

Chapter Four

Findings and Discussion

This chapter presents the findings of the research. It shows the answer of the research questions of the research. There are two research questions in this research. The first research question is “What are the types of students’ spelling errors in writing at SMA Muhammadiyah 3 Yogyakarta” and the second is “Which types of the spelling error that frequently occur in students’ writing at SMA Muhammadiyah 3 Yogyakarta”. The findings are followed by the discussion.

The findings of this research were taken from the analysis hortatory text from 30 students of class XI, Science Program (IPA) at SMA Muhammadiyah 3 Yogyakarta. There are two main categories of findings uncovered based on the research question of the research. The first is the type of spelling errors made by the students, and the second is the error that frequently occurs on the student’s spelling.

The type of spelling errors which occurred on students’ writing of class XI, Science Program at SMA Muhammadiyah 3 Yogyakarta. Based on the data analysis, the researcher found 201 spelling error in 30 students’ hortatory texts of class XI, Science Program at SMA Muhammadiyah 3 Yogyakarta. From 201 errors, the researcher found ten types of spelling errors. The researcher categorized the ten errors as seen in the following table:

<i>Table 2. Categories found in students' writing</i>		
Categories of spelling error	Occurrence of error	Percentage (%)
Omission of a letter	27	13.4%
Addition of a letter	14	6.9%
Single letter instead of double letter	43	21.4%
Double letter instead of single letter	5	2.6%
Substitution of one letter	33	16.5%
Interchange two adjacent letters	13	6.6%
Error involving an apostrophe	10	4.9%
Erroneous splitting or joining of words (word segmentation error)	16	7.9%
Two or more errors of the same type or different types (multiple errors)	34	16.9%
Sound based error	6	2.9%
Total errors	201	100%

Based on table 2 above, there are ten categories of spelling errors. They include omission of a letter (13.4%), addition of a letter (2.9%), single letter instead of double letter (21.4%), double letter instead of single letter (2.6%), substitution of one letter (16.5%), interchange two adjacent letters (6.6%), error involving an

apostrophe (4.9%), word segmentation error (7.9%), multiple errors (20.9%), and sound based error (2.9%).

The researcher classified the errors based on the ten categories above, and the researcher also involved the discussion of the finding of the research.

Omission of a Letter

Omission form is the first category of error type. It occurred when students missed a letter of a word. From the data, it was found that the students did the omission in their writing as seen in the table.

<i>Table 3. The error of omission letter in the spelling</i>		
Categories of Spelling Error	Spelling Error Identification	Corrected Spelling Error
Omission	Participant 3 1. For those reasons the <u>goverment</u> should make a big forceful and strong effort to ban illegal logging.	Participant 3 1. For those reasons the <u>government</u> should make a big forceful and strong effort to ban illegal logging.
	Participant 17 2. <u>Morover</u> drug	Participant 17 2. <u>Moreover</u> drug

	damaging the soul.	damaging the soul.
	<p>Participant 30</p> <p>3. More again can make people <u>difficultes</u> to find water in summer.</p>	<p>Participant 30</p> <p>3. More again can make people <u>difficulties</u> to find water in summer.</p>

In the first sample, participant 3 wrote the word “*government*” incorrectly as “*goverment*”, so the word “*government*” misses letter *n*. While in the second sample, the error occurred in the word “*moreover*” which was incorrectly written as “*morover*”. The same error was also found in the third sample. The students missed a letter *i* in the word “*difficulties*” written *incorrectly* as “*difficultes*”.

Those findings are the reflection of the errors in omission category. It might happen because the same English letters are not pronounced as they are written. It is in line with Al-jarf (2010) who stated that spelling problem can be classified into phonological 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 letter.

Addition of a Letter

The second category of error is addition form. Based on the findings, the students committed addition form in their hortatory texts as seen in the sample below.

<i>Table 4. The error of addition letter in the spelling</i>		
Categories of Spelling Error	Spelling Error Identification	Corrected Spelling Error
Addition	Participant 20 1. The impact is harm <u>themeselves.</u>	Participant 20 1. The impact is harm <u>themselves.</u>
	Participant 22 2. Drug is an abbreviation of narcotic and other <u>dangerious</u> medicines.	Participant 22 2. Drug is an abbreviation of narcotic and other <u>dangerous</u> medicines

The sample above shows the error. It can be seen that participant 20 added a letter *e* in the word “*themselves*” which was incorrectly written as “*themeselves*”. While, in the second sample the error occurred in the word “*dangerous*” which was incorrectly written as “*dangerious*”.

Those samples are the indication of the errors in addition category. This category occurred when students added a letter in a word. The finding above is in conformity with Al-jarf (2010) who stated that misspellings happen when any graphemes are added, deleted, substituted by another or reversed.

Single Letter Instead of Double Letter

Single letter instead of double letter occurs when the students miss a letter in a word that contains double letter. Table 5 below shows several samples of error words made by the students.

<i>Table 5. The Error of Single letter instead of double letter in the spelling</i>		
Categories of Spelling Error	Spelling Error Identification	Corrected Spelling Error
Single letter instead of double letter	<p>Participant 13</p> <p>1. Drug should be <u>stoped</u> of some reason.</p>	<p>Participant 13</p> <p>1. Drug should be <u>stopped</u> of some reason.</p>
	<p>Participant 13</p> <p>2. They just think about how to get much money to buy drug as many as they need and</p>	<p>Participant 13</p> <p>2. They just think about how to get much money to buy drug as many as they need</p>

	they don't think about <u>tomorow</u> and future.	and they don't think about <u>tomorrow</u> and future.
	Participant 25 3. We know that illegal <u>loging</u> have bad effect for nature.	Participant 25 3. We know that illegal <u>logging</u> have bad effect for nature.

The first sentence written by participant 13 above shows, the error in the word “*stopped*” which was incorrectly written as “*stoped*”. In that word, the student only put single *p* in a word that contained double *p*. The same error was also found in the second sentence, the error can be seen in the word “*tomorrow*” which was incorrectly written as “*tomorow*”. The students only put single *r* in the middle of word that contained double *r*. The same error also occurred in the third sample. In the third sample, participant 25 wrote the word “*logging*” incorrectly as “*loging*”.

Those findings are the reflection of the error in single letter instead of double letter form. Based on the researcher's analysis, it might happen because the students were influenced by their first language (L1) who seldom finds digraph or double letter in Indonesian words. In the students' L1, there is seldom found a word that contains double letters and if any, it happens when the word is added by suffix or prefix, for example menggunakan, menunjukkan, and others. It is in line with the

theory of Hourani (2008) who said there are many studies pointing out for the beginning EFL students and there tends to be intervention from their first language in the process of writing in English.

Double Letter Instead of Single Letter

The next category of error is double letter instead of single letter. This category occurs when students added double letter in a word that should be single letter. Based on the findings, there were only five errors were found by the researcher in the students' hortatory texts. The following table is the sample of double letter instead of single letter category.

<i>Table 6. The Error of Double letter instead of single letter in the spelling</i>		
Categories of Spelling Error	Spelling Error Identification	Corrected Spelling Error
Double letter instead of single letter	<p>Participant 15</p> <p>1. Students fighting can make bad name or bad reputation of school because students fighting beetween school if often the case with school and police.</p>	<p>Participant 15</p> <p>1. Students fighting can make bad name or bad reputation of school because students fighting between school if often the case with</p>

		school and police.
	<p>Participant 3</p> <p>2. The trees in the forest which is usually water absorbent to provide a source of water for the benefit of the local community as well as the plants and animals <u>arround</u> him.</p>	<p>Participant 3</p> <p>2. The trees in the forest which is usually water absorbent to provide a source of water for the benefit of the local community as well as the plants and animals <u>around</u> him.</p>

The table above shows several words that contain errors in this category. In the first sample, participant 15 put double letters in the word “*between*” which was erroneously written as “*beetween*”, while in the second sample, the error occurred in the word “*around*” written erroneously as “*arround*”. The sample above is the indication of the error in double letter instead of single letter category.

Based on the researcher’s analysis, this error category occurred probably because of the students’ strategy by guessing word in learning foreign language which might interfere their spelling. As the sample above, participant 3 might guess

letter *r* in the word “*around*” is double, while the letter “*e*” in the word “*between*” is assumed as double “*e*” (beetween).

Substitution of One Letter

The next category of error in spelling is substitution. The sample of the error in this category can be seen in table below.

<i>Table 7. The Error of Substitution of One Letter in the spelling</i>		
Categories of Spelling Error	Spelling Error Identification	Corrected Spelling Error
Substitution	<p>Participant 9</p> <p>1. Illegal logging cause natural disaster, for example is flooding, landslide, watershed <u>erotion.</u></p>	<p>Participant 9</p> <p>1. Illegal logging cause natural disaster, for example is flooding, landslide, watershed <u>erosion.</u></p>
	<p>Participant 22</p> <p>2. The main factor that <u>causes</u> teens to use drug is crisis of identity.</p>	<p>Participant 22</p> <p>2. The main factor that <u>causes</u> teens to use drug is crisis of identity.</p>
	<p>Participant 29</p>	<p>Participant 29</p>

	<p>3. Drug can cause nerve <u>disolders</u> disrupting the work of the heart in creased blood pressure.</p>	<p>3. Drug can cause nerve <u>disorders</u> disrupting the work of the heart in creased blood pressure.</p>
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The table above shows several samples of error in substitution category. The first sample shows the error in the word “*erosion*” which was erroneously written as “*erotion*”. While, in the second sample shows the error in the word “*causes*” written erroneously as “*couses*”. In the last sample, the error was found in the word “*disorders*” which was erroneously written as “*disolders*”.

The findings above are the representation of the error in substitution form. This category occurs when students switch one letter of a word, and it might happen because the sound of the word is different from the written form of the word. This finding confirms Benyo (2014) who asserts that spelling errors are due to the sound problems. The other support comes from Harmer (2001, p.271); said that 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.

Interchange of Two Adjacent Letters

Interchange of two adjacent letters forms is the sixth category of error type. The researcher found 12 word error occurrences in 30 students' hortatory task. The samples of this category can be seen in the following table.

<i>Table 8. Interchange of two adjacent letters in the spelling</i>		
Categories of Spelling Error	Spelling Error Identification	Corrected Spelling Error
Interchange of two adjacent	<p>Participant 6</p> <p>1. Not only the score down or ugly but the school also <u>recevied</u> its adverse effect.</p>	<p>Participant 6</p> <p>1. Not only the score down or ugly but the school also <u>received</u> its adverse effect.</p>
	<p>Participant 19</p> <p>2. It's like <u>distrubing</u> people who near the location.</p>	<p>Participant 19</p> <p>2. It's like <u>disturbing</u> people who near the location.</p>
	<p>Participant 20</p> <p>3. If the student want to go to school or come home from school will</p>	<p>Participant 20</p> <p>3. If the student want to go to school or come home from school will</p>

	<p>be disturbing, and they were from another school if wearing <u>unifrom</u> bearing the name of school will be disturbing.</p>	<p>be disturbing, and they were from another school if wearing <u>uniform</u> bearing the name of school will be disturbing.</p>
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The table above shows three samples contained errors of two adjacent letters. The first sample occurred in the word “*received*” which was incorrectly written as “*recevied*”. Meanwhile, in the second sample the error occurred in the word “*disturbing*” which was incorrectly written as “*distrubing*”. The third sample, the error was found in the word “*uniform*” written incorrectly as “*unifrom*”.

These samples are the representation of the error in interchange of two adjacent letter forms. Interchange of two adjacent means misplace of two letters in a word as seen in the sample above.

Error Involving an Apostrophe

Error involving an apostrophe occurs when the learners mistakenly put an apostrophe on a word. Based on the data, the researcher found six errors involving an apostrophe.

<i>Table 9. Error involving an apostrophe in the spelling</i>		
Categories of Spelling Error	Spelling Error Identification	Corrected Spelling Error
Error involving an apostrophe	<p>Participant 25</p> <p>1. Forest is our heart world if forest has been broke we <u>dont</u> have fresh air to breath.</p>	<p>Participant 25</p> <p>1. Forest is our heart world if forest has been broke we <u>don't</u> have fresh air to breath.</p>
	<p>Participant 4</p> <p>2. <u>Studen't</u> fighting should be avoid because it is a bad for them and all of society school.</p>	<p>Participant 4</p> <p>2. <u>Student'</u> fighting should be avoid because it is a bad for them and all of society school</p>

The example of the errors in this category can be seen in the table above. The sample from participant 25 shows an error in the word “*don't*” written incorrectly as “*dont*”. The students wrote that word without an apostrophe. In the next sample, the error was found in the word “*student*” written incorrectly as “*studen't*”.

Those findings are the reflection of the error of this category. The findings show the error in using an apostrophe, and based on the samples above, the participants made errors in using an apostrophe in a word. The words written by participants were not in accordance with Straus (2008). According to her,

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).

Erroneous splitting or joining of words (Word Segmentation Error)

Word segmentation error means a word that includes joining two words without space. There were 16 word segmentation errors found in the students’ hortatory texts. In table 10, there were the samples of sentences that contained the word segmentation error made by the students in their writing text.

<i>Table 10. Erroneous splitting or joining of words (Word segmentation error) in the spelling</i>		
Categories of Spelling Error	Spelling Error Identification	Corrected Spelling Error
Word segmentation error	<p>Participant 15</p> <p>Students fighting have a negative effect for <u>them selves</u> and school.</p>	<p>Participant 19</p> <p>1. Students fighting have a negative effect for <u>themselves</u> and school.</p>
	<p>Participant 28</p> <p>1. Student fight can injure <u>your self.</u></p>	<p>Participant 28</p> <p>2. Student fight can injure <u>yourself.</u></p>
	<p>Participant 18</p> <p>3. <u>A lot</u> of student dont prepare for their school but they prepare to fighting.</p>	<p>Participant 18</p> <p>2. <u>A lot</u> of student dont prepare for their school but they prepare to fighting.</p>

The first sample above shows the error occurred in the word “*themselves*” which was incorrectly written as “*them selves*”. In the second sample, the error occurred in the word “*yourself*” written incorrectly as “*your self*”, and the third

sample shows the error occurred in the word “*a lot*” written incorrectly as “*alot*”.

Those three samples are the indication of the error in word segmentation error form.

Based on the analysis of this category, the problem occurred because the word included two words, so the students wrote these words using space. Meanwhile, in the word “*a lot*”, it occurred because the students probably thought that these words were joining word, so they wrote these word without space which should be “*a lot*” (with space), or this problem probably happened because of the way the word was pronounced as one sound /lɒt/.

Two or More Error of the Same Type or of the Different Types (Multiple Errors)

The ninth category is multiple errors. This category occurs when two or more errors contained in a word. The researcher found 34 word errors in this category taken from 30 documentations of students’ hortatory texts. There are several samples of sentences contained multiple errors as seen in the following table.

<i>Table 11. Two or more error of the same type or of the different types (multiple error) in the spelling</i>		
Categories of Spelling Error	Spelling Error Identification	Corrected Spelling Error
Two or more error of the same type	<p>Participant 13</p> <p>1. For those reason, we should not try to consume the drug because the drug is very dangerous for <u>our self</u>.</p>	<p>Participant 13</p> <p>1. For those reason, we should not try to consume the drug because the drug is very dangerous for <u>ourselves</u>.</p>
	<p>Participant 4</p> <p>2. Student's fighting can injury <u>theirself</u> because they are fight with danger weapon.</p>	<p>Participant 4</p> <p>2. Student's fighting can injury <u>themselves</u> because they are fight with danger weapon.</p>
	<p>Participant 24</p> <p>3. So, I recommendation if the ilegal_logging must stop <u>imideatty</u> because it can broke</p>	<p>Participant 24</p> <p>3. So, I recommendation if the ilegal_logging must stop <u>immediately</u> because</p>

	our earth.	it can broke our earth.
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The table above gives three samples of errors included in multiple error categories. In the first sample, the error was found in the word “*ourselves*” which was erroneously written as “*our self*”. In this word, participant 13 wrote the word “*ourselves*” with a space between “*our*” and “*self*”. This participant also wrote “*self*” instead of “*selves*”. Therefore, the error committed by the participant 13 in writing the word “*ourselves*” is considered multiple errors because the errors consisted spelling error and spacing error. In the second sample, the error was found in the word “*Themselves*” written erroneously as “*theirself*”. That word has two errors. The first error was the use of “*their*” instead of “*them*” and the second error was the use of “*self*” instead of “*selves*”. In the last sample, the error was found in word “*immediately*” which was erroneously written by participant 24 as “*imideatty*”. This means participant 24 made errors by missing three letters *m*, *e*, and *l* that was categorized into omission type of error. Furthermore, this participant also changed *i* into *e* categorizing substitution type of error. In addition, the participant added *t* meaning that the participant 24 committed addition type of error. Therefore there were three errors in writing the word “*immediately*”. In other words, the participant made multiple errors involving omission, substitution and addition type of errors in writing the word “*immediately*”.

These errors are the representation of the multiple error form. This category occurs when a word contains two or more errors; and the samples above are in accordance with the example given by Bestgen and Granger (2011) presented in the previous chapter.

Sound Based Error

The last category of the error is sound based error. The researcher only found six errors in this category, and the following table is the example of sound based error form.

<i>Table 12. Sound based error in spelling</i>		
Categories of Spelling Error	Spelling Error Identification	Corrected Spelling Error
Sound based	<p>Participant 12</p> <p>1. It can causing a land side, because when rain, there nothing to absorb the water because nothing <u>three</u> live in here.</p>	<p>Participant 12</p> <p>1. It can causing a land side, because when rain, there nothing to absorb the water because nothing <u>tree</u> live in here.</p>
	<p>Participant 3</p> <p>2. We also need to</p>	<p>Participant 3</p> <p>2. We also need to</p>

	<p>preserve nature by do not illegal logging to the live the <u>feature</u> generation.</p>	<p>preserve nature by do not illegal logging to the live the <u>future</u> generation.</p>
	<p>Participant 11 3. They only <u>thing</u> about now to get a money</p>	<p>Participant 11 They only <u>think</u> about now to get a money</p>

As the researcher explained earlier, there are several words in English that have different spelling but have same sound or homophone. The table above shows several examples of the last category of errors. The first example of the error was found in the word “*tree*”. As seen at the sentence in the table number 1, the students wanted to write a word “*tree*” /tri:/, but it was erroneously written with the word “*three*” /θri:/. It might happen because the students did not familiar how to pronounce the word that contains “*th*” /θ/. In the next sample, the error was also found in the word “*future*” /fju.tʃə r/, but it was mistakenly written in “*feature*” /fi.tʃə r/. Then the third sample was found in word “*think*” /θɪŋk/, the student made a mistake by writing “*thing*” /θɪŋ/. It might occur because both words have similar pronunciation.

The samples above are the representation of the error in sound based error form. This category occurs because there are several words in English that have same

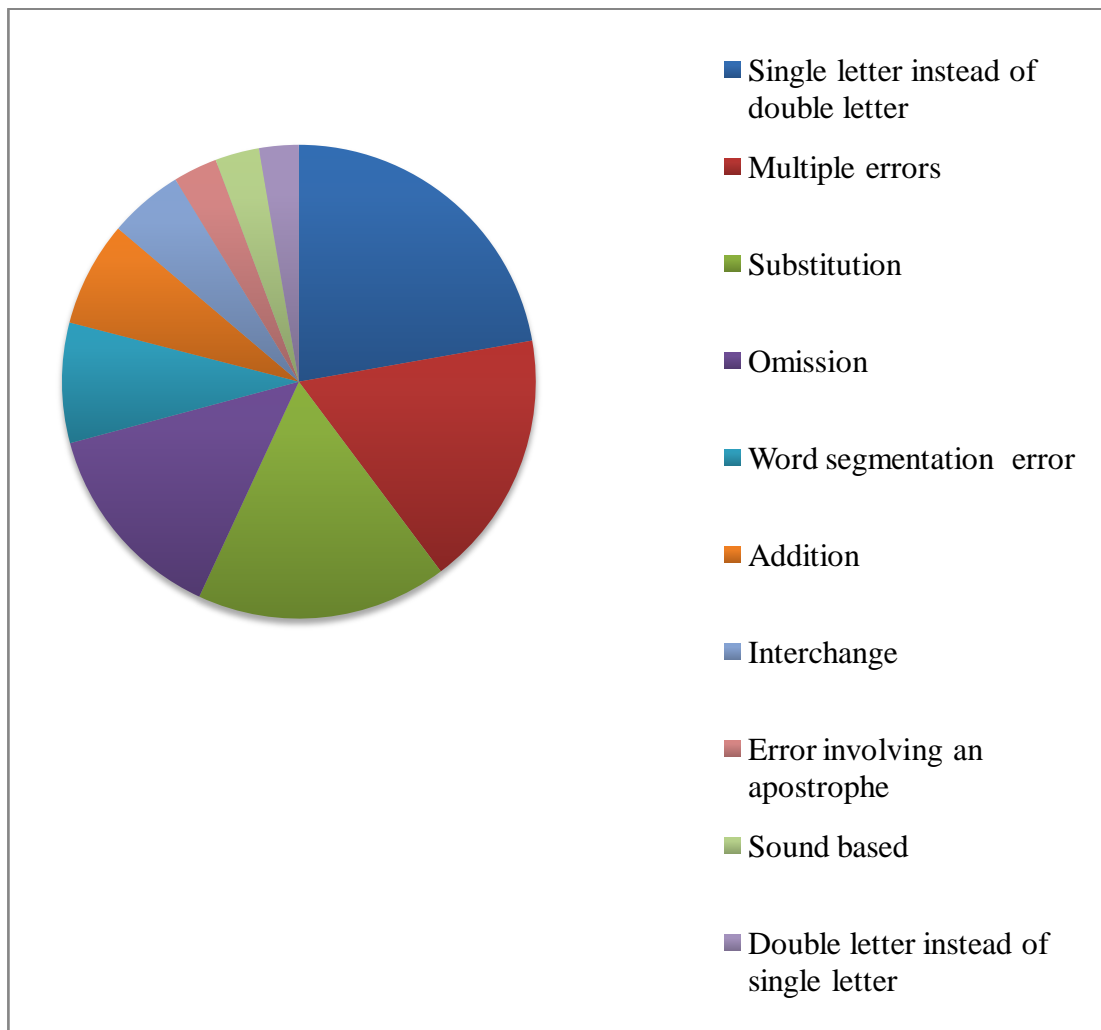
sound but different spelling that is called homophone. Those findings are in conformity with Harmer (2004) who said that in learning English, the learners need to be aware about how to use different spellings to distinguish between **homophones** (words that sound the same but are spelt differently) such as *threw* and *through*.

Besides, the researcher also found word error in students' hortatory texts that are not included in those ten categories. The word that cannot be included in those ten categories is word "*reforestation*" written incorrectly as "*reboisation*". Based on the researcher analysis, it occurred because of the influence of students' L1. In students' L1, there were several words adopted 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. Based on the explanation above, students' L1 can influence their writing especially in spelling. This can be proven from several samples above, and this finding confirms 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.

The error that most frequently occurred in students' spelling of class XI, Science Program at SMA Muhammadiyah 3 Yogyakarta. From the data analysis it can be gained the highest frequency of the error type. The following table below classifies the occurrence of each error type from the highest rank to the lowest.

<i>Table 13. Total error</i>	
Categories of Error	Percentage (%)
Single letter instead of double letter	21.4%
Two or more errors of the same type or different types (multiple errors)	16.9%
Substitution of one letter	16.5%
Omission of a letter	13.4%
Erroneous splitting or joining of words (word segmentation error)	7.9%
Addition of a letter	6.9%
Interchange of two adjacent letters	4.9%
Error involving an apostrophe	2.9%
Sound based error	2.9%
Double letter instead of single letter	2.6%
Total	100%

Figure 2: The type of spelling error based on the highest occurrence



Based on the chart above, there were ten categories of errors made by the students, and the category that occupies the highest number is single letter instead of double letter, and then followed by multiple errors, substitution, omission, word segmentation errors, addition, interchange of two adjacent, involving an apostrophe, sound based, ,and the double letter instead of single letter lowest.

The single letter instead of double letter is the highest number of ten categories. According to the researcher's analysis, this probably occurs because it is related to students' L1. This finding is similar to Hourani (2008) as the researcher explained before. In the students' L1, there is seldom found a word that contained of digraph or double letter, and it found only in a word that contained of suffix, inserted, and prefix, for example like in word *menunjukkan*, *menggunakan*, *menggarisbawahi*, and others.

Based on the researcher analysis, those ten categories of error occurred because several words in English that have homonym word. Besides, the students' L1 is also one of the influences in students' spelling error in their writing.