Chapter Two

Literature Review

This chapter presents the literature review of the research. It discusses writing, spelling, error, error analysis, spelling error, and the last is conceptual framework. The disscusion will be based on the statement from the expert.

Writing

According to Hourani (2008), writing is a difficult process in the first language and it is even more complicated to write in a foreign language. Writing is an important part in the process of learning any foreign language (Perveen & Akram, 2014). Another statement states writing is an outward expression of what is going in the writer's mind (Hussain, Hanif, Asif, & Rehman, 2013). Writing skill in ESL is challenging because students have to practice before and they also need to understand about what their write. According to Hussain et al (2013) "The ability to write is not naturally acquired skill. It is usually learned or culturally transmitted as a set of practices in formal instructional setting" (p.832). In fact, students need long process to practice for being capable in mastering writing skill.

Sattayatham & Ratanapinyowong's (2008) study found the following:

In terms of ESL and EFL lesson, writing can help students in learning activity. Firstly; writing consolidates the grammatical structure, idioms, and vocabulary that they were taught to students. Secondly, when student write, they also have

an option to be courageous with the language, to go beyond what they have just learned to say, and takes the risks. Thirdly, when student write, they essential become concerned with the new language, the effort to express ideas and constant use of eyes, hand, and brain is unique way to reinforce learning. (p.19).

Writing has two components, such as contents (composition) and form (secretarial aspect). Content includes thoughts, idea, and the purpose of writing, vocabulary, and clarity, while form includes handwriting, spelling, and syntax (Uusen, 2006). Writing does not only put the words in a blank paper, but it needs some process. According to Harmer (2007), "There are several processes in writing, such as planning what we are going to write, drafting it, reviewing and the last is editing what we have written and then producing a final (and satisfactory) version" (p.113).

Spelling

Good spelling is an important thing in writing activity. Spelling is an aspect of written language, so the teaching learning of spelling mush take place as far as possible within the context of writing (Croft, 1983, p.9). Based on the Oxford dictionary (2008), spelling is an act of forming words correctly from single letters. Similarly, Perveen and Akram (2014) stated that spelling is a study of phonics as related to the grouping of words for spelling such as an, man, can and others. This statement explains that spelling is a group of the words. Besides, according to Al-zuoud & Kabilan (2013), spelling is the learner's ability to write a word correctly.

Spelling is a part of mechanical component of writing. Like the other skill, writing has mechanical components that include handwriting, spelling, punctuation, and the construction of well-formed sentences, paragraph, and texts (Harmer, 2004, p.44). The other statement comes from Hall (1983, p.414). He stated that one of the first steps in improving writing is to improve spelling. Accurate spelling in writing is important to avoid misunderstanding. In writing activity, we need to be aware of our spelling, so that the information can be delivered well. According to Croft (1983), the only possible justification for learning to spell is that accurate spelling is necessary for effective writing. If there is no need to communicate by writing, there is no need to learn to spell (p. 9). Moreover, according to Harmer (2001),

> An issue that makes spelling difficult for several students is the fact that not all varieties of English spell the same words in the same way. Which is correct: *color* or *colour*, and theater or theatre? How do we decide between the use of s and *z* in words like *apologise* and *customize*. (p.256).

Error

Writing is a challenging skill. Students who want to master writing should be able to spell well. In language study, not all students always use correct English. They will make mistakes, too, when writing or speaking freely (Harmer, 2007). Error and mistake are different. According to Edge in Perveen & Akram (2014), defines

error in a simple way "if student cannot self-correct a mistake in their own English, we shall call that sort of mistake an error". According to Harmer (2007),

Mistakes divide into 3 categories; there are slip, error, and attempts. Slips are mistakes which students can correct themselves, once the mistake has been pointed out them. The other way, errors are mistakes which they cannot correct themselves-and which, therefore, need explanation. Attempts are mistakes that students make when they try to say something but do not yet know how to say it. (p.96).

Error and mistake are two different things. According to Ellis (2000, p.17), errors reflect gaps in a learners knowledge; they occur because the learner does not know what is correct. On the other hand, mistakes occur because, in a particular instance, the learners are unable to perform what they know.

Error Analysis

Error analysis is an activity to reveal errors found in writing and speaking (Hasyim, 2002, p.43). Similarly, Barzegar (2013) stated "error analysis is a procedure used both researcher and teachers which involves collecting samples of learner language, identifying the error in the sample, describing these errors, classifying them according to their nature and causes, and evaluating their seriousness" (p. 322). The other definition states that error analysis is a type of linguistic analysis that focuses on the errors learners make (AbiSamra, 2003, p.6).

The other opinion comes from Hasyim (2002) who stated that

> Error analysis is advantageous for both learners and teachers. Besides, benefit
> for students, error analysis is needed to show them in what aspect in grammar
> which is difficult for them, while for teachers, it is required to evaluate
> themselves whether they are successful or not in teaching. Thus, error analysis
> should not be neglected in foreign language teaching. (p.42-43).

Thus, the definition explains that error analysis is a technique to investigate an error
word and sentence in writing or speaking form.

Spelling Error

Botley, Hakim and Dillah (2007) stated, "spelling error are highly ubiquitous
and contentious features of second language learners' written performance" (p.75).
The other definition of spelling error is given by Al-jarf (2010); he said "Any faulty
words, faulty graphemes (single vowel, single consonant, vowel digraphs, consonant
digraphs, phonogram, suffix or prefix) within a word are counted as an error. Any
graphemes that are added, deleted, substituted by another or reversed are counted as
misspellings". (p.9).

Spelling error usually occurs because the students cannot distinguish between
letters and sound of the word when they write. According to Perveen & Akram
(2014), "Sounds, letters, word parts, word meaning, and word history are those
elements which play the important role in learning to spell the words of English

language" (p.2605). Similarly, "A single sound (or more correctly, a single phoneme) may have many different spelling (paw, poor, pore, pour, daughter, Sean), and the same spelling may have many different sound (or, word, information, worry, correspond)" (Harmer, 2001, p.256).

Spelling error still appears in large number in writing producing by learner; even drilling and training technique did in every school or university (Botley et al, 2007). According to Benyo (2014), spelling errors are due to these sound problems. The other statement, "One of the reasons that spelling is difficult for students of English is that the correspondence between the sound of a word and the way it is spelt is not always obvious (Harmer, 2001, p.271). The other statement given by Al-zuoud & Kabilan, (2013) stated, many students produce misspelled word, which result in disconnected sentence.

According to Benyo (2014), bad spelling is a hindrance for the reader to get the meaning of written language. Awareness on spelling in the writing is necessary. According to Harmer (2004), "Learning of English need to be aware about how we use different spellings to distinguish between **homophones** (words that sound the same but are spelt differently) such as *threw* and *through"* (p.53).

In relation with error, spelling error refer to phonological and orthographic problem. Al-jarf (2010) said that,

Spelling problem can be classified into phonological and orthographic problems. Phonological problems refer to errors in which the misspelled word does not sound like the target word because the whole word, consonant, vowel, syllable, prefix, suffix, grapheme cluster is not heard at all or misheard, or added with another, while orthographic problem refer to those instances in which the misspelled word sound like the written target word, but the written form or grapheme used for the misspelled part does not correspondence with the target word or target grapheme. (p.6-7).

According to Coltheart (1985) and Henderson (1985) as quoted by Royer, Spinelli, and Ferrand (2005) "graphemes are commonly defined as the written representation of phonemes". (p.2).

Beside phonological and orthographic problems, the use of apostrophe in the word also affects spelling error if it misplace. In learning English, students need to understand how to use an apostrophe correctly. There are some rules in using an apostrophe. According to Straus (2008),

When using the apostrophe with contractions, the apostrophe is always placed at the spot where the letter (s) has been removed, for example like *"don't", isn't* and many others. Meanwhile, when using the apostrophe with the possession, the place of the apostrophe is before the *s* to show singular possession, for example *"Mr. Chang's house"*. (p.63).

Besides, students' first language (L1) usually affect in spelling. Hourani (2008) who pointed out that there tends to be intervention from the beginning ESL students' first language in the process of writing in English. Whereas in Bahasa itself, there are several word that adopt from foreign language. According to Yulianto (2014) Indonesian language adopts element of several languages, both of local language and foreign language, such as Sanskrit, Portuguese, Arabic, Dutch, Chinese, and English. Those reasons above may can cause spelling error in students' writing.

Types of Spelling Error

The errors that occur on students are divided into several categories. According to Bestgen and Granger (2011), the variables underlying the categorization are: the element that carries the error (letter, word, boundary, and apostrophe), and the error type (single letter addition, omission, substitution, transposition, and multiple errors letters). Similarly, according to Benyo (2014), many spelling errors are due to omission, addition, substitution, and transposition of the sounds. Based on the statement above, several types in spelling errors could happen in writing.

The other opinion comes from Elliot and Johnson (2008, p.6) who stated that there are several types of spelling error as the following:

1. Sound- based (homophones, incorrect consonant, and *e* for *y*, vowel sound error, and morpheme error).
2. Rules based error (doubling/ singling, and text-speak)

3. Omission, commission and transposition (single or paired letters added, omitted or transposed).

4. Writing error (spacing, end of word missing).

5. Multiple errors.

According to Bestgen and Granger (2011), there are 9 categories of spelling errors. They are letter, word, boundary, apostrophe, single letter addition, omission, substitution, transposition, and multiple errors letters as seen in the following table:

Table 1. The categories of spelling	
Categories of spelling error	Example
Omission of a letter	Completly-completely
	Concious-conscious
	Distinc-distinct
	Eople-people
	Mecanisms-mechanisms
	Throghout-throughout
Addition of a letter	Develope-develop
	Youngs-young
	Alledged-alleged
	Eightheen-eighteen
	Envolves-evolves
	Ridicoulous-ridiculous
Single letter instead of double letter	Especialy-especially
	Robed-robbed
	Adicts-addicts
	Carots-carrots
	Ocurred-occurred

	Occuring-occurring
Double letter instead of single letter	Appartments-apartments Allmighty- Almighty Detailled- Detailed Loosing-losing Proffessors-professors
Substitution of one letter	Lifes-lives Dependend-dependent Consecuently-consequently Confortable-comfortable Engeneering-engineering Uncredible-incredible
Interchange of two adjacent letter	Concieved-conceived Birht-birth Lfie-life Peopels-peoples Entreprises-enterprises
Involving an apostrophe	Its-it's Womans-woman's Childrens'-children's
Erroneous splitting or joining of words (word segmentation error)	Business_man- businessman Every_one-everyone Free_time-freetime Every_day-everyday Air_pollution-airpollution Even_though-eventhough
Two or more error of the same type or of different types	Unbalance-imbalance Politic-political

	Payed-paid
	Weter-whether
	Dustbinman-dustman
	Theirselves-themselves
	Beggining-beginning
	Configurating-configuring
	Divorcion-divorce
	Hitted-hit

Based on the description above, the researcher will use Bestgen and Granger's theory as guidance of this research.

Review of Previous Study

Sawalmeh (2013), carried out his research about error analysis of written English at university of Ha'il (Ha'il Saudi Arabia), and he took 32 male undergraduates as a sample. He found ten common errors that committed by student, and including among them is spelling. From ten errors that found by Sawalmeh, spelling is occupied in the rank four mistakes did by learners. The result percentage shows that 11.6% of 100% is an error on spelling that committed by learners in their written work.

Meanwhile, Hendriwanto and Sugeng (2012) found fourteen common errors on student's writing narrative task of their research about an analysis of the grammatical errors in the narrative writing of the first grade students of SMA 6 Yogyakarta, and one of common errors that commit by learners are spelling. They

conducted their study at SMA 6 Yogyakarta, and they took 30 participants that include of 17 female and 13 male. The age of participants was around 15 to 16 years old and they were in the grade X.

The other research was done by AbiSarma (2003). In his research entitled "An Analysis of Errors in Arabic Speakers' English Writing", he classified error in the writing into five categories, namely grammatical, syntactic, lexical, semantic, and substance. He collected the samples of 10 student's written work in grade 9. The highest numbers of errors found in substance, largely in spelling. Those previous study shows that spelling error is the one of problem that still happen on students in their writing activity.

Conceptual framework

Writing is one of the skills that are very important in learning English. According to Uusen (2006) writing has two components, such as contents (composition) and form (secretarial aspect). In this study, the researcher wants to carry out a research about spelling as one of the component in writing in terms of form or secretarial aspect. The researcher will only describe spelling errors in students' writing activity.

Spelling errors commonly happen because of the added, deleted, substituted process in a word unintentionally. Related to error analysis, it defined as a technique to identify, describe, and classify the error in writing or speaking. This procedure will be applied in analysing students' errors in writing based on Bestgen and Granger

(2011) who categorize nine spelling errors in writing. They are letter, word,

boundary, apostrophe, single letter addition, omission, substitution, transposition, and

multiple errors letters. The conceptual framework is presented in the following chart.

Figure 1: Conceptual framework