

STUDENTS' SPELLING ERRORS IN WRITING SKILL

(A Quantitative Study in SMP N 10 Rejang Lebong)

THESIS

This thesis is submitted to fulfill the requirement
For 'Sarjana' degree in English Language Education



ZELVIA NOPRIANTI

16551055

**ENGLISH TADRIS STUDY PROGRAM
FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTE OF CURUP
(IAIN) CURUP**

2023

Hal : Pengajuan Ujian Skripsi

Kepada

Yth. Bapak Rektor IAIN Curup

Di Tempat

Assalamu'alaikum, Wr.Wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudara :

Nama : Zelvia Noprianti

NIM : 16551055

Judul : "Students Spelling Errors in Writing Skill (A Quantitative Study in Smp N 10 Rejang Lebong)"

Sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri (IAIN) Curup. Demikian surat pengajuan ini disampaikan. Atas perhatiannya diucapkan terima kasih. Wassalamu'alaikum, Wr.Wb

Curup, Juni 2023

Pembimbing I



Dr. Faidi Gasmuliana, M.Pd

NIP.198408172015031004

Pembimbing II

Dr. Eka Apriani, M.Pd

NIP. 199004032015032005

STATEMENT OF OWNERSHIP

The writer who sign below :

Nama : Zelvía Noprianti

Nim : 16551055

Department : Tarbiyah

Study Program : English Study Program

State that the thesis is entitled “**Students Spelling Errors in Writing Skill (A Quantitative Study in Smp N 10 Rejang Lebong)**” is made truly, if in the next day there any mistake, the writer ready to responsibility and accept the punishment or other criticism from IAIN suitable with its regulation.

Curup Juni 2023

The Researcher



Zelvía Noprianti

NIM.16551055



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax
 Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

APPROVAL

No. : 856 /In.34/1/FT/PP.00.9/08/2023

Name : **Zelvia Noprianti**
 NIM : **16551055**
 Department : **English Tadris Study Program**
 Title : **STUDENTS' SPELLING ERRORS IN WRITING SKILL (A Quantitative Study in SMPN 10 Rejang Lebong)**

Has been examined by examining board of the English Tadris Study Program of Institut Agama Islam Negeri (IAIN) Curup, on :
 Day/Date : **Tuesday , July 11 2023**
 Time : **15.00 PM - 16.30 PM**
 At : **Munaqasah Room 3 IAIN Curup**
 Has been received to fulfill a partical requirement for the degree of strata I in English Tadris Study Program of Tarbiyah Faculty of IAIN Curup.

Curup, th July 2023

Examiners,

Head

Secretary

Dr. Paidi Gusmuliana, M.Pd
 NIP. 198408172015031004

Dr. Eka Apriani, M.Pd
 NIP. 199004032015032005

Examiner I

Examiner II

Prihantoro, SS., M.Pd
 NIP. 197508202008011004

Hadi Subermanto, M.Pd
 NIP. 197411131999031003



Dekan

Prof. Dr. H. Hamengkubuwono, M.Pd
 NIP. 19650826 199903 1 001

PREFACE

All praise to Allah SWT that the writer had finally finished writing her thesis entitled “**Students Spelling Errors in Writing Skill (A Quantitative Study in Smp N 10 Rejang Lebong)**”

This thesis submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of State Collage for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, therefore she really appreciates any suggestions and critics for being perfect in the future. Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, Juni

2023

The Researcher

Zelvia Noprianti

NIM.16551055

ACKNOWLEDGEMENT



Assalamu'alaikum Wr.wb

In the name of Allah, the beneficent, the merciful, praise is to Allah, lord of universe. By the mercy, blessing and help of Allah only, she could possibly accomplish the writing of this humble thesis. May pray and peace is upon him the last prophet Muhammad, his family, companions and his followers.

Alhamdulillah, the researcher had finished this thesis entitled “**Students Spelling Errors in Writing Skill (A Quantitative Study in Smp N 10 Rejang Lebong)**”. This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer would like to express the deepest appreciation to :

1. Mr. Prof. Dr. Idi Warsah, M.Pd as the Rector of IAIN Curup.
2. Mrs. Jumatul Hidayah, M.Pd as the Head of English Study Program IAIN Curup
3. My special thanks to Dr. Paidi Gusmuliana, M.Pd, as my advisor and Dr. Eka Apriani, M.Pd as co-advisor who have given many correction, useful

suggestion, and also guidance to complete this thesis. Thank you very much for the valuable time that spendt to guide me finish this thesis.

4. Ms Nastiti Handayani, M.Pd as my Insturemnt's validator and lecture who help support my thesis
5. Special thanks for my parents, My mother Susilawati and my lovely Father Suparjo thank you for your support.
6. All lectures and staff of IAIN Curup the researcher would like to say thank you very much for them toward beneficial knowledge, insight and their unconditional supports.
7. All of TBI students in academic year 2019-2020 who had been good respondent and gave their contribution this research.

Finally, the writer needs constructive suggestions for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in others school. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward. Aamiin y robbal'amin. Wassalamu'alaikum Wr.Wb

Curup, Juni 2023

The Researcher

Zelvia Noprianti

NIM.16551055

MOTTO AND DEDICATION

“The Real Difficulty is to Overcome How You Think About Yourself”

DEDICATION

In the name of ALLAH this thesis is dedicated to :

- ❖ Allah SWT who always give his full Blessing to me.
- ❖ The greatest man in my life, he is my awesome father Mr.Suparjo and my wonderful mother in the world Mrs.Susilawati (alm) for everything that cannot be said in words, thank you for always being a calmer in every anxiety and thank you for always being an ecouragment in every trouble.
- ❖ My beloved Brother, Supriadi, S.Sos who always take care of me and support me through their prayers.
- ❖ My beloved sisters, Eci Jayanti S.Pd, Liya Yunita, Peri Anggeraini S.P, who always support me. Thank you for your loves, smile, happiness, and supports me throught the process.
- ❖ Loving thanks to my amazing person who is Harun Andri Yanto, who always gives encouragement, gives direction and is always the person I can always rely on. Thank you for everyting.
- ❖ My beloved Girls Squadward, Melin, Silvi, and Riyun. Thank you for being friend who is always there when I have trouble and always being the best supporter.
- ❖ My Great Friends TBI B. You are very great friends, all members who always bring happiness.
- ❖ KKN Squad 2019 and PPL Squad 2020

❖ My Almamater IAIN Curup.

Thanks a bunch to all people that always support me to finish my study that I can't mention on by one.

ABSTRACT

Zelvia Noprianti : Students Spelling Errors in Writing Skill (A Quantitative Study in Smp N 10 Rejang Lebong)

Advisor : Dr. Paidi Gusmuliana, M.Pd

Co-advisor : Dr. Eka Apriani, M.Pd

This thesis aimed to investigate types of Spelling Error in Writing Skill, in Smp N 10 Rejang Lebong. The method of this research was quantitative research, the subject of this research was class XII C which consist of 31 student, female 16 students and male 15 students. The researcher used writing test as the instrument to collect the data about students' spelling errors in writing test. Writing test are used to analyze what errors students have made. The researcher choosed thirtyone students in class XII C to get clear information of the type of spelling error made by students in writing skills.

The researcher used theory type of students spelling error in writing. Based on the percentage of the instrument, it shows that 27% of the type of omission error, 28,1% the type of addition error, 29,5% the type of misformation error, 15,3% the type of misordering error. The dominant type of spelling error in writing skill is misformation, its because that influenced the student were intralingual interference and succession of approximative system where the learner used the incorrect verb for past. She was perplexed about how to construct sentences in English utilising the past tense, as well as how to shift the verb into the past form.

Keywords: *Spelling Errors in Writing skills.*

LIST OF CONTENT

SUPERVISOR’S APPROVAL	Error! Bookmark not defined.
STATEMENT OF OWNERSHIP	i
PREFACE.....	iv
ACKNOWLEDGEMENT	v
MOTTO AND DEDICATION.....	vii
ABSTRACT	ix
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of the Research.....	1
B. Research Questions.....	8
C. Research Objectives	8
D. Delimitation of The Problem	8
E. Significance of the Research	9
F. Operational Definition.....	9
CHAPTER II.....	11
LITERATURE REVIEW.....	11
A. Review of Related Theory	11
B. Spelling.....	19
C. Recount Text.....	28
D. Riview on Error and mistakes	31
E. The Previous Study	37
CHAPTER III.....	39
RESEARCH METHODOLOGY	39
A. Type the/Research.....	39
B. Research Setting.....	39
C. Subject and Informant of the Research	40
D. Research Instrument.....	40
E. Population and Sample	41

F. The Technique of Collecting Data	43
G. Validity	43
H. Reliability	44
D. Technique of Analyzing Data	45
CHAPTER IV	47
FINDING AND DISCUSSION	47
A. FINDING	47
B. Discussions	51
CHAPTER V	55
CONCLUSION AND SUGGESTION	55
A. Conclusion	55
B. Suggestion	55

LIST OF TABLES

Table 1.1 Example of Omission	23
Table 2.1 Example of Double Marking Error	24
Table 2.2 Example of Regularization Errors.....	24
Table 2.3 Simple Addition Errors	25
Table 3.1 Example of Misformation	25
Table 4.1 Example of Misordering	27
Table 1.1 The Number of Students at SMP N 10 Rejang Lebong	41
Table 1.2 The Sample of the Research	42
Table 4.1 Percentage of the Kinds of Error in the Student Spelling Test .	46
Table 4.1 Misformation Error	49

LIST OF APPENDICES

APPENDIX I	The Result of Validation 1
APPENDIX II	The Result of Validation 2
APPENDIX III	The Participant's response of Instrument
APPENDIX IV	Documentation of Participants

CHAPTER I

INTRODUCTION

This chapter discusses the research background, problem identification, research scope, problem formulation research questions, research objectives, and the importance of research.

A. Background of the Research

There are many languages in the world. One of them is English. Today, English is used as a second language in many parts of the world. It is even said to be an international language because many countries use English as a second language for daily communication. Communication can be done orally or in writing. Somebody who wants to communicate through writing must have the correct English tenses to write effectively. Knowing the elements of writing, such as grammar, spelling, and punctuation, all of the element helps readers understand written material well.

As a productive skill, writing is not like speaking or other receptive skills.

Writing skill not only need a lot of vocabulary in composing paragraph, but also correct grammars, apart from other writing's rules, in order to be comprehensible. Therefore, composing a paragraph in writing activity takes a lot of time. In the context of second language 9L20 or foreign language (EFL) learning, the difficulty of writing does not only lie in creating and organizing the idea, but also in writing sentences, writing activities are closely related to English spelling activities, because when students are able to spell words correctly, students will

also be able to write these words properly without any errors. In this study, the researcher focused on spelling errors in writing skill.

Spelling skills is the correct combination of letters to form whole words. Spelling is important in writing because it can affect the meaning of the word itself. This can affect the meaning of the message because written messages are conveyed in the order of words that make up sentences, and words are made up of spelled letters. For this reason, students must have good spelling skills and students must be careful when spelling. When students spell words differently both orally and in writing, they cannot communicate properly. Spelling errors in writing skill is the most serious problem made by junior high students in writing recount text. It comes up when students apply past tense with regular and irregular verbs.

The other cause of spelling error is the students lack of vocabulary. Accutually the students know the meaning of the word but they can not guess the spelling of the word or how the spelling lessons, and in order of their frequency of use in the language. The importance of spelling rules must be taught by examples, whey they are met in the writing of the words being studied. Words written feom dictation in a normal conversation voice force the students to think about what they are doing and apply the rules they have learned.

Therefore, knowing and using spelling can create good communication between writers and readers, especially teachers and students, so that the message conveyed by the teacher can be understood. Some teachers sometimes ignore the importance of spelling English well.

Richard and Renandya (2002) explain that mastering writing skill is the most difficult for L2 learners. Learners have to get involved on higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choices and so on. The different elements found between two languages are considered as the main problem.¹ This leads students to make writing errors in process of writing because students often do not get feedback on their writing errors.

In Indonesia writing skill is one of four skills that must be mastered by the students, it shows from the curriculum. From elementary school, junior high school until senior high school, Students have to learn certain types of texts in junior high school. Based on the KTSP education unit curriculum mentioned in the SK (Competency Standards) Competency Standards and the Basic Competency CD (Basic Competence), four types of written texts must be learned in elementary schools, namely: Transactional interaction text, Recount text, Notice, Song form One Direction (History).

As for the elements that students must understand in writing recount texts based on KTSP (3.11) students are able to compare social functions, text structures, and linguistic elements of several oral and written personal experiences in the past, short and simple, according to the context of their use. (4.11.1) capturing meaning contextually related to social functions, text structure and written recount texts, very short and simple, related to personal experiences in the past (*personal recount*). (4.11.2) compose oral and written recount texts, very

¹ Richards, J.C. and Renandya, W.A *An anthology of current practice. Methodology in language teaching*: Cambridge university press. Vol.2, 2002

short and simple, related to personal experiences in the past (*personal recount*), taking into account social functions, text structure, and linguistic elements, correctly and in context.

In writing activities, researcher encountered many writing errors in recount text, which is why researcher chose recount text to be a written test for students and error usually happened because the students did not have a rich vocabulary. Recount text is a type of text that tells stories about our past experiences. It begins by telling the readers who was involved, what happened, where it took place and when it happened. This text aims to list and describe past experiences by retelling events in which they readers know about the background of the event including who, when, where, and why. The next one is sequence event which refers to identifying and describing chronological order. The last stage is conclusion in which the writer concludes comments expressing a personal opinion regarding the events described (Drewianka, 2004).²

Based on the explanation above, the recount text is one genre that must be mastered by the students in learning English. The recount text is all about retelling something that happened in the past. In the other hands, writing skill is the important thing and recount text is one of the material that must be mastered by the students, especially in junior high school. However, not all of the students master it. It means that not all of the students can write recount text properly.

Based on the researcher's experience when participating in the teaching practice program at SMP N 10 Rejang Lebong, the researchers found that why

² B, Derewianka RECL Journal, Trends and issue in genre based-approach. 43(2), 133-1544. (2004)

students still make writing errors because the teacher only teaches orally. Spelling errors do not only occur because of the teacher's teaching techniques, spelling errors also occur because students find it difficult to pronounce English words because English is not their mother tongue. English learning should use a lot of media such as pictures, videos and practice to improve their abilities.

In order to solve the problem and to improve the students' achievement in writing skill especially in recount text, the teacher must increase practice in learning English because practice is very powerful way to improve students' ability to learn to spell and attractive media images will make students more enthusiastic in learning to spell words.

Teaching techniques and students' pronunciation of English also need to be paid more attention, so that there are no spelling errors in writing recount text in the future. In this research the researcher want to see the category of spelling errors made by students, which category has the largest proportion of spelling errors made by students, so that later the teacher can pay more attention to student writing in that category. This research can be a guide for teacher so that teachers can change English teaching techniques to be more modern and interesting, so that students are more enthusiastic about learning English. This study also aims to motivate students to learn to spell English properly and correctly.

The researcher found several words that were often misspelled by students, such as "Today" as "*Tuday*", "Beautiful" as "*Beutiful*" or "*Beatyfu*", "Different" as "*Difarent*". Although in several cases, even though students have good speaking skills, they still make spelling errors when writing.

The impact of types on writing provides information to the reader about the ability of the writer. First, students cannot write English words accurately. Second, students lack vocabulary. Then the third student also experienced a lack of pronunciation simultaneously. In addition, the researcher conducted preliminary interviews with one teacher in Smp N 10 Rejang Lebong., one of the English instructors who taught Class XII C. The researcher learned from the interviews that many Grade XII C students committed faults in their writing. Students usually write in response to what they hear.

For example, if you wish to write Bicycle, it is pronounced /ba.s.kl/, although some students write "Baisikel", "Baycikel", in other words, the pronunciation is the same. As a result, teachers struggle to comprehend their written words. The teacher said that the teaching techniques that her gave could not keep up with modern times because of a lack of resources at school, students also had difficulty learning to spell and write English because their mother tongue made sentences that were spoken difficult for them to understand what she saying.

In this case the researcher want to know what are categories of students' spelling error in writing recount text are found based on surface strategy taxonomy why students still make spelling error in writing recount text, and what categories of errors they make. So that this research can be useful for students and teachers to change the pattern of teaching English in a better direction.

The researcher presents some previous studies that/ deal with the error. There is a differences about the subject, object, type of text and the analizing of the data in the preious study of "Cholipah entitled *"An Analysis of Students' Error*

In Writing Recount Text in The Academic Year of 2014/205". This research analysis of spelling error based on Heidi Dulay state that, there are 4 categories of spelling errors. ³They are omissions, addition, misformation, and misordering. Based on the research, the researcher tried to make new research about spelling errors by using differences subject, object, type of text but the researcher also used similarities such as the problem statements, the research design and the collecting data.

The second research had been done by Risna Syafitri entitled "*Error Analysis Writing Spelling of Words Made by The Third Semester of English Department Students at the Muhamadiyah University of Makassar (a Quantitative Research)*". ⁴ According to E. Mills, frequency refers to the number of times each variable value appears in this study analysis research methodologies. It is used to determine how frequently students make errors in the research variables that appear, as well as to verify spelling faults in English terms. Therefore, the researcher tried to make a new research about spelling error by using difference subject, object and writing recount text but the researcher also used similarity of the research design.

There are some reasons spelling error of writing recount text at third in SMP N 10 Rejang Lebong. The first the researcher found some words are misspelled in the recount text. Second, the researcher chose the recount text because the researcher found that students had problem about spelling especially in written works. This study focuses on types of writing errors based on Dulay's

³ Dulay, *Op.Cit.*, pp. 146—147.

⁴ Millis E . Geoffrey *Competencies for Analysis and Application*. Education Research 2012 USA: Pearson

theory. He; omissions, additions, misformation, misordering and also the percentage of errors. The scientist decided to conduct a study of the above phenomena and statements **“STUDENTS’ SPELLING ERRORS IN WRITING SKILLS (A Quantitative Study in SMP N 10 Rejang Lebong)”**

B. Research Questions

This study examines the subjects studied. To explain the research, the authors identify the following problem :

What are categories of students’ spelling error in writing recount text are found based on surface strategy taxonomy at third grade of SMP N 10 Rejang Lebong ?

C. Research Objectives

The Research wants to find answers to the questions posed in the problem formulation.

To find the categories of spelling errors in writing recount text based on surface strategy taxonomy by the students in the third grade in SMP N 10 Rejang Lebong.

D. Delimitation of The Problem

Limitations in this study, researchers only focused on Error Based on Surface Strategy Taxonomy and student perceptions of learning to spell in writing on the English teaching-learning process. Spelling errors can occur in many areas of writing. Therefore, the researcher conducted this research specifically to limit spelling errors. Regarding the improvement of English, the teacher believes that

they can speak English more fluently if the teacher encourages them to speak English and the teacher uses new teaching methods at certain times.

E. Significance of the Research

This research is expected to have several benefits. This discount is for students of SMP N 10 Rejang Lebong, English teachers of SMP N 10 Rejang Lebong, and the students themselves.

1. For the student

- a) The students can increase their spelling and writing ability in writing skill
- b) The students can decrease spelling errors in writing

2. For the teacher

- a) As a contribution to English. Teaching the learning process, especially in spelling on writing skills.
- b) The teacher knows how to choose the right technique when learning to write to minimize spelling errors.

3. For a writer

- a) Assess the writer's writing skills in writing, especially when writing essays.
- b) The writer knows how to give students alternative ways to teach spelling in writing.
- c) As a challenge to explore the students' writing skills in more detail.

F. Operational Definition

To avoid misunderstandings, this study has several key terms to be understood by the readers. These key terms are:

1. Writing

Writing is one of the four components of language skills. It has an important role in human life. One of the main aspects of writing is to write a text, the writing, one can express their thoughts and ideas to achieve his aim. Based on that statement researchers assume that writing is one of the ways to do communication among societies without speaking or telling something but by using printed words.

2. Spelling.

Spelling is a complex written language skill that requires learners to master a variety of language skills, including phonological skills, morphology, visual memory, semantic connections, and adequate spelling rules.⁵

3. Errors

Error analysis is the process of identifying, analyzing, and classifying deviations from the rules of a second or foreign language and then identifying the system used by the learner. According to Khansir, error analysis is a type of language analysis that focuses on mistakes made by students. It consists of comparing errors made in the target language with the source language itself. Thus, student linguistic analysis has become an important necessity in researching several problems and proposing solutions from different perspectives.⁶

⁶ Khansir, aA. *Error Analysis and Second Language*. Journal of Theory and Practice in Language (2020) Studies.V.1.No.5, pp 363-370

CHAPTER II

LITERATURE REVIEW

This chapter provides a theoretical overview and conclusions from this study. It consists of definitions of writing skills and categories of writing errors, as well as a brief overview of some of the previous studies.

A. Review of Related Theory

1. Definition of Writing

Writing is one of the most important skills for learning English. In writing, ideas are arranged into a series of sentences that relate to one another so that information can be understood. It takes the thoughts, ideas, and feelings from what someone reads, sees, or experiences and transfers them onto paper or a computer screen, using knowledge of language conventions and writing processes to create meaningful texts. Writing is a process that guides writers to express their opinions, views, and suggestions in an easy-to-read way. Language proficiency refers to the transformation of spoken language into written language. By following the constructive writing process, students can express their opinions carefully.

In writing, people use words to express their feelings, ideas, or intentions in written form to communicate with each other. It expresses thoughts or information by organizing our thoughts into the structure of the written text. This claim is supported by the Qur'an. Allah SWT says in His glorious Al-Quran (Al-Qalam):

1) :

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

“Nun, By the pen and by the (record) which (men) writes.”⁷

The verse above contains an order to write with a Qalam (pen). Writing is a great blessing that comes from Allah SWT. Of course, there are many benefits of writing. Human nature is forgetful, so writing is an effective way to prevent the loss of information. If there is no writing, knowledge is lost, there is no way of religion, and life is not comfortable.

One otherside, Rise B and Charles R. said, Writing is a complicated process and therefore it has an element of mastery and surprise". But we know and believe that writing is a skill that anyone can learn. Students are expected to be able and able to express their thoughts, feelings, hopes, and knowledge through writing. Sometimes it's difficult for teachers to ask students to write. Writing is more complicated because writing involves many aspects, not only grammar and vocabulary but much more.⁸

On the other hand, said Dulay; "Errors are gaps or erros in a student's speech or writing. It is part of speech or composition that deviates from the standard of performance of the selected adult language. Teacher and mothers who struggled long and patiently with language". Errors in students or their children

⁷ Yusuf, Ali. (1968). *The Holy Qur'an Text, Translation and Commentary*, Jeddah: Dar Al-Arabia. P. 1585

⁸ Rise B. Axel and Charles R. Cooper *The St. Martins Guide to Writing* (New York: St Martins Press, Inc., 1985), p.3

understand that mistakes are an unavoidable part of learning. People cannot learn a language without first making systematic errors.⁹

Brown stated that writing is an important part of our lives since it is a communication act that provides information and connects individuals. Raymond expresses his belief that writing is more than just a tool of communication. It is a method of remembering and thinking. Writing makes words permanent, allowing humanity's collective memory to grow from the relatively tiny memory we can retain and transfer verbally to modern libraries with limitless capacity. This demonstrates how writing improves one's life by expressing facts and opinions. People lose spoken knowledge quickly, but writing it down makes it permanent.¹⁰

Writing is the most challenging activity for foreign students since it is a complicated talent that requires information, concepts, and writing norms. Aside from that, Richards and Renandya argue that the problem in writing for second language (L2) or foreign language (FL) students is not only comprehending and arranging ideas but also turning concepts into accessible writing.

Without question, writing is the most difficult task for L2 learners to learn. Not only is it tough to generate and organize thoughts, but it is also challenging to translate these concepts into writing that can be read and comprehended. The skill of writing is very complex. L2 writers should be looking for accurate and lesser planning and organization skills for spelling, punctuation, word choice, etc.

⁹ Heidi Dulay, Marina Burt, Stephen Krashen, *Language Two*, (Oxford: Oxford University Press, 1982), p. 138.

¹⁰ Ann Brown, *Helping Children's Write*, (New York: Paul Chapman Publishing Ltd., 1993), p. 2.

Celce-Murcia and Olshtain define writing as "the production of the written word that results in a text, but the text must be read and comprehended for communication to occur."¹¹ In other words, the writer transmits his/her thoughts through a written text, from which a known or unknown reader would finally extract the ideas and their meanings.

Writing is a difficult skill for foreign learners because they must not only concentrate on expressing and crafting the concept into understood writing but also pay attention to the rules of writing.

Writing can be used by English teachers as a method of learning or as proof of effective learning. An excellent piece of writing represents a lot of practice since it requires procedures of thinking, assessing, and modifying. Writing, according to White, involves several thought processes that are relied on in various and complicated ways as an individual composes, transcribes, assesses, and revises.

From the definition over, it can be concluded that writing skills is a process of remembering, thinking and sorting the memory in form of words. Writing skills are very important in the reader's learning process because good writing will make it easier to understand the meaning of the writing. Moreover, writing is essential to human life and it is communicative activity that transfer information and connect people together. It can be summed that writing can develop human's life by giving information or providing the idea. Someties,

¹¹ Marianne Celce-Murcia, Elite Olshtain, *Discourse and Context in Language Teaching*, (United Kingdom: Cambridge University Press, 2000), p. 142.

spoken language can be forgotten by people, written language makes it permanent over the time.

2. Process of Writing

Every industry values good writing. Students in schools are required to write letters, paragraphs, articles, essays, short novels, and so on. Each type of write-up requires a different format. The writing process, on the other hand, refers to the broad process of composing a document or material. Writing anything on paper ¹²in your own words is not as easy as it appears. Students are bewildered at first, but they eventually develop their writing skills and, as a result, conquer their hurdles. To strengthen their writing skills, they must read a variety of literature. Good vocabulary, on the other hand, is a talent required to write many types of papers. The writing process, on the other hand, is organized by integrating some necessary phases. Academicians believe that by following these simple stages, pupils may effectively generate excellent pieces of writing. Writing goes through five stages.

a. Prewriting

Prewriting is the act of gathering thoughts on any topic you select. Before you begin writing about something intriguing, conduct extensive research on that issue. Introduce your concepts. Write it down as soon as it comes to mind; it will assist you write and motivate you to explore new ideas. Take notes on any thoughts that spring to mind, and then go on to brainstorming, where you may explore, elaborate, and analyze the issue in depth. And now we move on to

¹² *Ibid...*, p.123

planning, which is how you compose a tale using the ideas you've jotted down to create a beautiful story.

b. Rough Drafting

Students arrange the full content in certain points by preserving a sequence after gathering the knowledge. Rough drafting refers to this stage of the project. Drafting is the process of writing down ideas or thoughts without focusing on grammar correction. The most crucial thing in this situation is to get words on paper. After you have completed the planning phase, you can proceed to the following stage (drafting). The students must utilize the concepts from planning as a guide while they compose the first draft of their paragraph, remembering to:

- a) Begin with a subject sentence that outlines the primary concepts, followed by many phrases supporting the core point.
- b) Avoid including material that does not directly support the core point.
- c) Arrange the phrases such that the rest of the concepts make sense.
- d) Use signal words to assist the reader comprehend how your paragraph's concepts are related.

c. Editing

After completing the writing, students must revise each phrase to ensure proper punctuation, eliminate grammatical errors, spell check, and be respectful. Editing is a necessary step in evaluating each piece of material effectively. Students can edit their work by giving it to friends or professors.

d. Revising

Revising is rechecking the material to see whether it has reached its limit in terms of whether the concept or thinking has been well communicated. Consider only the interesting parts of the tale, avoiding overly stated material. It is preferable to consult with someone who has prior expertise in reading and assessing the best and worst parts. Feedback is the greatest method to know the quality of the script, so contact your friends or teacher and seek their opinion.¹³

e. Publishing

The final step is to give the articles, tales, or essays to the appropriate person for publication. You may publish your book and discover an audience interested in your story.

This is the last step of writing process. The student edits and fixes the rough draft in the aspect of grammatical rules, punctuation, etc. the student has finished the writing process after revising and editing stage.

3. Types of Writing

Junior High School students must study five different written texts. Namely narrative, recount, procedure, description, and report text. To make it easier for students to understand each type of written text, here's the explanation:

a) Narrative

A narrative text tells a tale. Its goal is to provide a worldview that entertains or informs the reader or listener.

b) Recount

¹³ *Ibid...*, p.126

Recount text is text that is used to repeat experiences or occurrences to enlighten, entertain, or reflect. The objective of this work is to recreate prior experiences by recalling events and happenings in the sequence in which they occurred.

c) Procedure

Procedural text is a portion of text that provides instructions for certain actions. aims to explain how something can happen.

d) Descriptive

A descriptive text discusses living or non-living objects. Its objective is to describe the features of people, things, animals, or locations to the audience.

e) Report (Information Report)

Although the majority of the text is learned by second-grade students at Junior High School SMPN N 10 Rejang Lebong, the writer cannot research all of the text, so the writer chose to recount the text because it is close to students' daily activities and personal experiences. Recount text is a text that describes an incident in detail, and this text is the appropriate text to see students' writing errors because recount text uses past sentences so many children still experience difficulties.¹⁴

4. The Purpose of Writing

Written language is used to communicate with individuals who are not limited by distance and time, or when a permanent or semi-permanent record of an event is required as proof. Every piece of writing has a function for the writer

¹⁴ *Ibid...*, p. 96

or the reader. Students must examine the aim of their writing since it will impact not just the style of text they want, but also the language they use and the material they chose. Writing is used for the following purposes, according to Hyland: (1) For action (for example, public signs, product labels, television and radio guides, bills menus, telephone directories, ballot papers, and computer manuals); (2) for information (for example, newspaper, current affairs, magazines, advertisements, political pamphlets); and (3) for entertainment (for example, comic strips, fiction books, poetry, drama, newspaper features, film subtitles).¹⁵

According to the description above, there are three basic purposes for writing. The first is for action, in which the writer attempts to persuade the reader to take action. The second aspect is information; it is common knowledge that any written language is used to enlighten its readers. the texts that are intended to instruct and enlighten readers, or to offer knowledge about a topic. The final point is entertainment; one might argue that the objective of writing is entertainment if the words delight the readers. It does not imply that the text must be about anything pleasant or amusing; the material might be about something tragic, but the major goal of producing the text is to amuse the readers.

B. Spelling

1) Definition of spelling

¹⁵ Hyland, K., *Second language writing*. Cambridge university press. 2019. P.3

Spelling is the learner's ability to write a word correctly, if learners do not know about the spelling, they cannot write the sentence correctly which will make readers confused with their words or sentences. Spelling is an aspect of English that teaches you how to write words based on their sounds. Its major emphasis is on a correct structural or spelling pattern. This section necessitates the capacity to identify sounds and convert them into letters that correspond to their spelling for us to comprehend the meaning contained inside the word.

Before learning about a new language we must familiar with the alphabet where learners should write and spell the character. Not only that, students must know many vocabularies to make the writing correct. If a student knows about many vocabularies, the error will be less than students that know less vocabulary. Students do misspell because they are sure if the word that they write is right, but the reality, the word that they write is wrong or an error. In writing, the student often do an error. Spelling errors are to understand and facilitate the learner about spelling difficulties. If students know about spelling errors, it can make students less into spelling errors.¹⁶

They will be more careful in writing. To make good spelling in written English, the sound from the utterance must be clear, and students must have the knowledge to write down what the speaker says, so good utterance and good knowledge can be the key to mastering spelling.

¹⁶ *Ibid.*, pp. 191—192.

According to Croft, spelling is part of the written language, so learning to spell should be done in conjunction with writing as much as possible.¹⁷ When writing, we must understand our spelling so that the information we write is conveyed correctly. Harmer pointed out that one problem that complicates spelling for some students is that not all varieties of English spell the same word in the same way. This can be written from the way students handle spelling problems. This includes many problems that almost many students face. Furthermore, he explained that one of the reasons why English students misspell is because the correspondence between the sound of a word and the way it is spelled is not always clear.¹⁸

According to Benyo, the typo was due to a problem with the audio being heard. Another definition of misspelling comes from Al-jarf. He said spelling errors are all wrong words, graphemic errors (single words), single consonants, vowel arrays, phonemes, and prefix endings) are counted as errors. Any chart added, removed, replaced, or replaced is considered misspelled.¹⁹

According to Akram, sounds, letters, parts of words, word meanings, and word histories are all crucial factors in learning to spell words in English. Finally, a typo is a letter combination that erroneously forms an entire word. Spelling becomes an essential issue in writing because it may alter the meaning of the word itself, as well as the meaning of the message. After all, written messages

¹⁷ Cedric Croft, Teachers Manual for "Spell-Write: An Aid to Writing, Spelling and Word Study." Studies in Education No.34 (ERIC, 1983), <http://eric.ed.gov/?id=ED326894>, accessed 28 Nov 2016. (Wellington: New Zealand Council for Education Research), p.9

¹⁸ Harmer, Jeremy. *How to Teach Writing*. Essex: Pearson Education Limited, 2004.P4

¹⁹ Benyo, A.A.F. English Spelling problems among students at the University of Dongla, Sudan *Internasional Research Journals*, 2014. P.361-367

are transmitted as words that create sentences, and sentences are formed by words. This is the spell.²⁰

From the definition above, it can be concluded that the spelling is that spelling is characterized as the act of shaping words accurately from an person letter, and spelling is an vital thing in writing activity. Writing and spelling activities are two things that are very closely related.

2) Types of Spelling Errors

Students' mistakes can be divided into two types: competence errors and performance errors. Competence mistakes occur systematically and continually. Otherwise, performance faults are unsystematic, and pupils can fix themselves. Dulay classifies mistakes into four categories to describe them.²¹ They are linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

a) Error types based on linguistic category

The error taxonomy has been applied to linguistic items that are affected by errors. These linguistic category taxonomies define mistakes based on both the language component and the specific linguistic ingredient the error affects. Phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (fashion) are all components of language. Constituents are the elements that make up each language's components.

²⁰ Preveen, U. & Akram, F. A Comparative Study to know the acuse of Spelling Errors Committed by learners of English at Elementary Level in Distarct Kasur and Lahore in Pakistan. *European Academic Research*, 2(2):2014 P.2601-2622.

²¹ Heidy Dullay, *Language Two* (New York: Oxford University Press, 1981), P. 146—192

For example, in the syntax you can ask if the error is in the main or subordinate clause; in a sentence, which components are affected, noun phrases, auxiliary phrases, verb phrases, prepositions, adverbs, adjectives, etc. Error-based taxonomies are errors formed by linguistic terms such as adverbs, prepositions, clauses, and nouns.

b) Errors Based on Surface Strategy Taxonomy

The surface strategy taxonomy focuses on how the surface structure can be changed; Students can add elements that are not needed (Omission) or add elements that are not needed (addition). They may misunderstand the information (misformation) or organize it incorrectly (misordering).

1) Omission

Omission errors are missing elements that should appear in a well-formed statement. Elimination errors are misspellings made by students by crossing out or deleting one or more word forms. Although any morpheme or word can be removed in a phrase, some morphemes are more commonly omitted than others. That should be included in a well-formed statement. Content morphemes have much of the referential meaning of the sentence.²²

Table 1.1 Example Of Omission

Mary is the president of the new company		
Content morpheme	Grammatical morpheme	Omission of grammatical morpheme
Mary, President, new, company	Is, the, of, the	Company

²² *Ibid.*, p. 154.

2) Addition

Introducing mistakes is the inverse of failing. They are distinguished by the inclusion of items that are not permitted in proper forms of speech. Insertion mistakes are classified into three types: double entry, alignment, and single addition.²³

a. Double marking

Many insertion mistakes are better defined as failures to delete items that are necessary for certain language constructs but not in others. Double coding is the labeling of two things for the same function. Students who have learned the auxiliary and verb tenses frequently note both, e.g.²⁴

Table 2.1 Example of Double Marking Error

Error Spelling	Proper Spelling
He does't <i>knows</i> my name	He does't <i>know</i> my name
We didn't <i>went</i> there	We didn't <i>go</i> there
I must <i>hard work</i>	I must <i>work hard</i>

b. Regularization

Regularization error is a type of error in which the marker which is usually added to language elements is mistakenly added to an exception element of a certain class that does not use the marker For example:

Table 2.2 Example of Regularization Errors

Regularization Errors	Correction
------------------------------	-------------------

²³ *Ibid.*, p. 155.

²⁴ *Ibid.*, p. 156.

Shepps	Sheep
Putted	Put
Deers	Deer
Hitted	Hit

c. Simple addition

Simple addition has no peculiarity other than describing all addition errors the use of elements that should not appear in a properly composed statement.

Table 2.3 Simple Addition Errors

Linguistic Item Added	Example
3 rd person singular –S	The fishes doesn't live in the water
Past tense (irregular)	the train is gonna <i>broke</i> it
Article a	<i>a</i> this
Preposition	<i>In</i> over there

3) Misformation

Misinformation errors are characterby the use of the wrong form of morphemes or structures. It is occurred when the learner supplies something although it is incorrect.²⁵

Table 3.1 Example of Misformation

²⁵ *Ibid.* P.157

Errors Spelling	Proper Spelling
The dog eat chicken	The dog <i>eated</i> the chicken
I also have dream	I also <i>has</i> dream
I dream tomorrow	I <i>dreams</i> tomorrow

Regularization mistakes, archi-forms, and alternating forms are the three types of misformation errors. The following is an expanded explanation:

a) . Regularization Errors

Regularization mistakes classified as misformation are ones in which a regular marker is employed instead of an irregular one, as in running for *ran* or geeses for *geese*.

b) Archi-Forms

The selection of one form from a class to represent others in the class is a feature shared by all phases of second language acquisition. As an example,

- *Her* danced with my brother

There is archi-form errors that should be;

- *She* danced with my brother

It is caused when the learner represents the entire class of the subject.

c) Alternating Forms

Alternating forms error is caused by the learners vocabulary and grammar development. For example :

- We will eat the break time when we are study

The alternating error that should be

- We will eat *at* the break time *after studying*

4). Misordering

Distraction disorder, as the name implies, is characterized by the incorrect placement of morphemes or groups of morphemes in an utterance. It appears in the constructs obtained for L1 and L2 learners systematically.

Table 4.1 Example of Misordering

Error Spelling	Proper Spelling
He is <i>all the time late</i>	He is late all the time
what <i>Daddy is doing?</i>	What is Daddy doing?
I don't know what <i>is that</i>	I don't know what that is

c) Error Based on Comparative Taxonomy

A comparative taxonomy of mistakes is based on a study of the structure of second language errors and certain other forms of contractions. The following explanation explains three sorts of errors.²⁶

- 1) Error in development. These mistakes are comparable to those made by students studying the target languages as their first language. For example Susi go to School
- 2) Interlingua mistakes are structurally identical to a semantically equivalent phrase or sentence in the student's native language. For example: He has a book red

²⁶ *Ibid.* p.181

- 3) Inconsistent mistakes. These blunders, known as ambiguous errors, represent the pupils' native use of their original language. For example: Santik no go to school.
- 4) Other faults include mistakes committed by pupils utilizing their native language structure on their second language development form, such as " she do hungry", where 'do' as verb for presents tense must add 's/es' for subject 'she'

d) Error based on communicative effect taxonomy

1. Global error hinders communication, it prevents the learners from comprehending some aspects of message. For example: they amused that film very much.
2. Local error itself doesn't interfere with understanding at an utterance, usually because there is only a minor violation of one segment of a sentence. "I hungry" will be local error since the meaning of apparent.

C. Recount Text

1. The Definition of Recount Text

High school students must understand numerous sorts of texts, including retelling, according to the School-Based Curriculum or KTSP. This literature is relevant to students' lives since it is based on personal experiences. The kids do not need to think hard to come up with ideas for the tale because they have already gone through the events, so they can write the story effortlessly.

Hyland divides recount writing into three types: personal recount, factual recount, and creative recount. They will be briefly explained:²⁷

1. Personal Recount

A personal recount is when the writer describes an individual incident in which they were directly involved. It means that the writer is successfully integrated into the flow of the event. The personal recount's goal is to both enlighten and delight the reader.

2. Factual Recount

A true recount might be a list of records of a certain occurrence. It can be used to narrate a specific incident or event, such as a mishap report, an observer, a scientific experience, actual happenings, or a daily paper report. It is intended to inform the reader of what happened in the past.

3. Imaginative Recount

An inventive recall, according to Derewianka, retells a creative narrative through the perspective of a fictitious character. It means that the incident depicted in the text does not occur in real life. Its objective is generally to engage, and it is frequently found within the reading content. From those three types of recount text, it is clear that there is one common feature: the text retells the past, even chronologically.²⁸

2. Generic Structure of Recount Text

²⁷ K., Hyland *Second Language Writing*. Cambridge University Press (2019), p.20

²⁸ Beverly Derewianka, *Exploring How Texts Work*, (Newtown: Primary English Teaching Association, 1990), p. 14.

Introduction, events, and reorientation are the generic structures of recount text. They will be briefly clarified:

a. Orientation

The recount begins by telling the reader who was involved, what happened, where the incident occurred, and when it occurred. Orientation presents the participants, the location, and the time. It gives all of the background information required to understand the content. To get systematic and complete information, 5W inquiries (Who, What, Where, When, and Why) are utilized. As a result, it was necessary to write about what happened, who or what was engaged in the tale, why, where, and when the events occurred.

b. Sequence of Events

The event is the most active activity that occurred inside the content's plot. When producing a recount narrative, events are requested in chronological order. Now and then, more detail is added to the article to provide further information to the reader.

c. Reorientation

Reorientation might be a concluding articulation that includes elaboration. Some recount texts also have a concluding paragraph. The writer may include a comment or explanation in the following section, although this is optional.²⁹

3. The Language Features of Recount Text

²⁹ *Ibid.*, p. 25.

The linguistic elements play an important part in assisting readers in understanding the point of the text.

1. Proper nouns are used to identify persons who participate in the tale, such as I.
2. Descriptive terms are used to provide more information about who, what, when, where, and how.
3. Retelling the events in the past tense.
4. The term of the order, indicates the order of events, such as first, second, firstly, ultimately, and so on.³⁰

Language features are key in interpreting the story's substance. By identifying the relevant nouns, viewers may identify the characters in the tale. Descriptive words tell us more about people, places, situations, and history. The tenses employed indicate the nature of the material. The usage of the past tense explicitly demonstrates that texts that report on past occurrences are always written in the past tense. The words outlining the order of events ensure that the tale is read sequentially. As a result, linguistic features make the tale more intriguing, vivid, and delightful to read more methodically.

D. Riview on Error and mistakes

1. Defination of Error

Learning a second language is not the same as learning your first. Because that language is not the one we were born with, pupils frequently make mistakes during the teaching and learning process. Students who study other languages

³⁰ *Ibid.*, p. 24.

might learn new language rules, vocabulary, grammatical patterns, and pronunciation that differ from their native tongue. Making errors is the most normal and rational thing in the world, and it is unmistakably human. But what exactly is error? According to Ellis, "students make mistakes in both comprehension and production, with the former being learned quite frequently."³¹

H.D, Brown, on the other hand, defines errors as apparent variations from adult native speakers' grammar that reflect the learner's linguistic ability. The realization that students make mistakes and that those mistakes may be recognized, examined, and classed in order to provide information about a learner's work system has resulted in an upsurge in the study of learning errors, also known as error analysis. Error analysis serves two primary purposes: obtaining data that can impact the nature of language learning and influencing the nature of language learning. The curriculum developed by the instructor and planner identifies which sections of the target language are the most difficult for pupils to master and which sorts of mistakes most impair a learner's ability to communicate successfully.³²

At the same time, Corder mentions that students' errors are evidence of the language system they have learned at some point in the course, even if it is not yet the correct system. However, an error is different from an error. Brown also distinguishes between errors and mistakes. He explained that error refers to performance error, which is a random guess or error resulting from using a system that is known to be incorrect. Everyone makes errors both in their

³¹ R, Ellis. *Second language acquisition*. Oxford: Oxford University Press (1997), P.23

³² H. Douglas Brown, *principles of language learning and teaching*. (New York: prentice hall, inc, 1987), p.170

native language and in the second. Native speakers are usually able to find and correct those gaps or errors not due to a lack of skill but due to temporary breaks or imperfections in the language production process. Errors are clear deviations from the original adult grammar and reflect the competence of the learner.³³

The writer concludes that errors reveal the learner's knowledge of the target language, while errors contain temporary barriers or imperfections of the learner in the process of using the language. The fault lies with the students, lack of competence leads to the fact that students do not know the language at all, because they do not know it, so they cannot develop further. Error analysis is also important for describing student errors, identifying causes of errors, and finding out how students can learn from their mistakes and improve their writing. Not all students make the same errors while studying. As a complaining teacher, you can analyze mistakes because from there the teacher can improve your teaching methods.

2. Defination of mistakes

C.,. Brown (1941) conveys that mistakes referes to a performance error that is either a random guess or a “slip”, in that it is failure to utilize a know system correctly. Native speakers normally capable of recognize and correct such “lapses” or mistakes, which are not the outcome of a deficiency in competence but the outcome of some sort of temporary breakdown or imperfection in the process of producing speech. These hesitations, slips of the tongue, random

³³ S. P. Corder, *error analysis and interlingua*,(London, Oxford University press, 1981), p.51

ungrammaticalities, and other performance lapses in native-speaker production also happen in second language speech. Mistakes can be self-corrected when students paid more attention.³⁴

A mistake is also a deviation of norms of language but is not systematic. It means that a mistake is inconsistent deviation: learners sometimes get right but sometimes wrong. However, according to Yuksel (2007) mistakes are not a result of a deficiency in competence. They can be considered by the slip of tongue, fatigue, carelessness or other aspects of performance both in writing and in speaking.³⁵

Errors cannot be self-corrected by learners because they occur repeatedly, until further relevant input (implicit or explicit) has been provided and converted into the learners. It means that the learners need further relevant learning about the target language before they can be self-corrected.

From the definition above, it can be concluded that an error is made by a learner because of the lack of competence or knowledge of the target language. This happens repeatedly until the relevant input has been provided. Meanwhile, a mistake is not a result of deficiency in competence but is made by a learner because he does not apply the rules of the target language that he actually has learnt due to some accidental factors like slip of tongue, fatigue, and typos.

3. The Cause of Error

³⁴ Brown, C. Error analysis: a hard look at method in madness. *Utah Language Quarterly*, 1(3) 227. 1989

³⁵ G., Yuksel *Grammatical errors in the composition written by Turkish learners of English*. Master's thesis, Ataturk University, Turkey. Vol 34-21 , 2007

According to Penny errors can be caused by several factors. There are three causes of errors, which are called triggering errors, analogy errors, and teaching errors. The influence of one language on learning another is referred to as transmission mistakes. When the mother tongue and English have the same forms or grammatical traits, transmission happens favorably. This facilitates learning and prevents errors. The analogy fallacy is a comparison of two items or systems of objects that emphasizes similarities. Analogical thinking is any form of reasoning that is error-prone and dependent on analogy.³⁶

Meanwhile, according to Peter Hubbard's research, the causes of errors are divided into three types, namely:³⁷

1) Mother Tongue Interference (Sound System, Foreign Pronunciation);

Although young children appear to be able to acquire a foreign language quickly and efficiently imitate new sounds, older pupils face significant difficulty. The sound system, phonology, and grammar of the original language force themselves on the new language, resulting in "foreign" pronunciations, improper grammatical patterns, and often inappropriate word selections.

2) Overgeneralization (Linguistic Burden)

It is the application of one form or concept in one context and its extension to other settings where it should not be used. Overgeneralizations include the usage of *corned* and *go* in the past tenses of *corne* and *goe*, as well as the

³⁶Penny, W. K. *An analysis of student error patterns in written English: Suggested teaching procedure to help. (Unpublished master's thesis)*. University of Birmingham, (2001) Birmingham, England. p.172

³⁷ Peter Hubbard. *A training Course for TEFL*. New York: Oxford University. 1983, p. 29

deletion of s in the third person singular when all other infinitive forms, such as I,e go, are present. It should be highlighted that students lessen their language burden by using simplifications and generalizations.

- 3) Errors caused by materials and teaching methods: (Teaching materials, proportions)

Sometimes student mistakes are created by the teacher, such as flaws in the instructional materials or the order of presentation. This aspect is strongly connected to the previously mentioned hypercorrection. It's also worth noting that some professors affected their pupils' blunders in their previous classes.

Based on expert explanations of error causes, researchers conclude that there are two major sources of errors in second language acquisition. The first source is interference from the mother language, whereas the second might be attributed to intralinguistic and developmental variables. The learner's mother tongue is crucial in second language acquisition.

3. The Treatment of Errors

The following are general guidelines for correcting language learning errors:

- a. The teacher should correct errors that affect clarity, ie. errors that impede the overall meaning and understanding of speech. In this context, teachers should focus more on global error correction than on local errors.
- b. High-frequency and common defects should be repaired more frequently than rare defects. For example, omitting s in the third person singular is a common and high-frequency error.

- c. Teachers should focus more on addressing errors that affect the majority of their pupils. This component is connected to the previous factor.
- d. More emphasis should be placed on obvious or unexpected faults. This component has something to do with the societal aspect of language learning. pupils from lower socioeconomic classes see that pupils from higher socioeconomic classes who use more formal and distinguished languages mock their informal language.
- e. Finally, teachers should pay more attention to errors related to pedagogical focus than other errors. If the focus of the lesson is for example correcting prepositions, articles, and demonstrative errors in that lesson, the teacher should not emphasize shifting student attention to student attention. about the focus of the lesson, which in this case is the use of the present perfect. Strict.

E. The Previous Study

As previously stated, student errors can be used to improve students' writing skills. Many scientists and academics are interested in Error Analysis (EA), a method for the systematic investigation of student mistakes. Sri Wahyun's (2012) paper "Student Free Writing Error Analysis (Descriptive Study in the English Department of STKIP Binabangsa)" contains various definitions from prior studies. According to the findings of this study, students frequently commit difficult mistakes. They make the error of not understanding time and how to use it. Other small mistakes are deemed rule violations, particularly when capital letters, punctuation, and qualifiers are used.

Yisi Sunardi Hasyim (Petra Christian University, 2002) conducted another research. He conducted research for a paper named "Error Analysis in Teaching English," which (1) emphasized the value of error analysis in teaching English as a foreign language; and (2) the instructors' goal is to measure their performance in teaching English. The author employs the descriptive technique. The preliminary material consists of abstract words from Hasanuddin University's master's thesis. The data represent grammatical faults in English sentences. The data-gathering process used by Hasanuddin University is flawed.

He then categorizes and examines the many sorts of grammatical faults in descriptive explanations. The authors conclude the study by stating that (1) error analysis is required when establishing or enhancing English teaching strategies, and (2) the instructor understands how to analyze oneself to focus on the subject where most students make mistakes.

The Siti Hikmah Surakarta Institute completed the most current study. Analysis of Writing Errors in Class X Boyolal. In his investigation, he employed quantitative descriptions. This study shares several parallels with earlier studies, namely. Both have the same purpose, which is to analyze errors; however, the above researcher focuses on the analysis of spelling errors in English writing skills using a top-down method, whereas the focus of this research is on the analysis of spelling errors. without utilizing a top-down strategy.

Based on the above relevant research can be concluded that the study has differences with research I did. The difference is the object of research conducted on the object of research. In my research more focused on types of

Spelling Error in Writing Skills. In previous research the research focuses on what most students' dominant spelling errors in writing skills and what are the types of spelling error made by the students', frequency as for the equation with my research is what types of spelling error in writing made by the students'.

CHAPTER III

RESEARCH METHODOLOGY

A. Type the/Research

The researchers employed quantitative research in this study. The goal of the research is to gather knowledge on phenomena to characterize the current conditions in the field. There is just one variable in the study. Creswell defines quantitative studies as academics that rely on statistical data analysis, often in numerical form.

In this work, a surface taxonomy strategy with Dulay's theory is used to analyze writing tests and data to get more information about the problem of types of errors in students' writing skills. It contains omissions, additions, misrepresentations, and errors. Find out the percentage of errors that students most often make when writing texts using Sugiyono's formula. Based on the opinion above, the researcher focuses on existing and real problems. It can also be concluded that the data collected was analyzed by the researcher. In connection with this theory, the researcher wants to describe and study typos when writing text.

B. Research Setting

1. Place of Research

The researcher was conducted in SMP N 10 Rejang Lebong which is located at Tempel Rejo, Kec. Curup Selatan., Kabupaten Rejang Lebong, Bengkulu 39119 2,2km. The research was conducted at the Third grade students' of SMP N 10 Rejang Lebong in academic year 2019/2021

2. Time of the Research

This research was conducted on February 2020. The research was conducted in the second semester of third grade students in SMPN 10 Rejang Lebong. Based on the syllabus of curriculum 2013 in the third grade of SMP N 10 Rejang Lebong in the second semester. In this reaearch, the researcher did planning, collecting the data, analyzing the data and reporting the data.

C. Subject and Informant of the Research

The subject of this research was the third-grade students of SMP N 10 Rejang Lebong. There were three classes at the third grade of SMP N 10 Rejang Lebong: they are (XII A, XII B, XII C). The research only took one class of third grade students as the subject of the research. The researcher did the study in the science class (XII C) as the object of this research, there are 31 stuents and their English teacher is Mrs. Nevi Novita, S.Pd. The population of this research was the students' writing task of recount text. In the second semester at the third grade. The research choosing writing recount text as the object of the research, because recount text was usually given by the teacher as a writing activity.

D. Research Instrument

Arikunto (2002:160) contends that a research instrument could be a facility utilized by the researcher to gather the data precisely, totally efficiently and simple to be analyzed. From the definition over, it can be concluded that instrument in inquire about is exceptionally imperative to urge precise data. Instruments that were utilized in this study to find the real issue, the types of spelling errors made by the students in writing recount text. The instruments of this research include the researcher, a students writing tes, syllabus, lesson plan, validator and rater. This instrument can be utilized to collecting information on the research.

E. Population and Sample

1) Population

According to Sugiyono, the population is a generalization that consists of an object or subject that has the quality and characteristics that have been determined by the researcher to be researched and concluded.³⁸

Another statement from Sevilla, states that "population is all person to be researched". In this research, the population is second graders students of SMP N 10 Rejang Lebong. The population consisted of all classes in SMP N 10 Rejang Lebong with a total of 3 classes.³⁹The classes are divided into *A*, *B*, and *C*. The total of students can be seen in the table below:

Table1.1

Ther Number of Students at SMP N 10 Rejang Lebong

³⁸ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, Research and Development* (Bandung: Alfabeta.2010), P.80

³⁹ Sevilla, *Pengantar Metode Penelitian* (Jakarta: Universitar Indonesia. 1993), P.

No.	Class	Number of Students
1.	A	25
2.	B	29
3.	C	31
TOTAL		85

2) Sample

The sample is a subset of the population in terms of size and composition. Sugiyono defines the sample as a subset of the population and its features. The aggregate sampling approach is a type of sampling method. According to Kazerooni, in the methods, part of research articles, a sample, or samples, are thoroughly described in terms of clinical and demographic features so that others can draw conclusions, apply results, and compare one study to another. In this investigation, the cluster random sampling approach was applied.⁴⁰

The amount of the sample is equal to the information. In this research, the sample is a student in class XII C in SMP N 10 Rejang Lebong which consists of 31 students, female 16 students dan male 15 students. The students are chosen as the samples of the research because they may have bad scores in writing text (do not pass KKM) and only 2 classes XII A and XII B have good scores (pass KKM)

Table 1.2

The Sample of the Research

⁴⁰ Kazerooni, E. A. Population and Sample. *American Journal of Roentgenology*. 2001. P.11

No.	Class	Population	Male	Famel
1.	XII C	31	16	15

F. The Technique of Collecting Data

A single technique was used to collect research data. In this study, the researcher used a writing test as a tool to collect information about students' writing errors. According to Anandan, a test can be defined as a result to determine the quality, efficiency, or reliability of something, especially before it is widely used. The researcher asked the students to write an explanatory text based on the title given by the researcher. There are 2 titles: *Personal Experience from school holidays*, and *Unforgettable personal experience*, then the recalculated text is written on worksheets provided by the author within 45 minutes.⁴¹

G. Validity

Validity is the most important property of any test. Validity refers to what the test means and who the test is for. So, the validity of the instrument is the method used to obtain the validity of the data. According to Gay, content validity is standardized according to the material. Easy to understand or according to the level of students. The researcher's test must be accurate in case of student errors.⁴²

An instrument that cannot be tested must claim construct validity if the instrument can be used to measure a variable according to its definition. In this study, researchers used construct validity, content validity, and face validity. To

⁴¹ Anandan, D. K. *Assesment For Learnin*. Tiruchirappalli: Bharathidasan University, 2015. P.871

⁴² Gay, L. R. *Educational Research: Competencis for Analysis and Application*. New Jersey: Maemilan Publishing Company. (1992), P.161

verify construct validity, the researcher used the expert judgment of at least one person, after which the correlation between the instrument score and the total score of the instrument was calculated based on the points in the questionnaire.

H. Reliability

Reliability determines whether a device is capable of measuring something that needs to be measured consistently over time. Thus, the keyword qualification requirements are consistent or unchanging. That is, the tools used to collect data must be consistent or unchanging to obtain accurate data that can be used repeatedly formula. This causes wide variations in the reliability of the tests. For psychometric tests, most were between 0.75 and 0.83, with at least one requiring a Cronbach alpha above 0.90.

Creswell defines internal consistency dependability as an instrument that has only been translated once with one version of the instrument. The reliability test class used to measure the level of dependability is shown in the table below.⁴³

No.	Reliability	Level of Reability
1.	>0.90	Very High
2.	0.80-0.90	High
3.	0.70.0.79	Reliable

⁴³ Creswell, J. W. Education research: planning, conductingand evaluating qualitative and quantitative research. Boston:Pearson 2012, p.142

4.	0.60-0.69	Marginally/Minimally
5.	<0.60	Unacceptably Low

D. Technique of Analyzing Data

For the analysis of the question, after the researchers collected data from the students, they wrote a recount text about their personal experience of holiday schools and an unforgettable personal experience. Then the researcher asked for help from the ratter to help find spelling errors in the students writing. The next step is the researcher calculates the percentage of errors made by all students.

1. Error detection

The researcher combined the data with a list of errors made by students.

2. Classification of errors

The researcher identified the types of errors found in the table based on the given scope, namely, deletions, additions, wrong forms, and distractions.

3. Description of the error

As quantitative data (AED, 2006), the researcher calculated the percentage of students who spelled the word. The following percentage outlines (2005)

$$P = f/N \times 100\%$$

Where :

P = Percentageeh

F = Frequency of errors

N = Number of Samples

CHAPTER IV

FINDING AND DISCUSSION

The researcher conducted a study about spelling errors of SMP N 10 Rejang Lebong, the sample was the Third Grade at SMP N 10 Rejang Lebong was taken on.

A. FINDING

Among the 31 samples, all respondents returned written texts to researchers. A closed caption is created with two items from 4 categories to check for typos in those categories. The following findings are presented based on the data collected. In the previous section of the research problem, the researcher defined the main types of spelling errors and which types of errors predominate in the four types of errors defined in the domain section.

1. The Kinds of Spelling Error in Writing made by The Students' of SMP N 10 Rejang Lebong

The research was conducted through a written recount text test for students, then the student's test results are shown in the following data

Table 4.1 Percentage of the Kinds of Error in The Student Spelling Test

No.z	Type of Spelling Error	Occurrence of Error	Percentage(%)
1.	Omissions	185	27 %
2.	Addition	192	28,1%

3.	Misformation	201	29,5%
4.	Misordering	105	15,3%
Total		683	100%z

Based on the table above, I will briefly describe the results obtained by the researcher below. Students make four types of spelling errors in English, namely:

a) Omission Error

Omission with 185 occurrences or 27% were found in the student's spelling test results. These dominant error that occurs are due to inappropriate placement Examples: *in, on, and arriving, I...in the garden, She...a teacher*. The majority of omission mistakes are discovered in the absence of additional letters in a word. For example, the word *arriving* should have two letters "RR", but some pupils just use /r/. Omission mistakes can also be encountered in the use of prepositions *in* and *on*. Yet, the researchers discovered the majority of omission errors, in fact, the majority of errors in utilizing *to be*. In the context of a nominal sentence (for simple present tense and past tense) or in the present continuous sentence, *to be* that should be utilized should be "*is, am, ar*"e or "*was and were*".

b) Addition Error

There were 192 addition mistakes, for a total rate of 28.11%. Many additions should not be used in a sentence or phrase. Errors in adding *es/s* to verbs

with 3rd person of singular subject, mistakes in spelling verbs and nouns, and so on are common sources of additions. Examples: “...because *alaram* clock...”, “...and *puth* on my school...”, *I goes on vacation...*”. The right spelling of the word *alaram* is *alarm*, without the letter /a/ after the letter /r/; similarly, the letter /h/ should not be added at the end of the word *put*. Additionally, the addition of -*es* in the verb *go* that precedes the subject “*I*” is not permitted. The subject “*I*” is not a third-person pronoun that requires the addition of -*s/es*.to the verb.

3) Misformation Error

There were 201 misformation errors, for a total rate of 29.5%. Students' writing mistakes included misformation. *There are only...*, *don't* (in the context of past sentences). The *usage of to be "are"* in the simple past sentence is incorrect; the proper to be in the simple past phrase is *was* and *were*. In the simple past phrase, the use of the verb *do* (*don't* in the negative form) is similarly erroneous; *do* should be substituted by *did* (*didn't* in the negative form). Apart from the misformation errors mentioned above, many students make mistakes when inserting prepositions *in*, *on*, *at*, and so on.

4) Misordering Error

There were 105 misformation errors, for a total rate of 15.3%. Misordering that occurs in the results of student writings includes errors in morphemes or groups of morphemes in a sentence. For example, *I and my friend go to...*, *My dad's car that drives his car*. The use of the subject “*I and my friend*” in a sentence is incorrect, the writer should change the position of the two subjects by

prioritizing *my new friend* then subject *I* become "*My friend and I go to ...*", Next, there is also a misformation error in the sentence "*My dad's car that drives his car.*" The use of the possessive form and the relative pronoun in this sentence is not correct. In this sentence, the writer wants to imply that his father drives a car. So it would be more appropriate if the sentence goes as follows *My dad drives his car.*

2. The Dominant Error in writing Spelling by The Students' of SMP N 10 Rejang Lebong

According to the data analysis results, the third semester in SMP N 10 Rejang Lebong. The students made a dominating error in the kind of misformation error with a percentage of 29.5% or up to 201 instances. The following words and phrases accounted for the majority of the spelling test misformation mistake cases.

Table 4.2 Misformation Error

No.	Proper Formation	Formation Errors
1.	I played at my friend's house	I played on my friend's house
2.	...playing at the beach	...playing in the beach
3.	We decided...(simple past)	We decide...(simple past)
4.	We often played and bought...(simple past)	We often play and buy...(simple past)

Misformation mistakes, like data errors, arise when the incorrect form of a morpheme or structure is used in multiple words or phrases, such as the usage of *there was and there were, did/didn't*, the use of to be *was and were* (in context simple past), the use of the second form of the verb and prepositions *in, on, and at*. Students write the words and phrases given above in the incorrect form. The majority of examples occur while writing prepositions, such as *in, on, and at*. Secondly, the misformation is caused by a mistake in the use and placement of V2 in the simple past phrase. Even if the sentence is a basic past sentence, there are still many pupils that utilize V1.

B. Discussions

This part provides the discussion about the causes of students' in writing spelling Error Based on Hedy Dulay theory There are: omission error, addition error, misformation error, and misordering error, which arose in the 30 students of the third-semester of SMP N 10 Rejang Lebong.

1. The Kinds of Spelling Error in Writing Skill made by The Students' of SMP N 10 Rejang Lebong

The following is a description of what occurred to the student and the tested words were triggered mistakes based on the data collected and combined with the prior study results of numerous researchers (omission, addition, misformation and misordering).

Initially, all forms of mistakes exhibited in omission errors are situated in the sounds and letters that make up the word. Without a doubt, sounds and letters

in a word are represented by each other using irregular English spelling patterns.⁴⁴

The findings demonstrate an inconsistency in that a letter may be represented by several sounds and vice versa.⁴⁵

The second is addition errors. There are three types of adding mistakes. The causes are due to the usage of a double complicated phrase and grammar. Three subcategories of addition from the most to least frequent mistakes are basic addition, double marks, and regularization. According to the researcher's findings, addition mistakes in students' papers are distinguished by the existence of item that should not be in a well-formed utterance. It occurs later in the acquisition or learning process, when the learner has already absorbed certain target language standards.⁴⁶

The third type of mistake is misformation. Because there are no tenses in Indonesian, we might generalize any verb or other object while writing. As a result, the interference of the target language rule has an impact on the errors committed by the learner. This inaccuracy can also be created by the succession of approximative systems when it comes to the students' steadiness in learning the new system. The reasons of mistake that influenced the student were intralingual interference and succession of approximative system where the learner used the incorrect verb for past rm. She was perplexed about how to construct sentences in

⁴⁴ Brinton, D. M., & Brinton, L. J, *The linguistic structure of modern English. The Linguistic Structure of Modern English* (Amsterdam/Philadelphia: John Benjamins Publishing Company, 2010), p.346.

⁴⁵ Proofed. (2020). Spelling Tips: Letter Omission And Addition. <http://proofreadmyessay.co.uk/writing-tips/letter-omission-addition/>

⁴⁶ Hendrawati, N, An analysis on students' errors in writing sentence patterns. *Loquen: English Studies Journal*, Vol.11 No.1 (2018), p.63-85.

English utilising the past tense, as well as how to shift the verb into the past form. This situation undoubtedly involves the regulation of the English language and the student's capacity to learn English grammar.⁴⁷

Lastly, there is a misordering problem. In this study, misordering errors are defined as the improper placement of a morpheme or set of morphemes in an utterance. such as adjective and noun three times, adverb twice, and subject once. Therefore, the most common error is the misordering of adjectives and nouns, and subject comes from the subject. The findings of misordering mistakes are consistent with Corder's 1981 hypothesis. According to him, misordering mistakes are distinguished by the incorrect arrangement of pieces in a well-formed phrase.⁴⁸

2. The Dominant Spelling Error in writing made by The Students' at SMP N 10 Rejang Lebong

Based on the categories of mistakes that occurred as evaluated in Table 4.1, it was discovered that the most common errors that occurred were misinformation errors, with 201 occurrences. The interference of the target language rule has an impact on the student's mistakes. This inaccuracy can also be created by the succession of approximative systems when it comes to the students' steadiness in learning the new system. Because he didn't know the right to be for the past form, the student used the incorrect to be. The causes of the student's error include intralingual interference and succession of approximative systems in

⁴⁷ Gau, Y., Maharani, P. D., & Nugraha, I. W., *Misformation Error Found in Student's Recount Text Writing*, Vol.4 No. 1 (2018). p.151-157

⁴⁸ Corder, S, *op. cit*, p. 67

which the student employs the incorrect verb for the past form.⁴⁹ Pupils seemed perplexed about how to construct sentences in English utilizing the past tense, as well as how to transform the verb into the past form. It has the same case and sources of error as the previous one, in which the student used the incorrect verb in the phrase. Students also use the present continuous tense in a recall narrative on a previous event.

The students used the incorrect method while crafting the statement in English regarding previous occurrences. The sources of mistakes were intralingual interference and the student's capacity to understand grammar. It occurs due to the differences in the rules of the Indonesian language with English, where the Indonesian structure has no separate rule for each time of speaking.⁵⁰ Because of his inability to learn the system, the student failed to master the rule.

⁴⁹ Gau, Y., Maharani, P. D., & Nugraha, I. W, op. cit, p. 325

⁵⁰ Yusnitasari, R., & Suwartono, T, Top Ten Most Problematic Grammatical Items for Indonesian Tertiary Efl Learner Writers. *Premise: Journal of English Education*, Vol.9 No.1, (2020), p.1

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data in the previous chapter, the writer would like to conclude that second-grade students of third-semester in SMP N 10 Rejang Lebong, still make many mistakes in writing recount texts. Here is the conclusion of the spelling test: 683 total spelling errors have been found from 31 participants of the third-semester English department students at SMP N 10 Rejang Lebong. The types of errors found were Omission with 185 or 27% occurrences, Addition with 192 occurrences or 28,11%, Misformation 201,5 occurrences or 29,5%, and the last is Misordering 105 occurrences or 15,3%. Of the four types of errors specified in the scope, Misformation is the dominant type of spelling error that appears with a percentage of 29,5%.

B. Suggestion

After the writer carried out the research, she would like to give some suggestions related to this result of the research. Hopefully, it can be applied easily in teaching-learning activities and decrease errors.

1) For Teacher

The teacher should have brainstorming as a warming-up before she starts teaching learning in the classroom to make the students happy and relaxed. It also can help the students to switch their concentration from the previous class subject to focus on the material. The teacher should create an impressive teaching writing technique that can catch the students' attention toward English writing activities. Writing has some rules and text types. Therefore the teacher should simplify the

explanation without less the substance of material given. The teacher should give feedback toward the students' writing and communicate their progress in writing. Writing is a skill that needs a process and practice. Therefore, the students should practice writing started from the simplest one such as writing a daily activity or writing their past experiences like recount text.

2). For students

Students can pay more attention to the English spelling mechanism and the letters that make up words that are following the proper spelling.

DAFTAR PUSTAKA

- Beverly Derewianka, 1990. *Exploring How Texts Work*, Newtown:Primary English Teaching Association.
- Brown, H. D. 2000. *Principle of learning and teaching* (4th ed.) California: Addison Wesley Longman, Inc.
- Brinton, D. M., & Brinton, L J, (2010). *The linguistic structure of modern English. The Linguistic Structure of modern English* (Amsterdam/Philadelphia: Jhon Benjamins Publishing Company.
- Benyo, A.A.F. 2014. English Spelling Problems among students at the University of Dongla, Sudan. *International Research Journals*,.
- Celce-Murcia, Marianne and Elite Olshtain. *Discourse and Context in Language Teaching*. Cambridge: Cambridge University Press, 2001.
- Creswell, Jhon W. 2012, *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research Fourth Editing*. Lincoln:University of Nebraska.
- Croft, Cedric. Teacher Manual for Spell-Write an aid to writing, spelling and word study. *Studies in Education* no34.(ERIC 1983), <http://eric.ed.gov/?id=ED326894>, accessed 28 Nov 2016 (Wellington: New Zealand Council for Education Research), p.9

Cristine Brown and Susan Hood, *Writing Matters Writing Skills and Strategies For Students Of English*, USA: Cambridge University Press. (2019)

Dulay, Heidi *et al.* *Language Two*. New York: Oxford University Press, 1982.

Ellis, Rod,(1986),*Understanding Second Language Acquisition*, Oxford: Oxford University Press

Gau, Y., Maharani, P. D., & Nugraha, I. W. Misformation Error Found in Student's Recount Text Writing.

Gay, L., R. (1992). *Educational Research: Competencies for Analysis and Application*. New Jersey: Macmillan Publishing Company.

Geoffrey Millis E. 2012 *Competenlis for Analysis and Application*. Education Research USA;Pearson

Hayati Rohman, L. (2017), *An Error Analysis of Using Simple Present Tense in Descriptive Written by The Tenth Grade Students of MAN 1 Surakarta Academic Yesr 2015/1016*. The state Islamic Intitue of Surakarta, Surakarta. Retrieved from.

Harmer, Jeremy, *The Practice of Language and Teaching*, (New York, Pearson education limited, Inc, 2001.

Hendrawati, N. (2018). An analysis on students' errors in writing sentence patterns. *Loquen: English Studies Journal*, 11(1), 63-85.

- Khansir, A.a., (2002), *Error Analysis and second language*, Journal of theory and practice in language Studies. Vol.I, No.5, pp 363-370
- Hyland, K., 2019 *Second Language Writing*, Cambridge University Press.
- Khansiar, A.a. (2002). *Error Analysis and second language*. Journal of theory and practice in language Studies. Vol.I
- Perveen, Uzma, - Faiza Akram, 2014 “ *A Comparative Study to Know the Causes of Spelling Errors Committed by Learners of English and Elementary Level in District Kasur and Lahore Pakistan*”. European Academic Research, Vol.2, No.2
- Peter Hubbard, (1983), *A training Course for TEFL*, New York : Oxford University. 2022
- Penny, W. K. ,(2001), *An analysis of student error patterns in written English: Suggested teaching procedure to help. (Unpublished master's thesis)*, University of Birmingham, Birmingham, England
- Profred. Spelling Tips; Letter Omission Ans Additio. (2020).
<http://proofreadmyessay.co.uk/writing-tips/letter-omission-addition>
- Rise B. Axelrod and Charles R. Chooper. 1986. *The ST. Marline's Guide to Writing*. Boston: Houghton Mifflin Company.
- Sugiono, 2010. *Metode Penelitian Kuantitatif, Kualitatif, Research and Development* (Bandung' Alfabeta),.

Yusnitasari, R., & Suwartono, T. (2020). Top Ten Most Problematic Grammatical Items for Indonesian Tertiary Efl Learner Writers. *Premise: Journal of English Education*, 9(1), 1.

Yusuf Ali , (1968),*The Holy Qur'an Text, Translation and Commentary*. Jeddah :
Dar Al- Arabia

**A
P
E
N
D
I
X**

The Result Validation 1

No.	Indicator(s)	Subindicator(s)	Items	Score Description 1-5
1.	Omission	<ul style="list-style-type: none"> • Omission on articles 	<ul style="list-style-type: none"> • Eliminate the article “The” in a sentence • Eliminate the article “a” in a sentence • Eliminate the article ”an” in a sentence 	
		<ul style="list-style-type: none"> • Omission of the subject Element 	<ul style="list-style-type: none"> • Eliminating the subject “ I, You, They We, She, He, It” in a sentence. 	
		<ul style="list-style-type: none"> • Omission on the element of “To be“ 	<ul style="list-style-type: none"> • Eliminating the element of To be “ is, am, are, was, were” in a sentence. 	
2.	Addition	<ul style="list-style-type: none"> • Double Marking 	<ul style="list-style-type: none"> • Two items marked for the same feature <p>Ex: He doesn't <i>knows</i> my name</p> <p>He doesn't <i>know</i> my name</p> <p>Ex: We didn't <i>Went</i> there</p> <p>We didn't <i>go</i> there</p>	
		<ul style="list-style-type: none"> • Regularization 	<ul style="list-style-type: none"> • Eliminating the element of V3 in a sentence <p>Ex: Sheeps – Sheep</p> <p>Putted – Put</p>	

		<ul style="list-style-type: none"> • Simple Addition 	<ul style="list-style-type: none"> • Eliminating the element of “ 3rd person singular—s” in a Sentence 	
3.	Misformation	<ul style="list-style-type: none"> • Regularization errors 	<ul style="list-style-type: none"> • Eliminating the element of ended “ S, Ed, Ing”, in a Sentence 	
		<ul style="list-style-type: none"> • Archi-forms 	<ul style="list-style-type: none"> • Eliminating the subject “ I-Me” in sentence • Eliminating the subject “ You-Yours” in sentence • Eliminating the subject “ They-Them” in sentence • Eliminating the subject “ We-us” in a sentence • Eliminating the subject “ She-her” in sentence • Eliminating the subject “ He-him” in sentence • Eliminating the subject “ It-its” in a sentence 	
		<ul style="list-style-type: none"> • Alternating forms 	<ul style="list-style-type: none"> • Eliminate the article “ at” in a sentence • Eliminate the article “after” in a sentence • Eliminate the article “on” in a sentence 	

No.	Indicator(s)	Subindicator(s)	Items	Score Description Description 1-5
1.	Omission	<ul style="list-style-type: none"> Omission of Content 	<ul style="list-style-type: none"> Eliminating the main constituents of the sentence such as; 	
4.	Misordering	<ul style="list-style-type: none"> Morphemes of the sentence <p>Misordering</p>	<ul style="list-style-type: none"> verbs, nouns, adverbs, and adjectives <p>o a sentence</p> <p>Incorrect placement of a morpheme in</p> <p>1. Example: She noodles for dinner.</p> <p>Ex: He is all the time late</p> <p>Correction: She eats noodles for dinner.</p> <p>2. Example: You to London today.</p> <p>Ex: What daddy is doing ?</p> <p>Correction: You go to London today.</p>	
		<ul style="list-style-type: none"> Omission of Grammatical 	<ul style="list-style-type: none"> What is daddy doing ? 	
		<ul style="list-style-type: none"> Misordering of the subject <p>Morphemes</p>	<ul style="list-style-type: none"> Eliminate the article “The” in a sentence Eliminating the subject “as” in noun functions Eliminate the article “a” in a sentence Eliminating the subject “an” in adjective 	
		Element		

			<ul style="list-style-type: none"> Eliminate the article "an" in a sentence 	
			<ul style="list-style-type: none"> Eliminating the subject " I, You, They We, She, He, It" in a sentence. 	
			<ul style="list-style-type: none"> Eliminating the element of To be " is, am, are, was, were" in a sentence. 	
			<ul style="list-style-type: none"> Eliminating prepositions (in, on, at, under, etc) 	
			<ul style="list-style-type: none"> Eliminating conjunction (and, or, but, because, if, although, etc) 	
			<ul style="list-style-type: none"> Eliminating verb auxiliaries (is, will, can, etc) 	
2.	<p>Addition</p> <p>Addition</p>	<ul style="list-style-type: none"> Double Marking 	<ul style="list-style-type: none"> Two items marked for the same feature <ol style="list-style-type: none"> Example: He doesn't <i>knows</i> my name Correction: He doesn't <i>know</i> my name Example: We didn't <i>Went</i> there Correction: We didn't <i>go</i> there 	

		<ul style="list-style-type: none"> Regularization 	<ul style="list-style-type: none"> Eliminating the element of V3 in a sentence Ex: Sheeps—Sheep —Putted—Put Overgeneralizing the pattern of V2 and V3 1. Example: We putted our books on the table yesterday. Correction: We put our books on the table yesterday. Adding the regular plural marker -S to the item which do not take the marker. 1. Example: The sheeps are in the field. Correction: The sheep are in the field. 	
		<ul style="list-style-type: none"> Simple Addition 	<ul style="list-style-type: none"> Eliminating Using the element of “3rd person singular—s” in a sentence should not appear in a well-formed utterance 1. Example: The computers does not work. Correction: The computers do not work 	
1.	Misformation	<ul style="list-style-type: none"> Regularization errors 	<ul style="list-style-type: none"> Eliminating the element of ended “S, Ed, Ing”, in a sentence regular marker is used in place of an irregular one 	

			<p>1. Example: I runned fast to catch the bus two days ago.</p> <p>Correction: I run fast to catch the bus two days ago.</p>	
		<ul style="list-style-type: none"> • Archi-forms 	<ul style="list-style-type: none"> • Eliminating the subject “I Me” in sentence • Eliminating the subject “You Yours” in sentence • Eliminating the subject “They Them” in sentence • Eliminating the subject “We us” in a sentence • Eliminating the subject “She her” in sentence • Eliminating the subject “He him” in sentence • Eliminating the subject “It its” in a sentence • Errors in the selection of a form to express something else. <ol style="list-style-type: none"> 1. Selecting just one of the English demonstrative adjectives to represent the entire class of demonstrative adjectives. Example: <i>that</i> dogs bark. Correction: <i>those</i> dogs bark. 2. Selecting one number of the class of personal pronouns to function for several others in the class. Example: <i>Her</i> danced with my brother Correction: <i>She</i> danced with my brother 	

		<ul style="list-style-type: none"> • Alternating forms 	<ul style="list-style-type: none"> ☐ Eliminating the article the preposition “ at” in a sentence ☐ Eliminating the article the preposition “after” in a sentence ☐ Eliminating the article the preposition “on” in a sentence ☐ Example: We will eat the break time when we are study Correction: We will eat <i>at</i>the break time <i>after studying</i> 	
1.	Misordering	<ul style="list-style-type: none"> • Misordering of the sentence 	<ul style="list-style-type: none"> • Incorrect placement of a morpheme in a sentence or group of morphemes in an utterance Ex: He is all the time late He is late all the time Ex: What daddy is doing? What is daddy doing? 	
		<ul style="list-style-type: none"> • Misordering of the subject 	<ul style="list-style-type: none"> • Eliminating the subject “as” in noun functions 	

		Element	● Eliminating the subject “an” in adjective	
--	--	---------	--	--

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

The **blue color words or statements** mean the validator’s additional point for your instrument.

The **red color** means something that you need to revise or delete.

I suggest you study the second table of the instrument revised by the validator.

Curup, 28th of January 2023

Validator



Nastiti Handayani, M.Pd

Appendix 2

The Result of Validation 2

No.	Indicator(s)	Subindicator(s)	Items	Score Description 1-5
1.	Omission	<ul style="list-style-type: none"> • Omission of Content Morphemes 	<ul style="list-style-type: none"> • Eliminating the main constituents of the sentence such as; verbs, nouns, adverb, and adjectives <p>1. Example: She noodles for dinner</p> <p>Correction: She eats noodles for dinner</p> <p>2. Example: You to London today.</p> <p>Correction: You go to London today</p>	
		<ul style="list-style-type: none"> • Omission of Grammatical Morphemes 	<ul style="list-style-type: none"> • Eliminating the article “The” in a sentence • Eliminating the article “a” in a sentence • Eliminating the article “an” in a sentence • Eliminating the subject “I, You, They, We, She, He, It” in a sentence • Eliminating the element of to be “is, am, are, were” in 	


			<p>a sentence.</p> <ul style="list-style-type: none"> • Eliminating prepositions (in,on,at,under,etc). • Eliminating conjunction (and,or, but, because, if, although,etc) • Eliminating verb auxiliaries (is,will,can,etc) 	
2.	Additon	<ul style="list-style-type: none"> • Double marking 	<ul style="list-style-type: none"> • Two items marked for the same feature <p>1. Example: He doesn't <i>knows</i> my name</p> <p>Correction: He doesn't <i>know</i> my name</p> <p>2. Example: We didn't <i>went</i> there</p> <p>Correction: We didn't <i>go</i></p> <p style="text-align: center;">there</p>	
		<ul style="list-style-type: none"> • Regularization 	<ul style="list-style-type: none"> • Overgeneralizing the pattern of V2 and V3 	

			<p>1. Example: We putted our books on the table yesterday</p> <p>Correction: We put our books on the table yesterday.</p> <ul style="list-style-type: none"> • Adding the regular plural marker -s to item which do not take the marker <p>1. Example: The sheeps are in he field</p> <p>Correction: The sheep are in the field</p>	
		<ul style="list-style-type: none"> • Simple Addition 	<ul style="list-style-type: none"> • Using the element of “3rd person singular -s” in a sentence should not appear in a well-formed utterance <p>1. Example: The computers does not work.</p> <p>Correction: The computers do not work</p>	
3.	Misformation	<ul style="list-style-type: none"> • Regularization errors 	<ul style="list-style-type: none"> • regular marker is used in place of an irregular one <p>1. Example: I runned fast to catch the bus two days ago.</p> <p>Correction: I run fast to catch the bus two days</p>	

			ago.	
		<ul style="list-style-type: none"> • Archi-forms 	<ul style="list-style-type: none"> • Errors in the selection of a form to express something else. <ol style="list-style-type: none"> 1. Selecting just one of the English demonstrative adjectives to represent the entire class of demonstrative adjectives. Example: <i>that</i> dogs bark. Correction: <i>those</i> dogs bark. 2. Selecting one number of the class of personal pronouns to function for several others in the class. Example: <i>Her</i> danced with my brother 	

			Correction: <i>She</i> danced with my brother	
		<ul style="list-style-type: none"> • Alternating forms 	<ul style="list-style-type: none"> ☐ Eliminating the preposition “at” in a sentence ☐ Eliminating the preposition “after” in a sentence ☐ Eliminating the preposition “on” in a sentence ☐ Example: We will eat the break time when we are study <p>Correction: We will eat atthe break time after studying</p>	
4.	Misordering	<ul style="list-style-type: none"> • Misordering of the Sentence 	<ul style="list-style-type: none"> • Incorrect placement of a morpheme or group of morphemes in an utterance <p>Example: He is all the time late</p> <p>Correction: He is late all the time</p> <p>Example: What daddy is doing?</p> <p>Correction: What is daddy doing?</p>	

Curup, 28th of January 2023

Validator


Nastiti Handayani, M.Pd

Keterangan : 5 = Poor, 4 = Bad, 3 = Good, 2 = Very Good, 1 = Excellent

Appendix 3

The Participant's response of Instrument

Student 1

Date _____

Name : Indah Lestari
class : VIII
Personal experience of holiday school

Vacation, From the beginning of my vacation in Bengkulu how many days before entering I returned to curup. I want to travel, have fun, it's really fun while in Bengkulu but I want go to Tangerang to meet my brother. It's just a fantasy it's just a plan. I also want to play with school friends, go to a friend's house, but we're already in school so we can play, study and do other activities at school. I'm happy even though there are still plans which has not materialized.

			<ul style="list-style-type: none"> • Simple Addition 	<ul style="list-style-type: none"> • 1. Example: We putted our books on the table yesterday. Correction: We put our books on the table yesterday. • Adding the regular plural marker -s to item which do not take the marker 1. Example: The sheep are in the field Correction: The sheep are in the field • Using the element of "3rd person singular -s" in a sentence should not appear in a well-formed utterance 1. Example: The computers does not work. Correction: The computers do not work • regular marker is used in place of an irregular one 1. Example: I runned fast to catch the bus two days ago. Correction: I run fast to catch the bus two days ago. 	<p>1</p> <p>2, 3</p> <p>2</p>
3.	Misformation	<ul style="list-style-type: none"> • Regularization errors 	<ul style="list-style-type: none"> • Errors in the selection of a form to express something else. 1. Selecting just one of the English demonstrative adjectives to represent the entire class of demonstrative adjectives. Example: that dogs bark. Correction: those dogs bark. 2. Selecting one number of the class of personal pronouns to function for several others in the class. Example: Her danced with my brother 	<p>1</p> <p>2, 3</p> <p>2</p>	
		<ul style="list-style-type: none"> • Archi-forms 		<p>2, 15</p>	

		<ul style="list-style-type: none"> Alternating forms 	<ul style="list-style-type: none"> Correction: <i>She</i> danced with my brother Eliminating the preposition "at" in a sentence Eliminating the preposition "after" in a sentence Eliminating the preposition "on" in a sentence Example: We will eat the break time when we are study Correction: We will eat <i>at</i>the break time <i>after</i> <i>studying</i> 	<p>2</p> <p> </p> <p>1</p>
4.	Misordering	<ul style="list-style-type: none"> Misordering of the sentence 	<ul style="list-style-type: none"> Incorrect placement of a morpheme or group of morphemes in an utterance Example: He is all the time late Correction: He is late all the time Example: What daddy is doing? Correction: What is daddy doing? 	<p>2</p> <p>3, 5</p>

Keterangan

- 5 = Poor
- 4 = Bad
- 3 = Good
- 2 = Very Good
- 1 = Excellent

Curup, 28th of January 2023

Validator

Nastiti Handayani, M.Pd

Students 2

No. _____
Date _____

Name: Sureko Namentre Class: VIII C.

An unforgettable Personal experience.

→
going to zoo.

During the school holidays, My family and I visited the zoo in Sambi Curup, Resang Lebong we rode motorcycle when we got there, there weren't many animals. There are only animals such as crocodiles, snakes, chickens, goats and birds. I feed the animals there at first I was afraid but after a long timer I was brave. We took photos there and we also brought food to eat together. I'm very happy.

score _____

... : Sureko

Indicator(s)	Subindicator(s)	Items	Score Description 1-5
Omission	Omission of Content Morphemes	<ul style="list-style-type: none"> Eliminating the main constituents of the sentence such as, verbs, nouns, adverb, and adjectives <p>1. Example: She noodles for dinner Correction: She eats noodles for dinner</p> <p>2. Example: You to London today. Correction: You go to London today</p>	2
	Omission of Grammatical Morphemes	<ul style="list-style-type: none"> Eliminating the article "The" in a sentence Eliminating the article "a" in a sentence Eliminating the article "an" in a sentence Eliminating the subject "I, You, They, We, She, He, It" in a sentence Eliminating the element of to be "is, am, are, were" in a sentence. Eliminating prepositions (in, on, at, under, etc). Eliminating conjunction (and, or, but, because, if, although, etc) Eliminating verb auxiliaries (is, will, can, etc) 	2
2.	Addition	<ul style="list-style-type: none"> Two items marked for the same feature <p>1. Example: He doesn't knows my name Correction: He doesn't know my name</p> <p>2. Example: We didn't went there Correction: We didn't go there</p>	2
	Regularization	<ul style="list-style-type: none"> Overgeneralizing the pattern of V2 and V3 	1, 5 3

... : Sureko

Indicator(s)	Subindicator(s)	Items	Score Description 1-5
Omission	Omission of Content Morphemes	<ul style="list-style-type: none"> Eliminating the main constituents of the sentence such as; verbs, nouns, adverb, and adjectives <p>1. Example: She noodles for dinner Correction: She eats noodles for dinner</p> <p>2. Example: You to London today. Correction: You go to London today</p>	2
	Omission of Grammatical Morphemes	<ul style="list-style-type: none"> Eliminating the article "The" in a sentence Eliminating the article "a" in a sentence Eliminating the article "an" in a sentence Eliminating the subject "I, You, They, We, She, He, It" in a sentence Eliminating the element of to be "is, am, are, were" in a sentence. Eliminating prepositions (in, on, at, under, etc). Eliminating conjunction (and, or, but, because, if, although, etc) Eliminating verb auxiliaries (is, will, can, etc) 	2
2.	Addition	<ul style="list-style-type: none"> Two items marked for the same feature <p>1. Example: He doesn't knows my name Correction: He doesn't know my name</p> <p>2. Example: We didn't went there Correction: We didn't go there</p>	2
	Regularization	<ul style="list-style-type: none"> Overgeneralizing the pattern of V2 and V3 	1,5 3

		<ul style="list-style-type: none"> • Simple Addition 	<ul style="list-style-type: none"> • 1. Example: We putted our books on the table yesterday. Correction: We put our books on the table yesterday. • Adding the regular plural marker -s to item which do not take the marker 1. Example: The sheeps are in the field Correction: The sheep are in the field • Using the element of "3rd person singular -s" in a sentence should not appear in a well-formed utterance 1. Example: The computers does not work. Correction: The computers do not work. 	2	3
3.	Misformation	<ul style="list-style-type: none"> • Regularization errors 	<ul style="list-style-type: none"> • regular marker is used in place of an irregular one 1. Example: I runned fast to catch the bus two days ago. Correction: I run fast to catch the bus two days ago. 	2	3
		<ul style="list-style-type: none"> • Archi-forms 	<ul style="list-style-type: none"> • Errors in the selection of a form to express something else. 1. Selecting just one of the English demonstrative adjectives to represent the entire class of demonstrative adjectives. Example: <i>that</i> dogs bark. Correction: <i>those</i> dogs bark. 2. Selecting one number of the class of personal pronouns to function for several others in the class. Example: <i>Her</i> danced with my brother 	2	3

		<ul style="list-style-type: none"> • Alternating forms 	<ul style="list-style-type: none"> • Correction: <i>She</i> danced with my brother 	
4.	Misordering	<ul style="list-style-type: none"> • Misordering of the sentence 	<ul style="list-style-type: none"> • Eliminating the preposition "at" in a sentence • Eliminating the preposition "after" in a sentence • Eliminating the preposition "on" in a sentence • Example: We will eat the break time when we are study • Correction: We will eat <i>at</i>the break time <i>after</i> <i>studying</i> 	2 3
			<ul style="list-style-type: none"> • Incorrect placement of a morpheme or group of morphemes in an utterance • Example: He is all the time late • Correction: He is late all the time • Example: What daddy is doing? • Correction: What is daddy doing? 	3 3

Keteramgan

- 5 = Poor
- 4 = Bad
- 3 = Good
- 2 = Very Good
- 1 = Excellent

Cunup, 28th of January 2023

Validator

Nasith Handayani, M.Pd

Appendix 4

Documentaation of Participants









BIOGRAPHY

Zelvia Noprianti was born in Simpang Kota Bingin on July 26th 1998. She is a daughter of Mr. Suparjo and Mrs. Susilawati (alm). She has one brother and two sisters. She is the youngest one. She finished her elementary school at SD Negeri 96 Taba Mulan graduate 2010. Hence, she continued to the junior high school at SMP Negeri 10 Rejang Lebong in 2010 to 2013. After that she became a student of Senior high school at SMA Negeri 1 Merigi in 2013-2016. Then, she decided to continue her education in University Level at IAIN Curup and selected English Tadris Study Program as her faculty.