

**ANALYSIS OF SPELLING ERRORS IN ENGLISH WRITING ABILITY AT THE
NINTH GRADE OF SMP BP PANCASILA BENGKULU**

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ABSTRACT

This research aims to identify and analyze the errors found and to determine the factors that cause students' errors in writing vocabulary. The subjects of this research were ninth grade students at SMP BP Pancasila Bengkulu and the basic data was taken from the results of the English test. The method used in this research is a descriptive qualitative method. The sample in this research was 20 students taken by purposive sampling. This research instrument was used to obtain data from tests and interviews, written tests in the form of vocabulary and interviews in the form of structured interviews, after which the data results were converted into documentation and assisted by observation data. The results of the research found that the total number of students' vocabulary spelling errors was 189 cases, categorized into four types, 93 cases of omission errors (4.65%), 71 cases of substitution errors (3.55%), 25 cases of insertion errors (1.25%) and no errors were found in the transposition error section or (0%). The causes of errors are due to the influence of Indonesian, lack of knowledge and hearing of various English vocabulary, difficulty re-spelling letters that have been written. This indicates that students making writing errors have their own causes according to the type of error.

Keywords: Error Analysis, Writing Vocabulary

ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis kesalahan yang ditemukan dan untuk mengetahui faktor-faktor penyebab kesalahan siswa dalam penulisan kosakata. Subjek penelitian ini adalah siswa kelas sembilan SMP BP Pancasila Bengkulu dan data dasarnya diambil dari hasil tes bahasa Inggris. Metode yang digunakan pada penelitian ini adalah metode kualitatif deskriptif. Sampel dalam penelitian ini berjumlah 20 siswa yang diambil secara purposive sampling. Instrumen penelitian ini digunakan untuk mendapatkan data dari tes dan wawancara, tes tertulis berbentuk kosakata dan wawancara berbentuk wawancara terstruktur setelah itu hasil data dikonversi ke dalam bentuk dokumentasi dan dibantu oleh data observasi. Hasil dari penelitian ditemukan bahwa total keseluruhan kesalahan penulisan ejaan kosakata siswa adalah 189 kasus dikategorikan menjadi empat jenis, kesalahan omission sebanyak 93 kasus (4.65%), kesalahan substitution sebanyak 71 kasus (3.55%), kesalahan insertion sebanyak 25 kasus (1.25%) dan tidak ditemukannya kesalahan pada bagian kesalahan trasposisi atau (0%). Penyebab adanya kesalahan karena adanya pengaruh bahasa indonesia, kurang mengenal dan mendengar berbagai kosakata bahasa inggris, kesulitan mengeja ulang huruf yang telah ditulis. Hal ini mengindikasikan bahwa, siswa melakukan kesalahan penulisan memiliki penyebabnya tersendiri sesuai jenis kesalahannya.

Kata kunci: Error Analysis, Writing Vocabulary

A. Introduction

English plays an important role as an international language and is taught as a foreign language in Indonesian schools, including at the junior high school level. Mastery of English skills is essential for students to access information, communicate effectively, and support their academic development. English learning in Indonesia focuses on four main skills, namely listening, speaking, reading, and writing. Among these skills, writing is often considered the most difficult for English as a Foreign Language (EFL) learners because it requires the integration of several language components simultaneously.

Writing skill involves the ability to express ideas, thoughts, and information in written form using appropriate grammar, vocabulary, and mechanics. One important aspect of writing mechanics is spelling. Accurate spelling is necessary to ensure that written messages are clear and understandable. Incorrect spelling may cause misunderstanding and reduce the quality of students' writing. Therefore, spelling

mastery plays a crucial role in developing students' writing ability.

For EFL learners, spelling English words is particularly challenging due to differences between English and Indonesian orthographic systems. In Indonesian, words are generally spelled as they are pronounced, whereas English spelling does not always correspond directly to pronunciation. As a result, students often rely on phonetic spelling or transfer rules from their first language when writing English words. This condition frequently leads to spelling errors in students' written work.

Previous studies have reported that spelling errors are common among EFL students and may hinder the development of writing skills. Errors such as omission, substitution, insertion, and transposition of letters often occur because students have limited vocabulary knowledge, insufficient exposure to correct English spelling, and minimal writing practice. These spelling errors indicate that students experience difficulties in mastering English

vocabulary and spelling conventions.

Based on preliminary observations conducted at SMP BP Pancasila Bengkulu, ninth grade students were found to experience difficulties in spelling English vocabulary correctly. Many students produced incorrect spellings in their written assignments, including missing letters, incorrect letter substitutions, and the addition of unnecessary letters. These errors affected the clarity and accuracy of their writing and indicated that students had not yet fully mastered English spelling rules.

Considering the importance of spelling in writing and the problems faced by students, it is necessary to analyze students' spelling errors systematically. Error analysis is useful to identify the types of errors made by learners and to understand the factors that cause these errors. By analyzing students' spelling errors, teachers can gain valuable information to improve teaching strategies and help students overcome their writing difficulties.

Therefore, this study aims to analyze the types of spelling errors made by ninth grade students of SMP BP Pancasila Bengkulu in English vocabulary writing and to identify the factors contributing to the occurrence of these errors. The results of this study are expected to provide pedagogical implications for English teachers, particularly in improving vocabulary and spelling instruction to enhance students' writing skills.

Spelling is an important component of writing skill because it affects meaning and readability. According to Cook (1999), spelling errors can be categorized into four types: omission, substitution, insertion, and transposition. Error analysis is a systematic procedure to identify, classify, and explain learners' errors in second or foreign language learning. Through error analysis, teachers and researchers can understand students' learning difficulties and improve teaching strategies.

B. Method

This study employed a descriptive qualitative research design focusing on error analysis

in students' English vocabulary writing. Descriptive qualitative research was chosen because it allows the researcher to describe, analyze, and interpret students' spelling errors in detail based on real data obtained from students' written work.

The research was conducted at SMP BP Pancasila Bengkulu during the academic year 2023/2024. The participants of this study were 20 ninth grade students selected through purposive sampling. This sampling technique was applied because the participants were considered to represent students who experienced difficulties in English writing, particularly in spelling vocabulary.

The main instruments used in this research were a written vocabulary test and structured interviews. The written test consisted of vocabulary items that required students to write English words correctly based on given prompts. The test aimed to identify and classify the types of spelling errors made by the students. Meanwhile, structured interviews were conducted to explore the

factors contributing to students' spelling errors. The interview questions focused on students' learning experiences, difficulties in spelling, and strategies used when writing English vocabulary.

Data collection procedures were carried out in several steps. First, the researcher administered the written vocabulary test to the students. Second, students' written answers were collected and analyzed to identify spelling errors. Third, interviews were conducted with selected students to gain deeper insights into the causes of the errors.

Data analysis was conducted by identifying, classifying, and calculating the frequency of spelling errors based on Cook's (1999) classification, namely omission, substitution, insertion, and transposition. The results were then interpreted descriptively to explain the dominant types of errors and the underlying factors causing them.

C. Research Results and Discussion

The analysis of students' written vocabulary tests revealed a total of

189 spelling error cases. These errors were categorized into four types based on Cook's (1999) classification. The results showed that omission errors were the most frequent, followed by substitution and insertion errors, while no transposition errors were found.

Omission errors occurred when students omitted one or more letters in a word, such as writing enviroment instead of environment. This type of error was dominant because students tended to simplify spelling based on pronunciation. Substitution errors occurred when students replaced one letter with another, for example writing becouse instead of because. This indicates interference from Indonesian spelling patterns. Insertion errors occurred when students added unnecessary letters, such as beautifull instead of beautiful. These errors reflect students' uncertainty about correct English spelling conventions.

The findings indicate that students relied heavily on phonetic spelling and their first language system when writing English words. This result is consistent

with previous studies which state that EFL learners often transfer their native language rules into English writing.

Based on interview data, several factors contributed to students' spelling errors. First, Indonesian language interference played a significant role, as students tended to spell English words according to Indonesian pronunciation rules. Second, limited vocabulary mastery caused students to guess spellings rather than recall correct forms. Third, lack of exposure to correct English pronunciation and spelling reduced students' awareness of accurate word forms. Finally, insufficient practice in writing English vocabulary also contributed to the persistence of spelling errors.

These findings suggest that spelling errors are systematic and reflect students' learning processes. Therefore, English teachers should provide more explicit instruction on spelling rules, pronunciation, and vocabulary practice to reduce students' spelling errors and improve their writing accuracy.

D. Conclusion

This study concludes that ninth grade students of SMP BP Pancasila Bengkulu made various spelling errors in English vocabulary writing, particularly omission, substitution, and insertion errors. The main factors causing these errors were Indonesian language interference, limited vocabulary knowledge, and insufficient spelling practice.

It is suggested that English teachers provide more spelling-focused exercises and pronunciation exposure to help students improve their writing accuracy. Future researchers are encouraged to conduct similar studies with different samples or research designs.

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