

**SPELLING ERRORS IN ENGLISH WRITING OF JUNIOR  
HIGH SCHOOL STUDENTS IN A LEARNING ACADEMY**

**A THESIS**

Submitted in Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan in English Education



By:

**AMELIA LARASATI**  
**2519111**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
2023**

## SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertandatangan di bawah ini:

Nama : Amelia Larasati

NIM : 2519111

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul **“SPELLING ERRORS IN ENGLISH WRITING OF JUNIOR HIGH SCHOOL STUDENTS IN A LEARNING ACADEMY”** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 12 Juli 2023  
Yang menyatakan,



**Amelia Larasati**  
**NIM. 2519111**

Chubbi Millatina Rokhuma, M.Pd.  
Banyurip Ageng Gg. 3C, Pekalongan Selatan  
Kota Pekalongan

---

### NOTA PEMBIMBING

Lamp : 3 (Tiga) Eksemplar

Hal : Naskah Skripsi

Sdr. Amelia Larasati

Kepada

Yth. Dekan FTIK UIN KH. Abdurrahman Wahid Pekalongan

c.q. Ketua Program Studi TBIG

di

PEKALONGAN

*Assalamu 'alaikum Wr.Wb.*

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

Nama : Amelia Larasati

NIM : 2519111

Program Studi : FTIK/Tadris Bahasa Inggris

Judul : **SPELLING ERRORS IN ENGLISH WRITING OF  
JUNIOR HIGH SCHOOL STUDENTS IN A  
LEARNING ACADEMY**

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.*

Pekalongan, 27 Juni 2023

Pembimbing



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



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161  
Website: [ftik.iainpekalongan.ac.id](http://ftik.iainpekalongan.ac.id) email: [ftik@iainpekalongan.ac.id](mailto:ftik@iainpekalongan.ac.id)

### APPROVAL SHEET

The dean of Faculty of Education and Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan approved this thesis by:

**NAME : AMELIA LARASATI**

**SN : 2519111**

**TITLE : SPELLING ERRORS IN ENGLISH WRITING OF JUNIOR HIGH SCHOOL STUDENTS IN A LEARNING ACADEMY**

Has been established through an examination held on Monday, 10<sup>th</sup> July 2023, and accepted in partial fulfillment of requirements for the degree of Sarjana Pendidikan (S.Pd.)

The Examiners

**Examiner I**

**Ahmad Burhanuddin, M.A**  
NIP. 19851215 201503 1 004

**Examiner II**

**Muhammad Jauhari Sofi, M.A.**  
NIP. 19861226 201801 1 001

Pekalongan, 12<sup>th</sup> July 2023

Dekan Fakultas Tarbiyah dan Ilmu Keguruan



**Dr. H. M. Sugeng Sholehuddin, M.Ag.**  
NIP. 19730112 200003 1 001

## ACKNOWLEDGEMENT

Praise be to Allah, the Cherisher and Sustainer of the world, my thesis become reality and getting many kinds of support from many individuals. Therefore, I would like to extend my sincere gratitude to all of them.

1. First and foremost, my deepest gratitude to my beloved parents. I would like to dedicate this thesis to both of you, Mr. Iwan Setiawan and Mrs. Kamelia. You are the biggest motivation in finishing this thesis. Thank you for the support, prayers, unconditional love, and everything that you have given me throughout my life.
2. My one and only little sister, Kartika Setiati, who has helped and supported me to finish this thesis. I feel lucky to have you in my life.
3. My grandmother, Monah, who gave supported me to finish this thesis on time. This thesis is also dedicated to you.
4. My advisor, Mrs. Chubbi Millatina Rokhuma, M.Pd., who has given me correction and advice, so I can finish this thesis well.
5. My best friends; Rinayah, Kurnia Alfina Riza, Nurul Ainunisya, and Valentin Dwi Fitriani since 2016. Thanks for the support to finish this thesis. I hope we can be friends forever ever.
6. My friend, Ika Nandayani - 2519060. Thank you for fighting together from the beginning of writing the thesis until finishing the thesis.

7. Not forget to mention my gratitude to my fellows English Education Department 2019 students who fight through the journey since the very beginning.
8. I would like to extend my gratitude to everyone who contributed to my thesis. I apologize for not mentioning one by one but I am thankful for your help and support.
9. Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting, I wanna thank me for just being me at all times.

## **MOTTO**

"It always seems impossible until it's done."

(Nelson Mandela)

"There will be obstacles. There will be doubters. There will be mistakes. But with hard work, there are no limits."

(Michael Phelps)

"The possibility of all those possibilities being possible is just another possibility that can possibly happen."

(Mark Lee)

"God has perfect timing, never early, never late. It takes a little patience and it takes a lot of faith, but it's a worth the world."

## ABSTRAK

*Kesalahan ejaan adalah kesalahan yang dilakukan siswa secara konsisten membuat kesalahan yang sama dalam tulisan bahasa Inggris mereka karena mereka tidak tahu ejaan yang benar. Penelitian ini bertujuan untuk mengetahui jenis-jenis kesalahan ejaan, kesalahan yang paling banyak dilakukan, dan penyebab kesalahan penulisan ejaan yang dilakukan oleh siswa sekolah menengah pertama. Penelitian ini merupakan penelitian studi kasus. Subyek penelitian ini adalah lima siswa kelas VII 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 15 kesalahan penghilangan, 24 kesalahan penggantian, 3 kesalahan penukaran, dan 8 kesalahan penyisipan/penambahan. 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.*

***Kata kunci: kesalahan ejaan, siswa, tulisan bahasa Inggris***



## ABSTRACT

*Spelling error is an error that students make consistently making the same error in their English writing because they don't know the correct spelling. This study aims to determine the errors and the causes of errors made by junior high school students. This research is a case study. The subject of this study was five of seventh grade junior high school students. The data is in the form of qualitative data through documentations and interviews. In this study used purposive sampling. The data analysis techniques in this study, there were three steps, namely data condensation, data display, and drawing conclusion. The result showed that the students committed four categories of spelling errors. There were 15 errors in omission, 24 errors in substitution, 3 errors in transposition, and 8 errors in insertion. Beside that, there were five factors that causes spelling errors made by students, namely the influence of dialect related to the pronunciation, lack of vocabulary, carelessness, and first language interference.*

***Keywords: spelling errors, students, English writing***

## 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:

1. Mr. Prof. Dr. H. Zaenal Mustakim, M.Ag., as the Rector of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Mr. Dr. H. M. Sugeng Sholehuddin, M.Ag., as the Dean of Faculty of Education and Teacher Training.
3. Mr. Ahmad Burhanuddin, M.A., as the Head of English Education Department and Teacher’s Training of UIN K.H. Abdurrahman Wahid Pekalongan.
4. Mrs. Chubbi Millatina Rokhuma, M.Pd., as my supervisor who has given me advice, guidance, and time in the writing of this research proposal.
5. All lectures of English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan.
6. My beloved parents who have given me endless support, prayer, advice, and encouragement in writing this research proposal.
7. My dearest friends who fight through journey together since the very beginning.

Pekalongan, June 27, 2023



Amelia Larasati

## TABLE OF CONTENT

<b>HALAMAN JUDUL</b> .....	i
<b>HALAMAN PERNYATAAN</b> .....	ii
<b>NOTA PEMBIMBING</b> .....	iii
<b>APPROVAL SHEET</b> .....	iv
<b>ACKNOWLEDGEMENT</b> .....	v
<b>MOTTO</b> .....	vii
<b>ABSTRAK</b> .....	viii
<b>ABSTRACT</b> .....	ix
<b>PREFACE</b> .....	x
<b>TABLE OF CONTENT</b> .....	xi
<b>TABLE LIST</b> .....	xiii
<b>FIGURE LIST</b> .....	xiv
<b>ENCLOSURE LIST</b> .....	xv
<b>CHAPTER I INTRODUCTION</b> .....	1
1.1 Background of the Study .....	1
1.2 Formulation of the Problem .....	2
1.3 Definition of Key Terms .....	3
1.4 Aims of the study .....	3
1.5 Significance of the Study .....	4
<b>CHAPTER II THEORETICAL BACKGROUND</b> .....	5
2.1 Literature Review .....	5
2.1.1 Error Analysis .....	5
2.1.2 Types of Spelling Errors .....	5
2.1.3 Factors that Cause of Errors.....	8
2.2 Previous Study.....	10
2.3 Conceptual Framework .....	13
<b>CHAPTER III RESEARCH PROCEDURE</b> .....	14
3.1 Research Methodology .....	14
3.2 Research Context.....	14
3.3 Setting and Participants.....	15
3.4 Data Collection.....	15
3.5 Data Analysis .....	16
3.6 Data Validation .....	17
3.7 Research Steps.....	17

3.8 Research Schedule.....	19
<b>CHAPTER IV RESULT AND DISCUSSION.....</b>	<b>20</b>
4.1 Result.....	20
4.1.1 Types of Spelling Errors in English Writing of Junior High School Students.....	20
4.1.2 Factors that cause of Spelling Error in English Writing of Junior High School Students.....	27
4.2 Discussion .....	31
4.2.1 Analysis of Types of Spelling Errors in English Writing of Junior High School Students.....	31
4.2.2 Factors that cause of Spelling Errors in English Writing of Junior High School Students.....	36
<b>CHAPTER V CONCLUSION .....</b>	<b>40</b>
5.1 Summary of the Findings .....	40
5.2 Suggestion .....	41
<b>REFERENCES</b>	
<b>ENCLOSURE</b>	

## TABLE LIST

Table 3.1 Participants .....	15
Table 3.2 Research Schedule .....	19
Table 4.1 Omission Error .....	21
Table 4.2 Substitution Error .....	23
Table 4.3 Transposition Error.....	25
Table 4.4 Insertion Error.....	26
Table 4.5 Types of Spelling Errors.....	31

## FIGURE LIST

Figure 2.3 Conceptual Framework.....	13
--------------------------------------	----

## ENCLOSURE LIST

Enclosure 1 Documentation .....	I
Enclosure 2 Interview transcript .....	III
Enclosure 3 Curriculum Vitae.....	VI

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Writing is one of language skills that has to be mastered by English language learners. If students want to be able to master writing skill well, they have to consider the elements of writing, especially spelling (Westwood, 2018). Babayiğit and Stainthorp (2010) claimed that spelling plays an important role as a key and important skills needed by students. Spelling accurately allows the writers to express their thoughts and ideas in a standardized form, which their readers can easily understand. For the accurate writing, spelling in writing must also be accurate (Altamimi & Rashid, 2019).

The correct spelling can make the communication between the writer and the reader well established. If the writer misspells a word, it will make the reader confused with the meaning intended by the writer. In any case, it will lead to misunderstandings between the reader and the writer. In fact, many people make errors in spelling words, especially this is mostly done by students. Most students found it difficult to learn English. In that case, the students often make errors in spelling when they write words in written English (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.

According to the explanation above, the researcher is interested in conducting research related to spelling errors, entitled "Spelling Error in English Writing of Junior High School Students in a Learning Academy". Many similar researches have been conducted before, but research that discusses spelling errors with a focus on seven grade of junior high school students' ability to spell English writing is still rare or limited. This research conduct to find out the types of spelling errors that students write and to find out what factors influence students to write with the wrong spelling.

## **1.2 Formulation of the Problem**

In this research, there are two questions:

1. What are the types of spelling errors in English writing made by junior high school students?
2. What are the factors that cause of spelling errors in English writing made by junior high school students?

By employing this formula, the researcher expects to know about the types and factors of spelling errors of junior high school students.

### 1.3 Definition of Key Terms

The researcher provides some definitions related to the study to avoid misunderstanding about the term in this study:

1. Spelling : Forming words with the correct letters in the correct order, or ability to do this (Cambridge Advanced Learner's Dictionary)
2. Error in Writing : something that is distorted by the writer accidentally and the writer cannot correct their own writing (James, 2013)
3. Writing : the process of expressing ideas, information, knowledge, or experience and understanding the writing to acquire the knowledge or some information to share and learn (White, 1986).

### 1.4 Aims of the study

- 1.4.1 To know the types of spelling errors and the most spelling error in English writing made by junior high school students and
- 1.4.2 To know the factors that cause spelling errors in English writing made by junior high school students.

## **1.5 Significance of the Study**

### **1.5.1 Theoretical use**

The benefit that can be taken is knowing the capability of junior high school students in spelling English writing. Then, junior high school teachers can also evaluate their instruction as well, which will help them to improve their teaching, especially in teaching spelling in English does it teach it well enough or not or does there need to be changed so that they can improve the quality of students' spelling writing better.

### **1.5.2 Empirical use**

This study gives the empirical insights about types of spelling errors and causes of spelling errors in the skill of writing.

### **1.5.3 Practical use**

This study presents information for the readers about the types, the dominant, and the factor of spelling errors in writing skill.

## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Summary of the Findings**

1. Based on the results of data from seventh-grade of junior high school students who had been analyzed by the researcher, 50 spelling errors were found in the results of writing English texts made by students. These errors have been classified into four categories according to the theory of error analysis by Cook (1999), namely: omission, substitution, transposition, and insertion. In these categories, there were 15 errors in omission, 24 errors in substitution, 3 errors in transposition, and 8 errors in insertion. The most dominant mistake made by students is substitution.
2. Based on the interview data regarding the factors causing students to write spelling errors that have been analyzed. It was found that there were four contributing factors namely lack of vocabulary, where students did not know a lot of English vocabulary; the influence dialect related to the pronunciation, where students write based on their teacher's dialect pronunciation when dictated; carelessness, where there is a lack of accuracy when writing spelling; and first language interference, where students write spelling based on the structure of their first language into English.

## **5.2 Suggestion**

Based on the conclusions above, the researcher would like to provide some suggestions for English teachers should know their students' spelling problems in English and the teachers should also give more practice in writing spelling to avoid many spelling errors. Besides that, further researchers who are interested in doing the same topic about spelling errors to increase participation because this study only took five participants. Further researchers can also use other theories to identify the types of spelling errors and factors that cause of spelling errors.

## REFERENCES

- Affandi, M. (2020). Spelling Error Analysis in Students' Writing Recount Text at Eleventh Grade in Ma Al-Muayyad Surakarta in The Academic Year of 2019/2020".
- Alhasiany, F. (2014) English Language Learners. *International Journal of Business and Social Science*, 5(8), 38-43.
- Al-Sobhi, et. al. (2017). Arab ESL Secondary School Students' Spelling Errors. *International Journal of Education & Literacy Studies*. 5(3), 18.
- Altamimi, D., & Rashid, R. A. (2019). Spelling Problems and Causes among Saudi English Language Undergraduates. *Arab World English Journal*, 10 (3) 178- 191. DOI: <https://dx.doi.org/10.24093/awej/vol10no3.12>
- Babayigit, S., & Stainthorp, R. (2010). Component processes of early reading, spelling, and narrative writing skills in Turkish: A longitudinal study. *Reading and Writing: An Interdisciplinary Journal*, 23, 539-568. doi:10.1007/s11145-009-9173-y
- Benyo, A. A. (2014). English Spelling Problems among Students at the University of Dongola, Sudan. *International Research Journal*, 5(9).
- Chaira, S. (2015). Interference of First Language in Pronunciation of English Segmental Sounds. *International Journal of Research*, 5(12).
- Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Massachusetts: M.I.T Press
- Cook, V. J. (1999). *Teaching L2 Spelling*. Circa. <http://www.viviancook.uk/Writings/Papers/TeachingSpelling.htm>.
- Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches* (4th ed). SAGE Publications, Inc.
- Dadzie, G., & Bosiwah, L. (2015). Spelling Errors among junior High school Students in the Cape Coast Metropolis. *Journal of Language, Linguistics, and Literature American Institute of Science*, 1(3), 46-54.
- Denzin, N.K. (1978). *Sociological Methods: A Sourcebook*. NY: McGraw Hill.
- Djadelbret. (2017). First Language Interference into English Writing Skill of the XIIth Grade Students of SMA Negeri 1 Kupang in Academic Year 2017/2018
- Fachrezy et al. (2022). Spelling Error Analysis in Writing Recount Text by the Ninth-Grade Students of SMP Negeri 1 Sumbawa Academic Year 2022/2023. *Journal of English Education Forum*, 2(2).

- Fitria, T. N. (2018). Error Analysis Found in Students' Writing Composition of Simple Future Tense. *ESL Journal on Interdisciplinary Studies in Humanities*, 1(3).
- Fitria, T. N. (2020). Spelling Error Analysis in Students Writing English Competition. *Getsempena English Education Journal (GEEJ)*, 7(2), 240-254. Doi: 10.46244/geej.v7i2.988
- Jabr, M. M., Albalawi. (2015). The Academic writing Performance and Spelling Errors of English as Foreign Language Students at Tabuk University: A Case of the Introductory Year Students. *Asian Journal of Social Sciences, Arts, and Humanities*, 4(1).
- James, C. (2013). *Errors in language learning and use: Exploring error analysis*. Routledge
- James, C. (2017). *Error in Language Learning and Use Exploring Error Analysis*. New York: Routledge
- Miles, Huberman, and Saldana (2014). *Qualitative Data Analysis, A Method Sourcebook, Edition 3*. USA: Sage Publications.
- Noory. (2016). Investigating Iranian High School EFL Learners' Spelling Errors. *Journal of Studies in education*, 6(2).
- Norrish. (1987). *Language Learning and Their Errors*. London: Macmillan Publisher Ltd
- Othman, A. K. A. (2017). An Investigation of the Most Common Spelling Errors in English Writing Committed by English-Major Male Students: At the University of Tabuk. *Journal of Education and Practice*, 8(34).
- Paramitha, I., & Syahrul. (2021). An Analysis of Students' Spelling Error at the Grade of SMP N 2 Kemang Magek. *Journal of English Language Teaching*, 2(3), 419.
- Qhadafi, M. R. (2018). Analisis Kesalahan Penulisan Ejaan yang Disempurnakan dalam Teks Negosiasi Siswa SMA Negeri 3 Palu. *Jurnal Bahasa dan Sastra*, 3(4)
- Rinata, A. R. (2018). An Analysis of Students' Error in Writing Interpersonal Text in The Eighth Graders of SMPN 2 Lamongan. *Retain UNESA*, 6(3), 211-220
- Samsuddin, K. M., & Kris, P. (2018). English Orthographic Depth among Malay Learners at a Primary School. *3L: Lague, Linguistics, Literature*, 24(1), 56-48).
- Sari, I. R., (2015). Common Errors in Students' Spelling on the Required Words for the Seventh Grades. *Educate*, 4(2), 35-43.

- Siregar, S. (2017). The Influence of Dialect on the Student's Pronunciation in Speaking Ability. *Journal of English Language Teaching*, 5(1).
- Sterling, C. M. (1983). Spelling errors in context. *British Journal of Psychology*.
- Syafitri, R. (2021). Error Analysis in Writing Spelling of Words (A Quantitative Made by The Third Semester of English Department Students at Muhammadiyah University of Makassar).
- Wardhaugh, R. (2006). *An Introduction to Sociolinguistics*. London: Lackwell Publishing Ltd.
- Westwood, P. (2018). *What Teachers Need to Know about Reading and Writing Difficulties*. Victoria, Australia.
- White, F. D. 1986. *The Writer's Art: A Practical Rhetoric and Handbook*. New York: Wadsworth Publishing Company.



### Enclosure 3

## CURRICULUM VITAE

Name : Amelia Larasati

Student Number : 2519111

Place and Date of Birth : Pemalang, 25<sup>th</sup> December 2001

Gender : Female

Address : Desa Purwosari RT 001 RW 001 Kecamatan  
Comal Kabupaten Pemalang, Jawa Tengah 52363

Educational Background : 1. TK Al-Irsyad Comal (2007)  
2. SD Negeri 07 Purwoharjo (2013)  
3. SMP Negeri 1 Comal (2016)  
4. SMA Negeri 1 Comal (2019)  
5. English Education Department, Faculty of  
Education and Teacher Training, State Islamic  
University of K.H. Abdurrahman Wahid  
Pekalongan (2023)