick or careless writing, where students accidentally switch letter positions. Additionally, typing speed and muscle memory can contribute to transposition errors, particularly when students write under time constraints. One effective way to minimize these mistakes is through proofreading and self-editing strategies, where students consciously check for errors before submitting their work. Encouraging students to slow down and focus on letter placement can also help reduce transposition mistakes.

Conclusion

The findings indicate that substitution errors were the most prevalent, followed by insertion, omission, and transposition errors. These spelling mistakes highlight areas where students need targeted instruction and practice. Teachers can support students in improving their spelling accuracy through phonics exercises, spelling drills, word recognition activities, and self-editing techniques. By addressing these common errors and implementing appropriate interventions, students can enhance their writing proficiency and overall language skills, leading to more confident and effective communication

e. The Influence of Dialect Related to the Pronunciation

The most language that is often used by students and teachers for daily communication is Indonesian. It is clear that dialect greatly influences students when writing English spelling. In line with the statement of Siregar (2017) that dialect affects the language teaching

process. In this case, it can be a problem for students in learning a new language. One example is in terms of writing English spelling which is influenced by the pronunciation of the spelling. For example, the word "during" is pronounced "juring". This happens because the dialect of English that the teacher speaks is different from the people who use English as their first language. It relates to Wardhaugh's (2006) assertion that dialect describes traits at the level of pronunciation, particularly when a teacher uses their own innate dialect to prescribe how English should be spelled. As a result, the students are perplexed and do not know how to spell English words correctly; instead, they write them in accordance with the teacher's instructions. This leads to misconceptions among students when they write in English using dialect-influenced spellings.

f. Lack of Vocabulary

Lack of vocabulary is another reason why students often make spelling mistakes. This is because they do not take part in activities that can increase their English vocabulary, such as reading books in English, listening to songs in English, and memorizing words in English. According to Rinata (2018), students' lack of knowledge can cause spelling errors with incorrect word order. Therefore, students who have not mastered English vocabulary often make typos in English. According to Qhadafi (2018), students make spelling errors when writing in English because they do not know how to use good

and correct spelling. In other words, the less students learn English, the more difficult it is for them to write English words without making spelling errors.

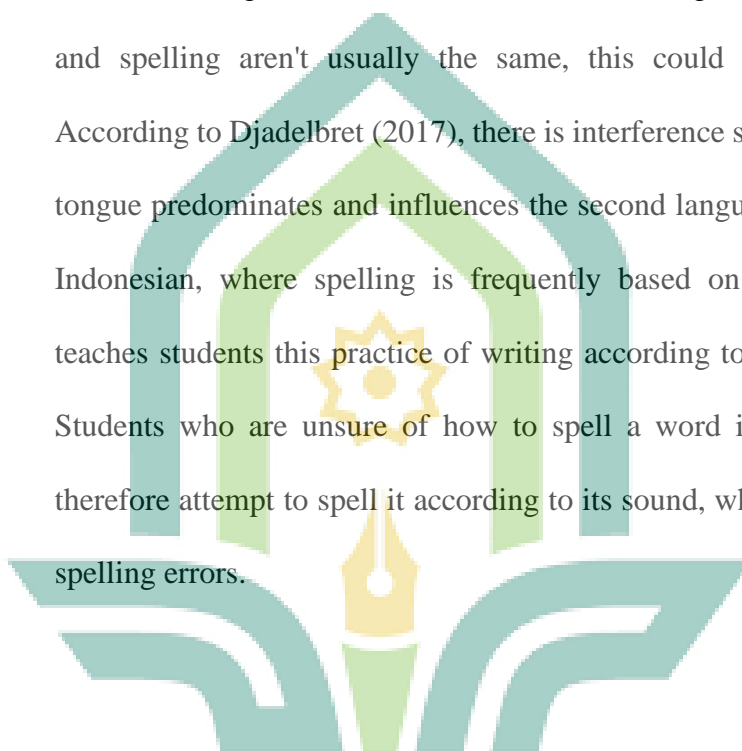
g. Carelessness

One of the most frequent causes of spelling mistakes among pupils is carelessness on their part when writing. This mistake is brought on by pupils who write impulsively or hastily without stopping to proofread their work. Students frequently create spelling mistakes in their work because of their own irresponsibility, according to Alhasiany (2014) He said that because of their careless attitude, students often made spelling errors in their work. Because of the pressure to complete their work quickly, students make spelling errors that they don't realize until it's too late. Despite spelling errors, students were confident that their writing was accurate. This can be caused by a loss of focus when writing spelling, which can be caused by several things, including a noisy or distracting classroom and a lack of enthusiasm for speaking English. An unpleasant classroom atmosphere is another element that causes spelling errors. If the class is too busy or noisy, children will have difficulty focusing on their work, leading to them making spelling errors on paper.

h. First Language Interference

Languages that are often used in daily life, like Indonesian, can affect students' ability to write English with proper spelling. Chaira

(2015) asserts that although English and Indonesian are genuinely distinct, pupils consistently speak the spelling in the same way that they write it. Students who are accustomed to writing in Indonesian may find it difficult to adapt to English spelling guidelines. When pupils are unsure of how to spell a word in English, they may attempt to write it using the sound it makes. But since English pronunciation and spelling aren't usually the same, this could lead to issues. According to Djadelbret (2017), there is interference since the mother tongue predominates and influences the second language. Writing in Indonesian, where spelling is frequently based on pronunciation, teaches students this practice of writing according to pronunciation. Students who are unsure of how to spell a word in English may therefore attempt to spell it according to its sound, which can lead to spelling errors.



CHAPTER V

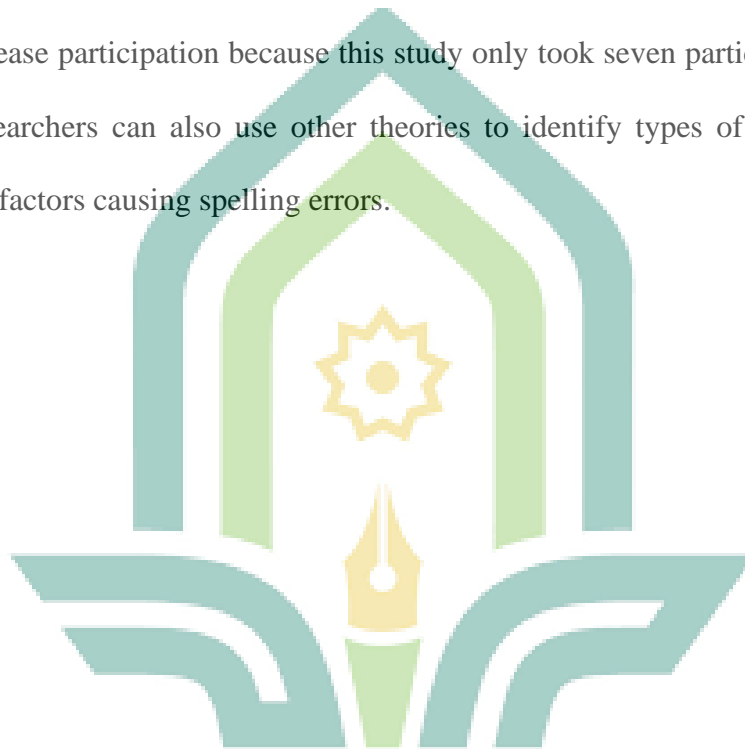
CONCLUSION

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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Enclosure 3

CURRICULUM VITAE

Name : Habibatul Dzil Givani

Student Number : 2520044

Place and Date of Birth : Pekalongan, 11th March 2002

Gender : Female

Address : Dukuh Ringinpitu, Desa Sragi Rt. 004 Rw.010
Kecamatan Sragi Kabupaten Pekalongan, Jawa Tengah
(51155)

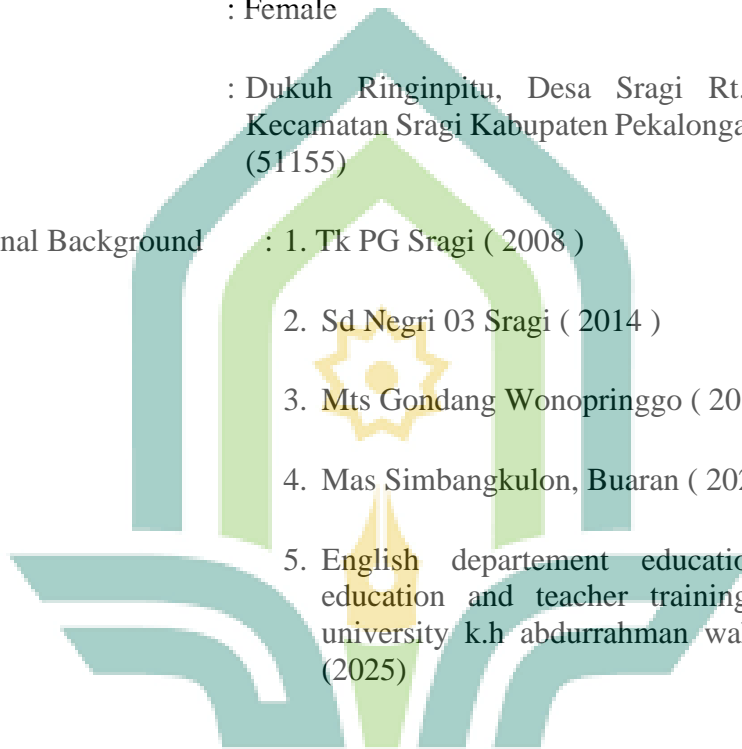
Educational Background : 1. Tk PG Sragi (2008)

2. Sd Negri 03 Sragi (2014)

3. Mts Gondang Wonopringgo (2017)

4. Mas Simbangkulon, Buaran (2020)

5. English departement education faculty of
education and teacher training state islamic
university k.h abdurrahman wahid pekalongan
(2025)





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UNIVERSITAS ISLAM NEGERI
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UNIT PERPUSTAKAAN

Jl. Pahlawan KM 5 Rowolaku Kajen Pekalongan, Telp. (0285) 412575 Faks. (0285) 423418
Website : perpustakaan.uingusdur.ac.id Email : perpustakaan@uingusdur.ac.id

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Nama : Habibatul Dzil Givani
NIM : 2520044
Program Studi : Tadris Bahasa Inggris
E-mail address : habibatulgivani2@gmail.com
No. Hp : +62 856-4060-4973

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Tugas Akhir Skripsi Tesis Desertasi Lain-lain (.....)

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

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HABIBATUL DZIL GIVANI
NIM. 2520044