

**AN ANALYSIS OF MISSPELLINGS IN DESCRIPTIVE TEXT WRITTEN
BY SEVENTH-GRADE STUDENTS AT SMPN 1 NGAWEN KLATEN**

THESIS

Submitted as A Partial Requirements for the degree of *Sarjana*



By:

NISA APRILIYA

SRN. 196121182

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA

2023

ADVISOR'S SHEET

Subject : Thesis of. Nisa Apriliya
SRN : 196121182

To:
Dean
Faculty of Cultures and Languages
UIN Raden Mas Said Surakarta
In Sukoharjo

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name : Nisa Apriliya

SRN : 196121182

Title : **An Analysis of Misspellings in Descriptive Text Written by Seventh-Grade Students at SMPN 1 Ngawen Klaten**


Has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah*) to gain Bachelor Degree in English Language Education

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Sukoharjo, 29 March 2023

Advisor,



Prof. Dr. H. Sujito, M.Pd.

NIP. 19720914 200212 1 001

RATIFICATION

This is to certify the *Sarjana* thesis entitled “An Analysis of Misspellings in Descriptive Text Written by Seventh-Grade Students at SMPN 1 Ngawen Klaten” by Nisa Apriliya has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Language Education.

Chairman : Maria Wulandari, M.Pd.
NIP. 19890518 201701 2 145

(.....)

Secretary : Prof. Dr. H. Sujito, M.Pd.
NIP. 19720914 200212 1 001

(.....)

Main Examiner : Nestiani Hutami, M.A.
NIP. 19861104 201903 2 007

(.....)

Sukoharjo, 1st April 2023

Approved by

Dean, Faculty of Cultures and Languages



Prof. Dr. Foto Suharto, S.Ag.M.Ag.

NIP. 19710403 199803 1 005

DEDICATION

This thesis is dedicated to:

My lovely and best parents in my world, Mudiyo and Siti Mulyani for their everlasting love, support, and prayers for me. Thank you for your ever prayer, sweat and tears.

My beloved greater family who supports me.

My best friends, who are always there to support and help me.

My almamater, Raden Mas Said State Islamic University of Surakarta.

MOTTO

“Jadilah cukup, tak perlu terhebat.” –Ibu

“Jangan pernah lupa bagaimana caramu mendapatkan kesempatan baru. Setiap kau merasa lelah, ingatlah betapa sulit kau memulainya.”

–Yang Chan-mi (Twenty Five, Twenty One)

“Jangan terlalu dikejar, Allah lebih mengetahui apa yang ada di dalam hatimu.”

[Al-Isra' 17: 25]

“Hati wajib rendah, diri harus tinggi. Jangan kebalik” –Husein Ja'far Hadar

PRONOUNCEMENT

Name : Nisa Apriliya
SRN : 196121182
Study Program : English Language Education
Faculty : Cultures and Languages

I hereby sincerely state that the thesis titled “An Analysis of Misspellings in Descriptive Text Written by Seventh-Grade Students at SMPN 1 Ngawen Klaten” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 1st April 2023

Stated by,



Nisa Apriliya

SRN. 196121182

ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, Master of the day of judgment, God almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “An Analysis of Misspellings in Descriptive Text Written by Seventh-Grade Students at SMPN 1 Ngawen Klaten”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Mudhofir, S.Ag., M.Pd., as A Rector of Raden Mas Said State Islamic University of Surakarta.
2. Prof. Toto Suharto, S.Ag., M.Ag. as The dean of The Faculty of Cultures and Languages.
3. Wildan Mahir Muttaqin, M.A.TESL as The head of English Language Education Study Program.
4. Prof. Dr. H. Sujito, M.Pd. as the first consultant for her guidance, precious advices, and motivation for the researcher.
5. Mrs. Nestiani Hutami, M.A., and Mrs. Maria Wulandari, M.Pd. as the examiners and second consultants for their precious advice, corrections and help to revise the mistake during the entire process of writing this thesis.

6. All of the lectures in English Language Education for valuable knowledge and time, so now the researcher can share my knowledge with other people as well.
7. Sri Raharjo, S.Pd., M.M., as the Headmaster of SMPN 1 Ngawen Klaten who allowed the researcher to conduct the research in that school.
8. Mrs. Siti Mukaromatun, S.Pd., and all the seventh-grade students at SMPN 1 Ngawen Klaten for their willingness to help, so researcher could do the research there. They were so helpful.
9. My lovely parents, Mudiyoko and Siti Mulyani for their everlasting love, support, and prayers for the researcher. There are no words to express how grateful the researcher is to have them as parents who will always support her during the study and conducting of this thesis.
10. The researcher 'craziest' friends at home, Dina, Fauziah, Alifia, Aini, Melinda, and Nadila who taught me how to share happiness and the researcher thank them for their support and silly jokes which always make researcher laugh.
11. The researcher's best friends, Fachriza and Nathasya (caca) who provide support and motivation, thank you for your unconditional support.
12. All the researcher's beloved friends in KKN-T Kersodarma UIN Raden Mas Said Surakarta 2022 who always give the researcher sense of friendship and togetherness.
13. All of the researcher's friends in English Language Education especially F class 2019 that couldn't be mentioned one by one, thank you for being the best partners in learning and making unforgettable memories.

14. Last but not least, I wanna thank me, for believing in me, for doing all this hard work, I wanna thank me, for having no days off, I wanna thank me, for never quitting, I wanna thank me, for always being a giver and try'na give more than I receive, I wanna thank me for trying to do more right than wrong, I wanna thank me for just being me at all times.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 1st April 2023

The researcher

Nisa Apriliya

TABLE OF CONTENTS

TITLE PAGE	1
ADVISOR’S SHEET	ii
RATIFICATION.....	iii
DEDICATION.....	iv
MOTTO	v
PRONOUNCEMENT	vi
ACKNOWLEDGMENT	vii
TABLE OF CONTENTS.....	x
LIST OF TABLES	xiii
LIST OF PICTURES.....	xiv
LIST OF APPENDICES	xv
ABSTRACT.....	xvi
CHAPTER I: INTRODUCTION	1
A. Background of the Study.....	1
B. Problem Identification.....	6
C. Problem Limitation	7
D. Research Questions	8
E. Objectives of the Study	8
F. Benefit of the Study	9
G. Definition of Key Terms	11
CHAPTER II: LITERATURE REVIEW.....	12
A. Theoretical Review	12

1. Review on Writing	12
2. Review on Descriptive Text	24
3. Review on Spelling	32
4. Review on Misspellings	33
B. Previous Studies	39
CHAPTER III: RESEARCH METHODOLOGY	47
A. Research Design.....	47
B. Research Setting.....	48
C. Research Subject	50
D. Data and Source of the Data	50
E. Research Instrument.....	51
F. Techniques of Collecting the Data.....	53
G. Techniques of Analyzing the Data.....	55
H. Trustworthiness of the Data	58
CHAPTER IV: RESEARCH FINDINGS AND DISCUSSIONS	60
A. Research Findings	60
1. The Categories of Misspellings Found in Descriptive Text Written by Students	60
2. The most Frequency Misspelling	129
3. The Causes or Reason Why the Students Do Misspellings in Descriptive Text	131
B. Discussion	136
CHAPTER V: CONCLUSIONS AND SUGGESTIONS	139
A. Conclusion	139

B. Suggestions	141
BIBLIOGRAPHY	144
APPENDICES	152

LIST OF TABLES

Table 2.1	Description Purposes	25
Table 3.1	The Research Schedule	49
Table 3.2	Table of Relative Frequency Distribution	57
Table 4.1	The Omission of a Letter in Students' Writing Descriptive Text	61
Table 4.2	The addition of a Letter in Students' Writing Descriptive Text	69
Table 4.3	A Single Letter Instead of Double Letter in Students' Writing Descriptive Text	74
Table 4.4	A Double Letter Instead of Single Letter in Students' Writing Descriptive Text.....	80
Table 4.5	A Substitution of One Letter in Students' Writing Descriptive Text	82
Table 4.6	The Interchange of Two Adjacent Letters in Students' Writing Descriptive Text	91
Table 4.7	The Error Involving an Apostrophe in Students' Writing Descriptive Text	93
Table 4.8	The Erroneous Splitting or Joining of Words (Word Segmentation Error) in Students' Writing Descriptive Text ...	95
Table 4.9	The Two or More Errors of The Same Type or Different Types in Students' Writing Descriptive Text	105
Table 4.10	Misspelling Categories in Students' Descriptive Text	128
Table 4.11	Table of Relative Frequency Distribution	129

LIST OF PICTURES

Picture 2.1	Example of descriptive text	31
-------------	-----------------------------------	----

LIST OF APPENDICES

Appendix 1	The student attendance	153
Appendix 2	The instrument of documentation by testing	155
Appendix 3	The student workbooks of writing descriptive text	158
Appendix 4	The instrument of interview	196
Appendix 5	The instrument of <i>CP</i> and <i>TP</i>	218
Appendix 6	The instrument of learning module (teacher)	228
Appendix 7	The instrument of learning module (student)	247
Appendix 8	The pictures of documentation	259

ABSTRACT

Apriliya, Nisa. 2023. *An Analysis of Misspellings in Descriptive Text Written by Seventh-Grade Students at SMPN 1 Ngawen Klaten*. Thesis. English Education Department, Cultures and Languages Faculty.

Advisor : Prof. Dr. H. Sujito, M.Pd.

Keywords : Writing, Descriptive Text, Spelling, Misspellings

This research began with the occurrence of misspellings in most students' writing. They did not pay close attention to the sentences they have made, therefore many misspellings occurred. This research is a study on misspellings made frequently by seventh-grade students when writing descriptive text. There were three questions that needed to be answered. (1) the type of misspellings made by seventh-grade students at SMPN 1 Ngawen Klaten (2) the type of misspellings that frequently occurs in writing descriptive text in the seventh-grade students at SMPN 1 Ngawen Klaten, and (3) the causes or reasons why the students do misspellings in descriptive text.

The research used a descriptive qualitative research method. This research was conducted on the seventh-grade students of SMPN 1 Ngawen Klaten. The researcher collecting the data used documentation and interview. Furthermore, the researcher analyzing the data, identifying students' misspellings, categorizing, explaining, and evaluating the misspellings. From that result, the data was analyzed by Bestgen and Granger's theory to classify the types of misspellings and using the classification standard from Depdikbud (1994: 37) to classify the percentage of students' misspellings.

The findings of this research show that students of the seventh-grade VII E at SMPN 1 Ngawen Klaten committed nine categories of misspellings. They showed 276 misspellings from 32 students writing descriptive text. There are 35 total misspellings in omission of a letter, 21 total misspellings in addition of a letter, 21 total misspellings in a single letter instead of a double letter, 6 total misspellings in a double letter instead of a single letter, 43 total misspellings in substitution of one letter, 2 total misspellings in the interchange of two adjacent letter, 3 total misspellings in error involving an apostrophe, 41 total misspellings in the erroneous splitting or joining of words, and 104 total misspellings in the two or more error in the same or different types. The most frequent misspellings that occurred in the students' writing descriptive text is two or more errors of the same of different types with 104 total misspellings or 37,68 % was classified as moderate. The misspellings occur caused of two factors, there are internal factors and external factors. The internal factors are students still confused and do not understand how to correctly write English spelling; Linguistics difficulties; Lack of understanding of spelling material; The students never repeat the material, dislike listening, watching, reading with English. The external factors are Teacher still using Indonesian in English classes; Rarely noticing misspellings, and ever correcting them; Rarely motivating her students; and rarely providing feedback to their students.

CHAPTER I

INTRODUCTION

This chapter discusses the research's background. There are seven parts to this chapter. This part contains the background of the study, identification of the problems, limitation of the problems, formulation of the problems, objectives of the study, benefits of the study, and the last definition of key terms.

A. Background of the Study

A language is a tool for human communication. Language is used by humans to communicate with other people. The communicator can communicate orally or in writing. Humans will struggle to express their feelings, thoughts, purposes, and goals if they do not have language access. As a result, language is crucially important in all aspects of human life. The human who wants to communicate through writing should be familiar with the proper English word formation. According to Rhyner et al (2009: 7), language skills are divided into two main categories: oral language skills (listening and speaking) and written language skills. The second component is written language skills, which include reading and writing. Furthermore, clear verbal and written communication skills are required. We must pronounce the vocabulary in oral language even as we spell it in written language. In this study, the researcher focuses on written language, specifically misspelling.

According to Wijayanti (2016: 186) Misspellings are a type of language error in written language that can harm a piece of writing. Writing is deemed

good not only in terms of its substance, but also in terms of spelling, punctuation, word writing, and so on. If the writer disobeyed spelling guidelines, the content of the text is not accurately delivered to the reader. This is further supported by Smedley's (1983, as cited in Al Jayousi, 2011) belief that misspellings reduce the clarity of the written information, interfering with communication between the writer and the reader. If we can't spell English words correctly, we might not be well understood. Students who want to improve their writing abilities must be able to spell English correctly. This is supported by Westwood's (2018) opinion, which states that poor spelling affects students' academic achievement. That is, if a student has good and correct spelling skills, his or her academic achievement will be good as well. When a student has poor or even no spelling skills, it will have an impact on his or her academic achievement.

Misspellings are common among elementary school students, junior high school students, senior high school students, and even college students. They will continue to make these errors due to their lack of spelling skills, and they will be unaware that what they are doing is an error. This emphasizes the significance of researching the descriptions of misspellings made by students when writing English. There are many benefits to conducting this research, such as knowing the level that students have achieved in mastering English and also as an evaluation material for teachers to improve their students' writing skills. When the student is constantly practicing, his or her skills will improve. "A realistic attitude toward writing must be based on the idea that writing is a skill"

(Langan, 2006: 13). As a result, the more commonly a student practices, the better their abilities will become over time.

There are many problems that a student must face when learning English, one of which is finding words that contain vocal digraphs such as “room”, “book”, and “rain”, the second one is consonant digraphs like “telephone”, “school”, “think”. This is supported by the perspective that students face various challenges when writing, especially with spelling problems. Furthermore, students are incapable of the process all of their ideas because of their inability to correctly spell words (Al-Zouod and Kabilan, 2013). That is, mastery of spelling can influence students' ideas in their writing, thereby influencing students' academic achievement. On the other hand, misspellings in writing English, create definitions with different meanings. As used in the phrase “Than” and “Then” In Indonesian, the word “Than” means “*Daripada*” whereas the word “Then” means “*Lalu*”. Misspellings in the substitution of one letter, such as the letter “a” being replaced with the letter “e,” cause a different meaning in the word. Because of the differences between pronunciation and writing, students commonly make misspellings when writing in English.

Writing is a component of the structure level, beginning with small structures made up of words that connect to form phrases, clauses, and sentences. The sentences are then connected to form paragraphs or essays. Each level has its own blueprint set. To communicate clearly through writing, the words used must be spelled correctly (Wilson and Glazier 2009: 205). This is coherent with Banchar's (2013) opinion, which states that when expressing a

word in writing, correct and accurate spelling is needed so that the meaning of the word can be conveyed and accepted by the reader. As a result, spelling is an essential aspect of writing.

In this study, the researcher focused on analyzing the students' misspellings when writing descriptive text. This is based on the findings of researchers who discovered a misspelling in the writing of a first-year high school student. According to Corder and Dulay (1973: 256), error analysis is useful for providing data, conclusions, and a solid foundation for researchers on how a person obtains and learns language, both in the process of mastering a child's first language and in the process of mastering a child's second or foreign language learner. That is why the researcher selected error analysis as the research method. Furthermore, error analysis has two important benefits: benefits for students and benefits for teachers. Students can use error analysis to identify misspellings in their writing. As a result, students will be able to evaluate themselves in spelling, especially in the field of writing, in the future. The error analysis can then be used by teachers to evaluate their students' ability in English spelling, especially in writing. Then, teachers can use this research to evaluate their teaching, especially in teaching English spelling, to determine whether what they are teaching is sufficient or even if their teaching methods need to be changed.

Based on the statements mentioned above, this study aims to identify misspellings and focuses on analyzing students' misspellings when writing descriptive texts. This is also based on the fact that misspellings are one of the important aspects that are still underestimated in writing activities. Furthermore,

misspellings commonly occur due to the gap between students in recognizing letters with the sound of the word when they write. As a result, misspellings continue to be common in writing skills.

The researcher discovered a gap in the previous study “*A Study on The Seventh Grade Students’ Grammatical Errors in Descriptive Writing of SMP N 1 Muntilan*”. This qualitative research was conducted by Hanafitria (2009). Based on previous research, the researcher attempts to conduct a new study on misspellings by using differences based on the object, locus, problem statement, and theory used. The second gap in the other previous research was entitled “*Lexical Error Analysis in The Descriptive Text Writing Made by The Eighth-Grade Students of MTS Wahid Hasyim Kunir*”. This type of qualitative research was conducted by Rochmaniyah (2016). According to the research, there are differences between the subject, object, locus, theory used, and problem statement. The next gap in the other previous research was entitled “*Spelling Error Analysis in Students’ Writing Recount Text at Eleventh Grade in MA Al-Muayyad Surakarta in The Academic Year of 2019/2020*”. Affandy, conducted this qualitative research (2020). Based on this research, differences in the subject, locus, and type of text used were discovered. The last gap in the previous study was entitled “*The Areas of Misspelling Phoneme in Sandiaga Uno’s Speech: A Phonological Approach*”. This qualitative research was conducted by Ikhsan and Ambalegin (2020). According to the research, there are differences between the subject, problem statement, and theory used.

There are several causes of misspellings in descriptive texts written by class VII students at SMPN 1 Ngawen Klaten, including students' inability to

distinguish between letters and sounds of words when writing, especially when using the dictation method, and students' lack of vocabulary. For example, the researcher discovered some misspelled words in the descriptive text, such as 'Bed' as '*Bad*', 'Little' as '*Littel*', and 'Kitchen' as '*Khitchen*'. Furthermore, the researcher selected descriptive text because the researcher discovered some misspellings in the students' writings. The researcher then chose the subject of class VII because that was the grade level at which they began to recognize and develop their writing skills. It is hoped that in the future if they make an error when writing, they will notice them right away. This is also why the researcher chose SMPN 1 Ngawen Klaten as the locus of this study's focus. Based on the explanation above, researcher is motivated and challenged to conduct research on the analysis of misspellings in the description text. The title of this study was developed by the researcher as "**An Analysis of Misspellings in Descriptive Text Written by Seventh-Grade Students at SMPN 1 Ngawen Klaten**".

B. Problem Identification

Based on the research background, several problems of descriptive text writing from seventh-grade students in the second semester of SMPN 1 Ngawen Klaten can be seen, such as:

1. When writing in English, students are unable to distinguish between letters and sounds.
2. Students frequently misspell their writing.
3. The types of misspellings made by students in descriptive texts for seventh-grade students in the second semester were rarely studied.

4. The misspellings in the descriptive text of the seventh-grade students in the second semester are rarely not examined by the teacher.

C. Problem Limitation

Based on the explanations provided above for several of the problems, the researcher would only examine the misspellings in the descriptive text of students at SMPN 1 Ngawen Klaten with a focus on the various types of misspellings based on Bestgen and Granger's theory (2011). There are 9 types of misspellings following omission of a letter, the addition of a letter, single letter instead of a double letter, double letter instead of a single letter, substitution of one letter, interchange of two adjacent letters, involving an apostrophe, erroneous splitting or joining of words (word segmentation error), and two or more error of the same type or different type (multiple errors). The researcher focused on determining the types of misspellings made by students, the types of errors made most commonly by students and also attempts to figure out the causes or reason why the students do misspellings in descriptive text. The researcher chose to examine only the types of misspellings made by students because, according to Bancha (2013: 2), "Considering all of the composing mistakes made by students, incorrect spellings are found to be among the most common mistakes most students make". Then, the researcher chose the descriptive text, because, following the findings of the preliminary research, descriptive text is a type of text that is taught in seventh grade at SMPN 1 Ngawen from semester one to semester two. The researcher then selected a descriptive text because it was consistent with the curriculum

implemented in the school, specifically utilizing an Emancipated Curriculum (independent) and already included in learning outcomes and learning objectives (*CP - TP*).

The researcher then chose a research subject from class VII at SMPN 1 Ngawen Klaten. There are eight regular classes, categorized A through H. However, because it was not possible to use all classes as the subject of this study, the researcher decided to take one class as the research subject. The researcher can obtain the data and information required to answer all of the questions that have been formulated in the research question by the research subject.

D. Research Questions

Based on the problem limitation, the researcher wanted to find out the answers to the following three problems:

1. What are the types of misspellings made in students' writing descriptive text at the seventh grade of SMPN 1 Ngawen Klaten?
2. Which type of misspellings most frequently occurs in students' writing descriptive text at the seventh grade of SMPN 1 Ngawen Klaten?
3. Why do the students at the seventh grade of SMPN 1 Ngawen Klaten do misspellings in the descriptive text?

E. Objectives of the Study

One of the most important aspects is the research objective, which ensures that the researcher's expected goals are fulfilled, such as:

1. Attempts to figure out the types of misspellings made in students' writing descriptive text at the seventh grade of SMPN 1 Ngawen Klaten.
2. Attempts to figure out the types of misspellings that frequently occurs in writing descriptive text at the seventh-grade students of SMPN 1 Ngawen Klaten
3. Attempts to figure out the causes or reason why the seventh-grade students of SMPN 1 Ngawen do misspellings in descriptive text.

F. Benefit of the Study

This study is expected to give a few benefits. These advantages are for SMPN 1 Ngawen Klaten students, the English teacher at SMPN 1 Ngawen Klaten, the researcher herself, and other researchers.

1. Theoretical Benefit

This study is expected to provide important information about students' misspellings in writing, and it is hoped that in the future, this study will improve students' understanding and ability regarding spelling words and how to write English words properly and correctly. Furthermore, this study is expected to provide several benefits to the readers, including the teacher and the other researchers.

2. Practical Benefit

a) For the Teachers

The findings of this study can be used by teachers to analyze their students' ability in English spelling, especially in writing. Then, teachers can use this research to evaluate their teaching, especially in teaching

English spelling, to determine whether what they are teaching is sufficient or needs to be changed in their teaching methods.

b) For the Students

The researcher hopes that the findings of this study will help students identify misspellings they made in their writing. So, that seventh-grade students at SMPN 1 Ngawen Klaten can evaluate themselves in spelling, especially in the field of writing, in the future. Furthermore, this research can be used as a resource for students to learn about spelling English words and common misspellings.

c) For the Researcher

Researcher can identify problems related to the research topic based on the findings of this study. The researcher could then improve their ability to understand the types of misspellings made by students and could also share with the English teacher to find solutions for these students after discovering the misspellings that students frequently made in writing.

d) For the Other Researchers

The researcher hopes that the findings of this study can be used as a reference for other researchers to solve research problems in the same field, especially in learning writing, because this type of learning requires many components to make a good and worthy paragraph.

G. Definition of Key Terms

There are several key terms to make the readers understand clearly to avoid misunderstandings and to assist them in understanding this study. The following terms are defined in this study:

1. Writing

Ali Alsaawi (2015) stated that writing is a method or system for transferring spoken language from being heard to being seen and thus read.

2. Descriptive Text

Asih (2013) stated that descriptive text is a paragraph that is defined as a group of sentences that are closely related in idea and serve one remark process. It's commonly used to describe how a person looks and acts, how a place looks, and how an object looks.

3. Spelling

According to V. Chandra Sekhar Rao (2018), Spelling is a linguistic unit that refers to writing ability. It is defined as the act of correctly forming words from individual letters.

4. Misspellings

Al-Jarf (2008) and Mifflin (2007) stated that a misspelling is defined as any word that does not match the target word in part or in full. Errors are defined as any faulty word or grapheme (single vowel, single consonant, vowel digraphs, consonant digraphs, phonogram, suffix, or prefix) within a word. It is a string of letters that represents neither a correctly spelled word in the same language (such as "liek" for "like") nor a correctly spelled word in another language.

CHAPTER II

LITERATURE REVIEW

This chapter is divided into two parts: a theoretical review and previous related studies. The first part, the theoretical review, discusses various concepts and terms relevant to this research. The second part, which focuses on previous related studies, discusses and presents research findings that support this research theory.

A. Theoretical Review

1. Review on Writing

a. Definition of Writing

Writing is a component of the structure level, beginning with small structures made up of words that connect to form phrases, clauses, and sentences. The sentences are then connected to form paragraphs or essays. Each level has its own blueprint set. This is coherent with Marwoto's perception (in Dalman, 2016) that writing is a free expression of ideas or ideas in the form of essays. According to Reinking, et al (1993: 188), writing is an instrument of communication and, as such, is used all the time. Of course, there is a message sent by the author and understood by the reader when communicating. To ensure that the author's message reaches the reader, the writing is organized by listing ideas, sorting them, and arranging them into discourse.

These ideas are organized in a systematic and easy-to-understand manner for the reader. This concept is expressed in sentences that are neatly organized into paragraphs to form a unified whole discourse.

On the other hand, according to Deporter and Heracki (2002: 179), writing is a whole-brain activity that employs both the right and left sides of the brain (logic). Although both the right and left sides of the brain are used in writing, the right brain side takes center stage because it is where new ideas and emotions emerge.

Based on the previous statement, it is possible to conclude that writing is a process of using one's entire brain to formulate and organize ideas or concepts by neatly arranging sentences into a unified paragraph or essay to convey and communicate goals to readers and present them using written language as the medium.

b. Aspect of writing

Syahputri and Masita (2018: 17) stated that grammar, form, mechanics, vocabulary, and style are all elements of writing. The following is an explanation:

1) Grammar

Grammar refers to the use of grammatical form and syntactic pattern. It suggests that the sentence is another factor to examine.

2) Form (organization)

The organization of the content is referred to as form. We should clarify and emphasize our point. As a result, the reader can deduce some organization. Organization implies that there is an interaction between the reader and the writer.

3) Mechanic

We must pay attention to the use of punctuation and the use of the term of phrase in a mechanic. The whiter the writer can be for the reader, the better the function.

4) Vocabulary

The most critical part of teaching a language mastery vocabulary is vocabulary. It means we can write about our ideas and explore them.

5) Style

Style refers to the selection of structure and lexical components to impart a specific tone to the work. It should be emphasized that the lexical item utilized in writing must be appropriate for the readers.

Based on the opinions expressed above, it can be stated that five components of writing that must be addressed for the writing to be better and more understandable to the reader.

On the other hand, Nurgiyantoro (2010: 440) indicates that several aspects that are required and examined that can be utilized

as benchmarks for assessment in writing an essay. These aspects include the following:

1) Contents of proposed ideas

The ideas presented in an essay might be derived from everyday experience or information received from reading or other forms of information media. The ideas presented in an essay are picked to determine whether the content of the thoughts is relevant to the provided theme.

2) Organizing the content

An essay's material is organized with an introduction, body, and conclusion. The introduction portion discusses the main content in general, the content section explains the main idea of an essay, and the conclusion section summarizes the essay's contents. The organization of the text is evaluated to determine whether the descriptive essays written by students cover the three basic sections of an essay.

3) Grammar

Grammar refers to the rules of the language that must be followed. Grammar refers to the rules or procedures for writing, combining words, and putting sentences together.

4) Structure and vocabulary style decision

The author's style involves the word structure and terminology he or she uses when writing an essay. The style must be

considered so that the resulting essay is easily comprehended by the reader.

An assessment of an essay's structure and vocabulary is performed to establish whether the author's structure and vocabulary are in agreement with the appropriate writing requirements.

5) Spelling and writing

The use of spelling and writing in an essay must be altered to utilize the appropriate spelling so that the reader may grasp what the author is conveying. An evaluation of spelling and writing was conducted to determine whether students' use of spelling and writing of descriptive essays complied with the appropriate spelling.

According to some of the opinions expressed above, it can be concluded that several aspects need to be considered in writing including writers must master spelling, be skilled in choosing the right words (diction), be skilled in making sentences effectively and efficiently, be skilled in using punctuation marks, be skilled in forming paragraphs, and be skilled in developing essay topics for the writing to be better and more understandable to the reader.

c. The writing process

Writing, according to Zamel (1983: 165 as cited in Hyland, 2016), is a "non-linear, exploratory, and generative process in which

writers uncover and reformulate their ideas as they strive to approximate meaning."

Following Emig's (1983) description of composing as 'recursive' rather than an uninterrupted,

- 1) Pre-writing
- 2) Writing
- 3) Post-writing activity

A great deal of research has revealed the complexity of planning and editing activities, the impact of different writing tasks, and the importance of examining what writers do through a series of writing drafts.

According to Syahputri and Masita (2018: 16), the writing process is divided into five stages:

- 1) Prewriting

Prewriting, according to Hall (2001: 15), involves freely exploring topics, selecting a topic, and beginning to gather and organize details before writing. According to Oshima and Hogue (2007: 16), prewriting is a method for generating ideas. In this step, you select a topic and gather ideas to explain it.

- 2) Drafting or Organizing

Drafting, according to Hall (2001: 15), is the process of getting your ideas down on paper in roughly the format you plan. According to Oshima and Hogue (2007: 17), the writing process begins with organizing ideas into a simple outline. Our models'

writers created a sentence that named a topic and stated the essential point.

He listed the two primary ideas, as well as any other words or phrases from the list that provided extra information about them, below the first sentence.

3) Revising

According to Hall (2001: 15), revising is the process of correcting serious errors and improving the form and content of the writing. The author, Oshima and Hogue (2007: 18) attacked the two issues of content and organization.

4) Editing and Proofreading

According to Hall (2001: 15), editing and proofreading are the processes of polishing writing and correcting problems in grammar, spelling, and mechanics. Each writing chapter has a specific focus as you enhance your proofreading skills. Examine your draft with this idea in mind.

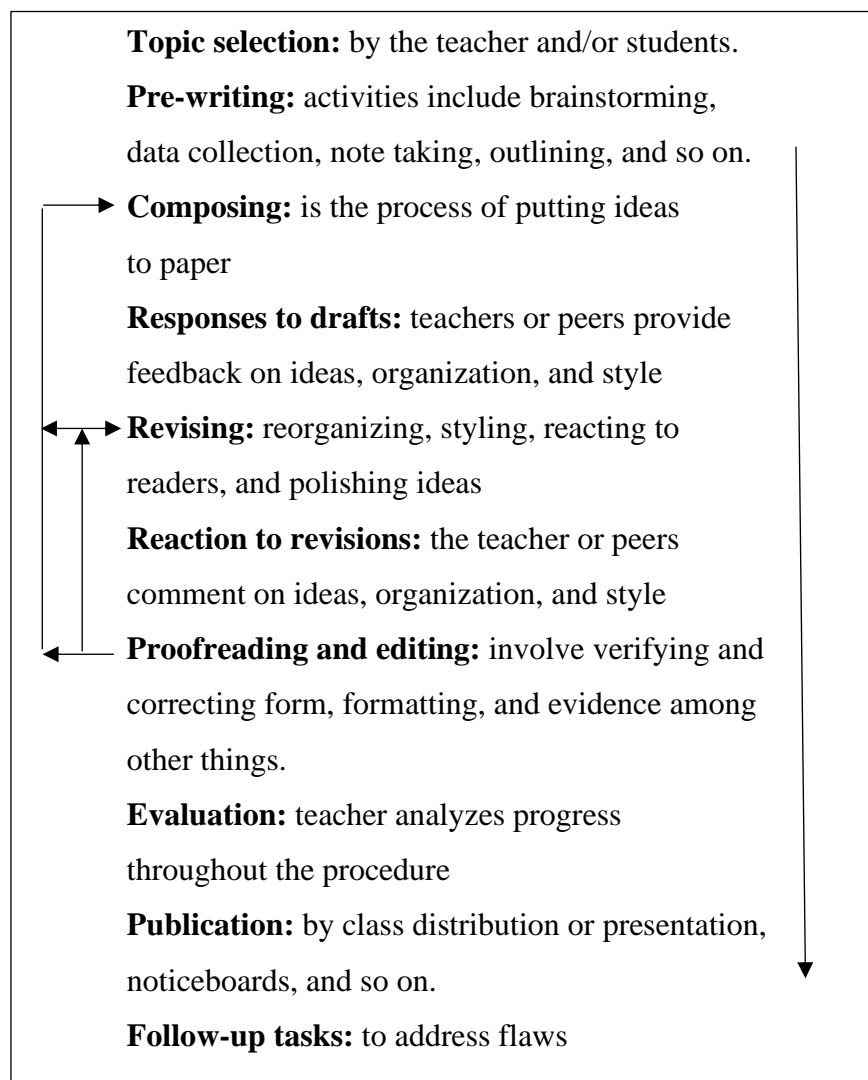
5) Publishing and Presenting

Publishing and presenting your writing, according to Hall (2001: 15), involves sharing your writing. The writing process provides an overview of the methods and techniques available to you throughout the writing process. Each chapter in the writing chapter will teach you tactics for various types of writing.

Raimes (1983: 139) explains another kind of process writing.

Selection of topic	Preparation for writing and pre- writing activities	Writing	Re-writing, editing, proofreading	Teacher's marking of paper
-----------------------	---	---------	---	----------------------------------

According to Hyland (2003: 11), there is also a process model for writing instruction.



The writer can skip ahead or backward through each of the steps of the writing process listed above.

Flower and Hayes' (1981 as cited in Hyland, 2016) stated that paradigm was historically decisive. It was proposed that the task and the writer's long-term memory influence the writing process. Its main characteristics are as follows:

- 1) Writers have purposes.
- 2) Writers meticulously arrange their work.
- 3) Planning includes defining a rhetorical problem, contextualizing it, examining its components, arriving at answers, and lastly translating thoughts onto the paper.
- 4) Even before any text is written, all work can be checked, assessed, and revised.
- 5) Planning, drafting, revising, and editing is iterative, interactive, and potentially concurrent processes.
- 6) In a feedback loop, plans and text are constantly assessed.
- 7) The entire process is overseen by an executive controller known as a monitor.

According to some of the perspectives expressed above, there are various stages in the writing process, including pre-writing, drafting, revision, improving writing, and publication. Various prerequisites must be completed in writing activities.

d. The types of writing

According to Sochan (2011), there are two types of writing skills:

1) Beginnings of Writing

Letter shapes are introduced to elementary school students who have just started school. In essence, letters must be formed by lines, so students must be introduced to and trained in the formation of straight, curved, and round lines, which serve as the foundation for writing a letter.

2) Advanced Writing

Students are taught advanced writing learning after they have mastered writing techniques correctly. Students are trained to assemble words into sentences, and sentences into paragraphs. The paragraphs are then organized into a discourse.

On the other hand, according to Yuliana (2019: 290), writing abilities are classified into five categories:

- 1) Narrative writing is a style of writing that tells a story
- 2) Descriptive is a type of writing that describes an object
- 3) Exposition is a style of writing that includes an explanation or description
- 4) Argumentation is a type of writing that includes opinions
- 5) Persuasion is a type of writing that is persuasive

According to Hall (2001: 14), one approach to study styles of writing is through modes—the various aspects that writing can take.

This page is a list of the writing styles you may encounter in this book.

Another way to consider your work is to consider its audience and purpose. Some writing is reflective; it is written by and for oneself. Poems and journals are frequently reflective. Reflexive writing is more attentive and exploratory since it is self-sponsored, and it allows you to learn as you write. Some writing, on the other hand, is extensive; it is for others based on tasks from others. Extensive writing, which includes short tales, research papers, and other class-based writing, is commonly sponsored by the school. When you write extensively, your tone becomes more authoritative.

The writing styles:

- 1) Narration
- 2) Description
- 3) Persuasion
- 4) Exposition
- 5) Research
- 6) Literature response
- 7) Poems and plays
- 8) Assessment writing
- 9) Workplace writing

According to Saddhono (as cited in Nurjani 2018: 235) distinguishes five forms of writing as follows:

- 1) Description is a type of discourse that describes or describes something based on the author's observations, experiences, and feelings.
- 2) Narrative is the process of writing down the occurrence of an event or events in chronological order to provide a clear and full picture.
- 3) Exposition is a type of speech that is designed to explain, convey, or describe something that will broaden the reader's knowledge and perspectives.
- 4) Argumentation is a type of discourse meant to persuade the reader of the author's truth.
- 5) Persuasion is a type of speech that aims to influence readers' attitudes and ideas about something the author reveals.

Based on the discussion above, it is possible to conclude that there are two forms of writing. The first element is writing the beginning, and the second part is advanced, which is assembled in the form of written discourse such as narration, description, exposition, argumentation, and persuasion.

2. Review on Descriptive Text

a. Definition of Descriptive text

Students in seventh-grade junior high school have been exposed to a variety of English texts. Tamba et al. (2020) stated that one of the requirements for junior high school students based on English language competence is the ability to correctly compose written descriptive texts. According to Ismayanti and Kholiq (2020: 11), descriptive text describes people, places, and objects physically based on their appearance.

Then, Husna (2017) defines descriptive text as a text that describes something so that readers and listeners can understand what the writer experiences with his six senses, which are looks, smells, feels, acts, tastes, and sounds. It can facilitate others in comprehending your experience. Then there's Langan's (2008) statement, which says that when you describe someone or something, you're creating a representation for your readers with words. That is, when writing descriptive text, it is essential to describe in great detail the object to ensure that the reader feels the accurate representation through the author's words.

All of the theoretical statements above lead to the conclusion that descriptive text is a text that is not only described physically based on its appearance, but also includes the same understanding of the six senses as looks, smells, feels, acts, tastes, and sounds so

that readers can feel the accurate representation through the author's words.

b. Purposes of descriptive text

The main objective of descriptive text is to describe people, things, places, and events in depth. According to Wishon and Burks' (1980) chart of descriptive text objectives, the writer uses descriptions to persuade others to act or deliver in an appropriate context.

Table 2.1

Description Purposes

Purpose	Description Example
To entertain	A playful description of a teen's bedroom
To express feeling	Climbing on your favorite mountain is described so that readers can understand and enjoy what you feel
To relate experience	Describe your broken heart to express how you feel
To inform (for a reader who is unfamiliar with the subject)	This a description of a newborn baby whale for readers who have never seen one

To inform (to develop a new appreciation for the familiar)	A scavenger boy's description helps readers rediscover gratitude for its simplicity.
To persuade (to help convince the reader that some music videos are demeaning)	A description of a demeaning music video.

Although it can serve a variety of purposes, description is most often expressive, so it most often helps writers share their perceptions. As human beings, we have a compelling desire to connect with other people by sharing our experiences with them.

c. The kinds of descriptive text

As we know, descriptive text is a text that describes something. According to Jolli (1984: 470), there are five categories of descriptive paragraph writing:

1) Describing Process

Describing a process explains not only how something was done, but also why it was done and what was required to complete the process.

2) Describing an event

A writer should be able to memorize and remember what happened at an event to describe it. Assume the writer will write about the Tsunami that occurred in Aceh, Indonesia. In this case,

he or she must explain every detail of the event so that the readers can visualize the actual situation and condition.

3) Describing a personality

The first step in describing someone is to recognize his or her unique qualities. We need to define them in terms of physical characteristics (hair, eyes), emotional characteristics (warm, nervous), moral characteristics (greedy, honest, worthy, trusting), and intellectual characteristics (cleverness, perception).

4) Describing place

The best approach to describe a location was to present something substantial, such as a house, a hospital, or a school.

5) Describing an object

To precisely characterize an object, the physical qualities of the object such as color, form, shape, and so on were provided.

d. The structure of descriptive text

Every text has a different structure. Each text has its own set of rules, and they are distinct. The following is an explanation of descriptive text structure:

1) The generic structure

a) Identification

Identify the phenomenon to be described concerning the introduction of a person, place, animal, or object.

b) Description

Includes a description of something, such as an animal, thing, place, or person, by describing its features, forms, colors, or anything else relating to what the writer describes.

It is used to support identification.

2) The language features

a) A participant with a specific object: not common and unique (only one). Ngrenhan Beach, My house, Borobudur Temple, Uncle Jim, and so on.

b) The use of an adjective to clarify a noun, such as a beautiful beach, a handsome man, a famous spot in Klaten, and so on.

c) The use of simple present tense: The sentence pattern employed is simple present tense since it informs the reader about the object described.

d) The use of action verbs: verbs that demonstrate activity (for example, run, sleep, walk, cut, etc.)

According to another source, Pardiyo (2007: 34), there are three descriptive structures or components:

1) The purpose of the communication was to describe an object (human and non-human)

2) Rhetorical structure, the rhetorical structure is divided into two parts:

- a) Identification was a statement that consisted of one topic to describe;
 - b) The description was a detailed description of the object that was identified in identification.
- 3) Grammatical patterns required understanding that declarative sentences and present forms were utilized in descriptive paragraphs.
- e. Scaffolding for factual description
- 1) A general starting statement in the first paragraph; this remark introduces the reader to the subject of the description. It can provide the reader with concise information regarding the subject's when, where, who, and what.
 - 2) A sequence of paragraphs on the subject
Each paragraph usually starts with a topic sentence. The topic sentence foreshadows the details that will be included in the following paragraph. Each paragraph should describe one aspect of the subject. These paragraphs provide the subject's description.
 - 3) A conclusion (optional)
The last paragraph marks the end of the text. This paragraph is completely optional. It is used by the author at times and not at others.

f. The strategies of descriptive text

It is critical to use strategies when writing descriptive text. Writing descriptive text without techniques will not be correct or comprehensible. As a result, a learner must understand descriptive text writing strategies.

Here is an explanation of descriptive text strategies from Barbara Fine Clouse's book (as cited in Sasmiasih, 2014).

1) Topic selection

A sentence's topic is very significant. A statement might appear strange and unconventional due to the topics. The topic selection here refers to selecting a topic with care before producing descriptive material.

Where students must concentrate to choose a topic that is both intriguing and memorable to generate good descriptive language. The evident selection of topics assists students in achieving certain goals when writing descriptive language.

2) Dominant impression

Students must choose a dominant impression, the impression or emotion that is engaging and startling, to write in descriptive text. As a result, the finest descriptive wording was developed.

3) Drafting

Drafting is also highly crucial and required when creating descriptive text. Because of the availability of this drafting, it

will be possible to establish whether or not the descriptive text's findings are satisfactory.

4) Revising

Revising the descriptive text is quite vital and required.

The aim of writing more clearly and correctly. A sentence in descriptive writing would be overly long if it was not revised.

So, editing is critical here so that the language created is clearer.

Above is a strategy for writing descriptive text, which was all very necessary and crucial to generate the appropriate and clear writing descriptive text. Because of the lack of a strategy for producing descriptive text, which may occur, students will make more errors in their writing.

g. The example of descriptive text

Here, there is an example of descriptive text.

KOALA	
<p>The koala is an iconic Australian animal. Often called the koala “bear,” this tree-climbing animal is a marsupial—a mammal with a pouch for the development of offspring.</p>	Identification
<p>Though koalas look fuzzy, their hair is more like the coarse wool of a sheep. They have two opposing thumbs on their hands, and both their feet and hands have rough pads and claws to grab onto branches. They have two toes, fused together, on their feet, which they use to comb their fur.</p>	Description
<p><i>Source text: Nationalgeographic.com</i></p>	

Picture 2.1

Example of descriptive text

3. Review on Spelling

Definition of Spelling

Spelling is a fundamental skill in English learning that has a positive impact on other skills such as listening, reading, and writing. Spelling, according to Schonell (2014), is an important part of developing readers' and writers' literacy. This is also supported by a statement from Croft (1989: 9) states that spelling is an important aspect of written language, so spelling should be learned as much as possible in the context of writing.

Spelling is a linguistic unit that refers to writing ability, according to Sekhar Rao (2018). It is defined as the act of forming words correctly from individual letters. This statement defines spelling as the art of combining letters to form a group of correct and directed words. We need to know the correct spelling in writing activities so that the information we states can be conveyed accurately. There is no need to learn to spell if there is no need for written communication. However, throughout reality, we use not only verbal communication but also written communication.

All of the statements above lead to the conclusion that spelling is a set of rules that extends far beyond mere pronunciation. This activity is defined as the act of accurately compiling words from various letters combined and organizing the entire course of writing activities. This implementation can be seen in an author's text, particularly in a student.

4. Review on Misspellings

a. Definition of Misspellings

According to Wijayanti (2016: 186) Misspellings are a type of language error in written language that can harm a piece of writing. Writing is deemed good not only in terms of its substance, but also in terms of spelling, punctuation, word writing, and so on. If the writer disobeyed spelling guidelines, the content of the text is not accurately delivered to the reader. This is further supported by Smedley's (1983) belief that misspellings reduce the clarity of the written information, interfering with communication between the writer and the reader.

Misspellings, according to Benyo (2014), create sound issues. The correlation between the sound of a word and how to spell it correctly is one of the reasons spelling is difficult to master. Misspellings in writing English, create definitions with different meanings. As used in the phrase "Than" and "Then" In Indonesian, the word "Than" means "*Daripada*" whereas the word "Then" means "*Lalu*". Errors in the substitution of one letter, such as the letter "a" being replaced with the letter "e," cause a different meaning in the word.

According to Read (2018), misspellings provide indications for student assessment rather than faults that represent learning or teaching failures. The approach does not reveal much about the learner's linguistic knowledge. However, it can be affirmed that non-

standard spelling of daily words comes directly from print as well as from adults. Misspellings have long been the cornerstone of educational spelling study, and these errors can help uncover challenges that can then be corrected, as well as proof of basic knowledge and processes.

Based on the previous statement, it is possible to conclude that misspellings is a type of language error in written language that can harm a piece of writing and reduce the clarity of the written information, interfering with communication between the writer and the reader.

b. Types of Misspellings

The errors that occur in students are classified into several types. Cook (1999) stated that the most common types of spelling errors in the written piece of English learners are:

- 1) Omission (leaving an or more letters)
- 2) Substitution (replacing an or more letters with incorrect ones)
- 3) Transposition (reversing the position of an or more letters),
and
- 4) Insertion or addition (including an or more letters).

Likewise, according to Benyo (2014), many spelling errors are caused by sound removal (omission), addition, substitution, and transposition.

On the other hand, according to Bestgen and Granger (2011), the essential factors in categorizing are the component that bears the error (letter, word, boundary, and apostrophe) and the error category (single letter addition, omission, substitution, transposition, and multiple blunders letter). There is the following explanation:

1) Omission of a letter

It's a type of misspelling that occurs when learners delete or misspell a letter of a word. As an example:

- Distinc – Distinct
- Throghout – Throughout
- Concions – Conscious
- Cill – Chill
- Mecanisms – Mechanisms

2) Addition of a letter

It's a type of misspelling that arises when learners incorporate an extra letter in a word. As an example:

- Youngs – Young
- Alledged – Alleged
- Eightheen – Eighteen
- Ridicoulous – Ridiculous
- Envolves – Evolves

3) Single Letter Instead of Double Letter

It's a type of misspelling that arises when learners misspell a letter in a word with two letters. As an example:

- Especialy – Especially
- Hury – Hurry
- Leter – Letter
- Robed – Robbed
- Carot – Carrot

4) Double Letter Instead of Single Letter

It's a type of misspelling that happens when learners placed a double letter in a word that should only have a single letter. As an example:

- Proffessor – Professor
- Detailed – Detailed
- Appartments – Apartments
- Loosing – Losing
- Editting – Editing

5) Substitution of One Letter

It's a type of misspelling that happens when learners switch one letter for another. As an example:

- Lifes – Lives
- Confrontable – Comfortable
- Engeneering – Engineering

- Teble – Table
- Vork – Fork

6) Interchange of Two Adjacent Letters

It's a type of misspelling that occurs when learners write a word with any letter in the incorrect position. As an example:

- Peopel – People
- Bhirt – Birth
- Carachter – Character
- Bhright – Bright
- Ruogh – Rough

7) Error Involving an Apostrophe

It's a type of misspelling that occurs when learners incorrectly arrange an apostrophe on a word as well as when learners do not include or overlook the use of an apostrophe. As an example:

- Wasnt – Wasn't
- Childrens' – Children's
- Doesnt – Doesn't
- Womans – Woman's
- Its – It's

8) Erroneous Splitting or Joining of Words (Word Segmentation Error)

It's a type of misspelling in which learners include a word that includes splitting or combining two words with or without a space. As an example:

- Basket ball – Basketball
- Every one – Everyone
- Hand bag – Handbag
- Business man – Businessman
- Heart break – Heartbreak

9) Two or More Errors of The Same Type or Different Types

It's a type of misspelling that arises when learners add two or even more errors in a word. As an example:

- Weter – Whether
- Hitted – Hit
- Theirselves – Themselves
- Payed – Paid
- Mount – Month

According to Elliot and Johnson (2008: 6), there are several types of misspellings, such as the following:

- 1) Based on sound (homophones, incorrect consonant, and e for y, vowel sound error, and morpheme error).
- 2) Error due to rules (doubling or singling and text-speak).

- 3) Commission, omissions, and transpositions (single or paired letters added, omitted, or transposed).
- 4) Error in writing (spacing and the end of word missing).
- 5) Multiple errors.

B. Previous Studies

The researcher has some references to use while conducting the research. The references enable the researcher to conduct research more easily. The researcher took four relevant studies on the analysis of misspellings researched by other researchers for this study.

The first previous study is entitled “*A Study on The Seventh Grade Students’ Grammatical Errors in Descriptive Writing of SMPN 1 Muntilan*” conducted by Hanafitria (Universitas Sanata Dharma Yogyakarta, 2009). She used qualitative research in this study, which is the same method that the researcher used in this study. This study reveals that grammar is an important aspect for students to learn when learning to write. However, there are many structural errors made by students in his research. They don't pay attention to the sentences they've written, so structural errors are common. This research focuses on reducing structural errors made by students. This research uses a descriptive qualitative research design, with documentary analyses and interviews representing research instruments. This study was carried out at SMPN 1 Muntilan in the second semester, with participants drawn from the seventh grade. This study employed cluster sampling and included 58 students, 22 from the bilingual class and 36 from the regular class. Based on the checklist

in the *Frequency Errors Made by ESL Writers* adapted from La Trobe University, the most common structural error made by seventh-grade students of SMPN 1 Muntilan was the Subject Agreement. This includes the use of the sentence's subject as well as the verb that follows it. The structural errors made by the students were, in reverse order, verb tense, vocabulary, articles, word class, sentence, spelling, singular/plural, and punctuation. Furthermore, based on interviews with the teacher in charge of the class, the teacher can improve the ability to write descriptive paragraphs by doing repetition (continuous practice writing descriptive paragraphs) until approximately 85% of students have mastered it.

Based on previous research, the researcher attempts to conduct a new study on misspellings by using differences based on the object, this previous study uses grammatical errors while this research uses misspellings as an object; locus, this previous study carried out in SMPN 1 Muntilan meanwhile this research carried out in SMPN 1 Ngawen Klaten; problem statement, and theory used, this previous study used Christopher Tribble's theory (1996) which consists of articles, verb tense, subject-verb agreement, singular or plural, punctuation, word class, vocabulary, spelling, and sentence structure while this research used Bestgen and Granger's theory (2011) with a focus on the various types of misspellings, there are 9 types of misspellings following omission of a letter, the addition of a letter, single letter instead of a double letter, etc. On the other hand, the researchers formulated similarities with previous studies in terms of subjects for seventh-grade junior high school; research design, both of these research employ descriptive qualitative research methods; data collection,

both of these research used documentation and interviews and type of text is descriptive text.

The second previous study is entitled “*Lexical Error Analysis in The Descriptive Text Writing Made by The Eight Grade Students of MTS Wahid Hasyim Kunir*” conducted by Rochmaniyah, Ilma Atisyatur (Universitas Jember, 2016). She used descriptive qualitative research in this study, and the data was taken from the students' descriptive text writing. This research focuses on lexical error analysis, intending to determine the types of lexical errors found in descriptive text writing created by eighth-grade students at MTs Wahid Hasyim Kunir during the 2015/2016 academic year. The research respondents were chosen using proportional random sampling, and the total number of research respondents was 30 eighth-grade students from MTs Wahid Hasyim Kunir. Writing tests were used to collect data. The error analysis revealed that the students made 86 lexical errors, which were classified as 26 misspelling errors, 22 semantic confusion errors, 20 calque errors, 13 misselection errors, and 5 borrowing errors. The analysis revealed that misspellings accounted for 30.23% of the lexical errors encountered in descriptive text writing in the study. Semantic confusion (25.59%), calque (23.26%), misselection (15.11%), and borrowing (5.81%) were the other types. Based on the source of errors and the major type of errors, the causes of lexical errors differ for each type of lexical error.

According to the research, there are differences between the subject, this previous study used eight-grade students meanwhile this research used seventh-grade students; object, this previous study uses lexical errors while this

research uses misspellings as an object; locus, this previous study carried out in MTS. Wahid Hasyim Kunir while this research carried out in SMPN 1 Ngawen Klaten; theory used, this previous study used Llach's lexical error taxonomy (2011), were classified into 6 types such as borrowing, coinage, calque, misspelling, misselection, and semantic confusion meanwhile this research used Bestgen and Granger's theory (2011) with a focus on the various types of misspellings, there are 9 types of misspellings following omission of a letter, the addition of a letter, single letter instead of a double letter, and etc.; and problem statement. Then, the similarities with previous research are the research design is descriptive qualitative research as the same method that the researcher will employ for this study and also the type of text in the study, descriptive text.

The third previous study is entitled "*Spelling Error Analysis in Students' Writing Recount Text at Eleventh Grade in MA Al-Muayyad Surakarta in The Academic Year of 2019/2020*". This study was conducted by Affandy, Muhammad (IAIN Surakarta, 2020). Using a descriptive qualitative research method, this study focuses on spelling errors. The purpose of this study is to learn and clarify (1) what are the types of spelling errors made by the students in the eleventh grade of MA Al-Muayyad Surakarta and (2) which types of spelling errors most frequently occur in students' writing recount text at the eleventh grade of MA Al-Muayyad Surakarta. The research was carried out for the eleventh grade of MA Al-Muayyad Surakarta on March 2020. Documentation was used to collect research data, which was then analyzed using the error analysis procedure from Bestgen and Granger's category to

classify the types of spelling errors. According to the findings of this study, students in the eleventh grade XI MIA 1 at MA Al-Muayyad Surakarta committed nine types of spelling errors. There were 170 errors from 32 students who wrote recount text. The omission of a letter contains 42 errors in total. Then one letter substitution with a total of 34 errors. The third erroneous word is splitting or joining, with a total of 24 errors. The following error is two or more errors of the same or different type with 15 of the total error. The fifth error is a double letter instead of a single letter, with a total of 14 errors. Then, with a total error of 13, use a single letter instead of a double letter. The seventh error is the addition of a letter, with 12 total errors, followed by the interchange of two adjacent letters, with 9 total errors, and the final error is involving an apostrophe, with 7 total errors. The omission of a letter is the most common error in the students' writing recount text, representing 42 of the total errors or 25%.

Based on this research, differences in the subject, this previous study used eleventh-grade students meanwhile this research used seventh-grade students; locus, this previous study carried out in MA Al-Muayyad Surakarta meanwhile this research carried out in SMPN 1 Ngawen Klaten; and type of text used were discovered. Objects both of these research used spelling issues; problem statements, and research design both of these research employ descriptive qualitative research are all examples of equations used by researchers.

The fourth previous study is entitled “*Spelling Error Analysis in Students’ Writing English Composition*”. This study was conducted by Fitria,

Tira Nur (STIE AAS Surakarta, 2020: 7). In this study, she used descriptive qualitative research as the same method that the researcher will employ for this study. The objective of this research is to discover the types of spelling errors made by students and to identify the most common type of spelling error made by STIE AAS Surakarta students in the academic year 2017/2018. The subjects of the study were 24 STIE AAS Surakarta students, primarily from the 2017/2018 academic year. The researcher employed the documentation approach to acquire data. The steps in error analysis were identification of errors, classification of errors, description of errors, explanation of errors, and data tabulation. The data was tabulated to figure out the frequency of errors identified in the students' writing compositions. The study revealed some errors in the outcomes of student essays in the aspect of spelling 50 data, which comprise certain errors such as omission as 20 data or 40%, substitution as 14 data or 28%, insertion/addition as 10 data or 20%, and transposition as 6 data or 12%. While the most common spelling error is an omission, which represents 20 data points or 40% of all errors.

From the research above, the researcher concludes the similarity of this research with the previous study is about object, both of these research used spelling issues and research design, the research design is descriptive qualitative. Furthermore, the difference is about locus, this previous study carried out in STIE AAS Surakarta meanwhile this research carried out in SMPN 1 Ngawen Klaten; problem statement; subject, this previous study used college students meanwhile this research used seventh-grade students and theory used, this previous study used Cook's theory (1999), were classified into

4 types such as omission, substitution, transposition, insertion or addition meanwhile this research used Bestgen and Granger's theory (2011) with a focus on the various types of misspellings, there are 9 types of misspellings following omission of a letter, the addition of a letter, single letter instead of a double letter, and etc.

The fifth previous study is entitled "*The Areas of Misspelling Phoneme in Sandiaga Uno's Speech: A Phonological Approach.*" This study was conducted by Ikhsan and Ambalegin (Universitas Putera Batam, 2020: 7(2)). In this study, he used descriptive qualitative research as the same method that the researcher employed for this study. This study is chosen to be the main subject in the term of linguistic study due to the popular issue in the linguistic area, that is phonology, one of the focused subjects in the linguistic aspect of English. Phonology also has several impacts on the people who involve in the language and linguistic subject and matter. Based on the related research, is about the misspelling of phoneme areas in a speech made by a public figure in Indonesia, who is Sandiaga Uno. The main purpose of this research is to find out the areas of misspelling phonemes made by Sandiaga Uno in his speech as the governor candidate for Jakarta, candidate for vice president, and also as a public figure in Indonesia. The main result is the phenomenon of misspelling phonemes existent in the area of dental like the phoneme /θ/, area of glottal stop such as the sound /ɒ/, and also the area of stop such as the phoneme /ʃ/.

Based on the research above, there are differences between the subject, this previous study used a public figure in Indonesia, who is Sandiaga Uno

meanwhile this research used seventh-grade students; a problem statement; and a theory used, this previous study used a theory from George Yule, and also the theory from the expert named Finegan and Kelly with focus on the misspelling phoneme areas in the speaking while this research used Bestgen and Granger's theory (2011) with a focus on the various types of misspellings, there are 9 types of misspellings following omission of a letter, the additional of a letter, single letter instead of a double letter, etc. On the other hand, the researcher formulated similarities with previous studies in terms of research design, both of these research employ descriptive qualitative research methods.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains some scope of the research method used in this study. They are the Research Design, Research Setting, Research Subject, Data and Source of the Data, Research Instrument, Techniques of Collecting the Data, and Trustworthiness of the Data. Each point is discussed below.

A. Research Design

The research design for this study is descriptive qualitative research because it focuses on the analysis of misspellings produced by seventh-grade junior high school students when writing descriptive text, as mentioned by the researcher in the preceding chapter's research objectives. According to Creswell (2018: 67), in qualitative research, the researcher uses the literature in a way that is consistent with the assumptions of learning from the participants, rather than prescribing the questions that must be answered from the researcher's perspective. The exploratory nature of the study is one of the primary reasons for performing a qualitative study. This generally indicates that there hasn't been much written on the issue or group being studied, and the researcher wants to listen to people and build an understanding based on what they've heard. This study was meant to collect data as naturally as possible, with no intervention from researchers.

Descriptive research, according to Key J.P (1997), is used to acquire information about the current status of phenomena to describe "what

exists" concerning variables or conditions in a situation. According to an introduction to educational research (Ary et al, 1990), descriptive research might include a variety of studies. Surveys, development studies, follow-up studies, documentary analysis, trend analysis, and correlational research are examples of these. The method for carefully assessing written documents is called documentary analysis or content analysis. As a result, the information acquired is typically expressed as frequency counts in several relevant categories. Furthermore, documentary analysis was applied in this study because the researcher analyzed the data she obtained.

It is possible to conclude that qualitative research is descriptive research in which data is collected as naturally as possible and described concerning variables or conditions in a situation using literature in a way that is consistent with the assumptions of learning from participants, rather than determining questions that need to be answered from the researcher's point of view. Furthermore, the purpose of this study is to describe the types of misspellings made by second-semester seventh-grade students at SMP Negeri 1 Ngawen Klaten when writing descriptive texts.

B. Research Setting

1. Place of Research

This research was carried out in SMP Negeri 1 Ngawen, located at Jl. Karangnom Mayungan, Mayungan, Kecamatan Ngawen, Kabupaten Klaten, Jawa Tengah, 57466. The research was carried out on seventh-grade students during the second semester of SMPN 1 Ngawen.

2. Time of Research

This research was carried out between September of 2022 - April of 2023. The research was carried out in the second semester of seventh-grade students at SMPN 1 Ngawen Klaten. The research schedule includes pre-research, designing a proposal, presenting the proposal, collecting the data, analyzing the data, and submitting the report. Here is the timetable of research.

Table 3.1

The Research Schedule

No.	Activities	Sept	Oct	Nov	Dec	Jan	Feb	March	April
1.	Pre – Research								
2.	Designing A Proposal								
3.	Presenting the Proposal								
4.	Collecting the Data								
5.	Analyzing the Data								
6.	Submitting the Report								

C. Research Subject

The subjects of this research were class VII students at SMPN 1 Ngawen Klaten, who had eight regular classes ranging from VII A to VII H. Researcher would utilize one of the existing seven classes as research subjects. Researcher will conduct research in classes VII E as the subject of this research with a total of 32 students, 19 males, and 13 females.

The research subject was opted based on the fact that there were misspellings in the material for writing descriptive text, and the objects studied were the writings of class VII students at SMPN 1 Ngawen Klaten in the second semester of the 2023/2024 academic year, with emphasis on the use of good and correct English spelling.

D. Data and Source of the Data

Creswell (1994: 148) reveals that qualitative data can be gathered through document analysis or visual material. According to Subroto (1992: 34), data can be found in anything that is the scope and objective of the research. Data in qualitative research is typically soft information or data in the form of words, expressions, sentences, and actions, rather than hard information or data in the form of statistical information, as in quantitative research. In this approach, the data is related to the rationale for selecting the subject, the study's conduct, and, eventually, the analysis (Berg, 2007). Information is boundless and pervades the entire cosmos. According to this definition, data is any information offered by nature that can be found and chosen as research questions.

Documentation and interviews were used to collect data for this research. Students descriptive writing results in data collection through documentation. Meanwhile, data from the interviews to revealed the causes or reason why the students do misspellings in descriptive text. As a result, the research data is included in the qualitative descriptive data. The data of this research are types of misspellings made by seventh-grade students such as words and sentences in the descriptive text they have made. Furthermore, the source of data used in this research came from seventh-grade students at SMPN 1 Ngawen Klaten in the second semester. Researcher want to analyze the misspellings by students, their frequency of misspellings, and the causes or reasons why they do misspell in their writing descriptive text.

E. Research Instrument

According to Tavakoli (2012: 277) stated that instruments as any equipment used to collect data. This is supported by Arikunto (2002: 160) states clearly that a research instrument is a facility used by the researcher to obtain data exactly, completed efficiently, and easily analyzed.

As a result of each of those theories, it is possible to conclude that the instrument is critical for obtaining correct data. The instrument used in this research is useful for identifying real-world issues related to the types of misspellings made by students when writing descriptive texts.

The researcher is the most important instrument utilized in this research because Nasution (1998, as cited in Sugiyono, 2013: 223) states that in qualitative research, there is no other choice besides making humans the main

research instrument. The reason for this is that things do not yet have a definite form. Research problems, research objectives, research techniques, hypotheses used, and even expected results cannot be predicted with precision and clarity. Everything must still be developed throughout the research.

In this uncertain and ambiguous circumstance, there is no other option, and only the researcher herself is the only instrument capable of accomplishing it. The second instrument for this research is guided questions of documentation by testing, the third instrument is guided interviews. The researcher then included the following instruments: laptops, student roasters, student workbooks, learning outcomes and learning objectives (*CP and ATP*), and a learning module (for the teacher and the students). The instrument can be used to gather data for researcher want to find.

The researcher used coding techniques to analyze the data from this study. According to Matthew et al (2014: 79-80) stated that coding is a type of analysis. Some research methodologists believe that coding is simply technical, preparatory work for higher-level study thinking. However, they believe that coding is a deep reflection on, and thus deep analysis and interpretation of, the meanings of the data. Coding is thus a data condensation task that allows for the retrieval of the most meaningful material, the assembly of relevant data chunks, and the further condensing of the bulk into easily analyzable units.

The researcher provided the code for categorizing data analysis in each data set. S.1E-S.32E for students' number 1-32 in classes VII E was the data coding code used.

Where	:
S	: Students
1-32	: Number of Students
E	: Categorized of Class

F. Techniques of Collecting the Data

Interviews, observation, questioning, action research, focus meetings, and analyses of diaries and other personal writings are some of the data collection techniques used in descriptive research.

The indirect technique or documentary technique was used to fine-tune the data in this study. It means that the researcher gathered data from some of the participants' writing. For the supporting technique, the researcher used a direct interview with the students in class VII E at SMPN 1 Ngawen Klaten to reveal the causes or reasons why they do misspellings in descriptive text.

1) Documentation

Documentation is the first type of information gathered in this research. According to Sugiyono (2013: 239), documentation can take the form of text, images, or massive works. The documentation employed in this research was a document review of descriptive texts written by second-semester class VII students. The documentation was chosen because it can assist the researcher in determining the types of misspelled words and prevalent problems with participants' writing that they encountered. To collect data for the documentation technique, the researcher created a test with two paragraphs of guided questions, each consisting of six questions.

Researchers created these guided questions using the seventh-grade student module of the Emancipated Curriculum (independent). Furthermore, the researcher created these guided questions because junior high school students were not yet fully capable of composing and producing pure sentences using their knowledge.

2) Interviews

Interviews are the final data collection method used in this study. Interviews, according to Gunawan (2017: 160), are discussions with a purpose that are preceded by informal questions that lead to a specific conversation and problem. Structured interviews and unstructured interviews are the two types of interviews. The interview method employed in this study is a structured interview, in which the interviewer asks the individual being questioned questions that have been prepared by the interviewer. Interviews were conducted by taking a sample of 5 students from 32 students in class VII E at SMPN 1 Ngawen Klaten because of the five samples already answered the third research question. There are 16 questions for students to reveal the causes or reasons why they do misspellings in descriptive text.

One of the interview samples that I used in interviewing students in class VII E at SMPN 1 Ngawen Klaten is "*Do you realize that you have made a misspelling in your descriptive text?*" which is then supported by interview samples in Eka Sasmiasih (2014: 128) regarding students' perspectives on how to assist them in understanding and writing descriptive

text correctly, *"In your opinion, what should you or your teacher do to help you understand and write correct sentences in the descriptive text?"*

G. Techniques of Analyzing the Data

Data analysis is the process of providing structure, organization, and explanation to a large amount of acquired data. The researcher would employ qualitative data analysis in this study. Qualitative data are analyses that do not use numbers. Researcher obtained qualitative information from data sources such as student writing texts and interviews.

According to Corder in Ellis (1994: 48), there are five stages to analyzing data involving student errors. It entails collecting data, identifying errors, categorizing, explaining, and evaluating. Data analysis was carried out to have a better grasp of the data and allow the researcher to explain the results to the readers. After collecting the text, the researcher conducts the following data analysis steps:

1) Collecting a sample of the student's language

This step involved deciding on a sample of the student's language to be analyzed.

2) Identifying errors

In the next step, the researcher attempted to identify misspellings in the descriptive text written by the students in English by underlining or circling the errors.

3) Categorizing errors

The researcher classified the errors after emphasizing them. Bestgen and Granger's theory was used in this research to categorize the errors.

4) Giving the data codes

The researcher provided the code for categorizing data analysis in each data set to make data identification and analysis easier. S.1E-S.32E for students' number 1-32 in classes VII E was the data coding code used.

5) Error Explanation

The researcher elaborating on why the sentences were marked as erroneous and explaining the various types of misspellings found in students' descriptive English writing.

6) Tabulating of errors

This was an additional step completed by the researcher in which the errors were drawn into a table based on the classification of errors to tabulate the number of errors, after which the researcher determined the most prevalent type of misspelling in the students' writing composition. The tabulation in this case was generated using descriptive statistical analysis. In this case, the researcher applied Sudjiono's (1989: 79) quality technique, which calculated the percentage of errors. The following formula was employed by the researcher:

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage / Average Value

F : Frequency of Misspellings

N : Total Number of Misspellings

The researcher used the following classification standard adopted from Depdikbud (1994: 37) to classify the percentage of students' misspellings:

- a) 65 % - 100 % is classified as high
- b) 36 % - 64 % is classified as moderate
- c) 0 % - 35 % is classified as low

Based on the classification of the data, the researcher discovered the most common misspelling committed by students after accounting for the rate of misspellings. To list the frequency of misspellings, the researcher used the ungrouped data recurrence distribution table. In addition, the researcher used Sudijono Anas formulae to create a relative recurrence distribution table. Its objective was to provide an answer to the primary research question.

Table 3.2

Table of Relative Frequency Distribution

No	Categories of Misspellings	Number of Misspellings Occurs	Frequency Relative (Percentage)
1.	Omission of a letter		
2.	Addition of a letter		
3.	Single letter instead of double letter		

4.	Double letter instead of single letter		
5.	Substitution of one letter		
6.	Interchange of two adjacent letters		
7.	Error involving an apostrophe		
8.	Erroneous splitting or joining of words (word segmentation error)		
9.	Two or more errors of the same type or different types		
	Total		

H. Trustworthiness of the Data

Researchers must communicate the actions they intend to take in their research to ensure the accuracy and trustworthiness of their findings. In qualitative research, the term "validity" does not have the same meanings as it has in quantitative research. The researcher evaluates the accuracy of the findings using certain processes to ensure qualitative validity. According to Creswell & Miller (2000 as cited in Creswell, 2018: 275) stated that one of the characteristics of qualitative research is its ability to determine whether the findings are correct from the perspective of the researcher, the participant, or the readers of an account.

According to Creswell (2018: 275), there are eight basic validity approaches, which are sorted from the most frequently used and easiest to execute to the less frequently used and more difficult to implement:

- 1) Triangulate data sources by examining evidence from the sources and applying it to construct a cohesive argument for themes.
- 2) Use member checking to assess the accuracy of the qualitative findings by returning the final report or specific descriptions or themes to participants and asking them whether they believe they are correct. This technique may entail having a follow-up interview with study participants and allowing them to remark on the findings.
- 3) Use a rich, detailed explanation to describe the findings. This description may transport readers to the setting and add a sense of shared experience to the discussion.
- 4) Clarify the researcher's bias in the study. This self-reflection results in an open and honest narrative that will appeal to readers.
- 5) Present negative or contradictory information that contradicts the themes. Because real life is made up of multiple perspectives that do not always coincide, discussing contradictory material contributes to an account's credibility.
- 6) Spend a significant amount of time in the field. The more experience a researcher has with participants in their surroundings, the more accurate or valid the findings will be.

- 7) Use peer debriefing to improve account accuracy. This procedure entails identifying a person (a peer debriefer) who will review and question the qualitative study.
- 8) Have an external auditor review the entire project. Unlike a peer debriefer, this auditor is unfamiliar with the researcher or the project and can provide an objective assessment of the project during the research process or at the end of the study.

In this study, the researcher used triangulation data sources to validate the results of the analysis by comparing them to the theory that the researcher uses, that is Bestgen and Granger's theory, frequently and repeatedly, so that the results of the analysis are truly valid. The researcher then added interviews as validation support to make sure that misspellings that occur as a result of specific causes caused by errors are not only mistakes. Following that, the findings of the data were analyzed and classified based on what was obtained from the several students in the research report.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter provides the discussion of problem formulation that was mentioned in chapter I. In this chapter, the data gathered was analyzed to answer the questions. The information acquired during the research was presented and analyzed in this section.

A. Research Findings

The researcher presents the data gathered from the research in this chapter. The collected data is intended to answer various research questions about what types of misspellings exist and which types most frequently occur in seventh-grade students at SMPN 1 Ngawen Klaten when writing descriptive text. The collected data is also used to answer questions about the reasons why students made misspellings when writing descriptive text. The findings of this study were derived from an analysis of the descriptive texts of 32 students in class VII E at SMPN 1 Ngawen Klaten. To enable clear research results, these findings are classified according to research questions as follows:

1. The categories of misspellings found in descriptive text written by students

Based on the theory from Bestgen and Granger (2011) which contains nine categories of misspellings, the researcher found these categories in the descriptive texts written by the students. The findings show 276 misspellings in descriptive texts written by 32 students in classes VII E

at SMPN 1 Ngawen Klaten. The researcher used the coding S.1E-S.32E for students number 1-32 in classes VII E to make data identification easier. The researcher used a table to present the research findings, as well as an analysis of misspellings based on students' written descriptive texts and corrected misspellings based on Oxford Learner's Dictionaries.

a) Omission of a letter

The omission of a letter is a type of misspelling that occurs when learners delete or misspell a letter of a word. In this category, the research found 35 misspellings.

Table 4.1

The Omission of a Letter in Students' Writing Descriptive Text

Categories of Misspellings	Misspellings Analysis	Corrected Misspellings
Omission of a letter	<ul style="list-style-type: none"> It has one floors on the <i>groud</i>. (S.1E) 	<ul style="list-style-type: none"> It has one floors on the <i>ground</i>. (S.1E)
	<ul style="list-style-type: none"> There are pillow, lamp, bolster, wall <i>stiker</i>, toy, mattress, and blanket. (S.1E) 	<ul style="list-style-type: none"> There are pillow, lamp, bolster, wall <i>sticker</i>, toy, mattress, and blanket. (S.1E)

	<ul style="list-style-type: none"> I live with my father, mother, <i>younge</i> brother. (S.2E) 	<ul style="list-style-type: none"> I live with my father, mother, <i>younger</i> brother. (S.2E)
	<ul style="list-style-type: none"> My <i>hose</i> has wan floors. (S.3E) 	<ul style="list-style-type: none"> My <i>house</i> has wan floors. (S.3E)
	<ul style="list-style-type: none"> Tissue, <i>boster</i>, pillow, blacets, wardrob, bet, clock. (S.3E) 	<ul style="list-style-type: none"> Tissue, <i>bolster</i>, pillow, blacets, wardrob, bet, clock. (S.3E)
	<ul style="list-style-type: none"> Tissue, boster, pillow, blacets, <i>wardrob</i>, bet, clock. (S.3E) 	<ul style="list-style-type: none"> Tissue, boster, pillow, blacets, <i>wardrobe</i>, bet, clock. (S.3E)
	<ul style="list-style-type: none"> Hello my <i>nam</i> is chaesar akbar w. (S.4E) 	<ul style="list-style-type: none"> Hello my <i>name</i> is chaesar akbar w. (S.4E)
	<ul style="list-style-type: none"> In my house television, <i>clock</i>, radio, motor, cars. (S.4E) 	<ul style="list-style-type: none"> In my house television, <i>clock</i>, radio, motor, cars. (S.4E)
	<ul style="list-style-type: none"> In my house there is television, radio, 	<ul style="list-style-type: none"> In my house there is television, radio,

	<p><i>motorcycle</i>, and AC. (S.5E)</p>	<p><i>motorcycle</i>, and AC. (S.5E)</p>
	<ul style="list-style-type: none"> I live white mother, father, <i>granfather</i>, sister. (S.6E) 	<ul style="list-style-type: none"> I live white mother, father, <i>grandfather</i>, sister. (S.6E)
	<ul style="list-style-type: none"> In my house television, <i>clock</i>, radio, motercyclye, fan. (S.6E) 	<ul style="list-style-type: none"> In my house television, <i>clock</i>, radio, motercyclye, fan. (S.6E)
	<ul style="list-style-type: none"> Father, madher and <i>younge</i> sister. (S.8E) 	<ul style="list-style-type: none"> Father, madher and <i>younger</i> sister. (S.8E)
	<ul style="list-style-type: none"> My batch room is beatwetch piloow, <i>boster</i>, tissue, blat kath, des, kabot, betch, klok, television. (S.8E) 	<ul style="list-style-type: none"> My batch room is beatwetch piloow, <i>bolster</i>, tissue, blat kath, des, kabot, betch, klok, television. (S.8E)
	<ul style="list-style-type: none"> My batch room is beatwetch piloow, boster, tissue, blat kath, <i>des</i>, kabot, betch, klok, television. (S.8E) 	<ul style="list-style-type: none"> My batch room is beatwetch piloow, boster, tissue, blat kath, television. (S.8E)

		<i>desk</i> , kabot, betch, klok, television. (S.8E)
	<ul style="list-style-type: none"> • My batch room is beatwetch pilooow, boster, tissue, blat kath, des, kabot, betch, <i>clock</i>, television. (S.8E) 	<ul style="list-style-type: none"> • My batch room is beatwetch pilooow, boster, tissue, blat kath, des, kabot, betch, <i>clock</i>, television. (S.8E)
	<ul style="list-style-type: none"> • In my house there is television, clock, <i>motorcycle</i>, fan. (S.9E) 	<ul style="list-style-type: none"> • In my house there is television, clock, <i>motorcycle</i>, fan. (S.9E)
	<ul style="list-style-type: none"> • Lamp, floor, television, fan, <i>boster</i>, pilo. (S.16E) 	<ul style="list-style-type: none"> • Lamp, floor, television, fan, <i>bolster</i>, pilo. (S.16E)
	<ul style="list-style-type: none"> • I live with my father, mother, grandmother, <i>granfather</i>. (S.17E) 	<ul style="list-style-type: none"> • I live with my father, mother, grandmother, <i>grandfather</i>. (S.17E)
	<ul style="list-style-type: none"> • I live <i>i</i> griya prima timur no. 437 klaten. (S.18E) 	<ul style="list-style-type: none"> • I live <i>in</i> griya prima timur no. 437 klaten. (S.18E)

	<ul style="list-style-type: none"> • Mattress, lamp, aquarium, <i>clock</i>, pilow. (S.19E) 	<ul style="list-style-type: none"> • Mattress, lamp, aquarium, <i>clock</i>, pilow. (S.19E)
	<ul style="list-style-type: none"> • In my house dreies <i>cair</i>. (S.21E) 	<ul style="list-style-type: none"> • In my house dreies <i>chair</i>. (S.21E)
	<ul style="list-style-type: none"> • My bedroom beside <i>empty room</i>. (S.22E) 	<ul style="list-style-type: none"> • My bedroom beside <i>empty room</i>. (S.22E)
	<ul style="list-style-type: none"> • My <i>hous</i> is big. (S.23E) 	<ul style="list-style-type: none"> • My <i>house</i> is big. (S.23E)
	<ul style="list-style-type: none"> • I not have floors, four rooms, <i>tree</i> room, two bedroom and bathroom. (S.26E) 	<ul style="list-style-type: none"> • I not have floors, four rooms, <i>three</i> room, two bedroom and bathroom. (S.26E)
	<ul style="list-style-type: none"> • My <i>beroom</i> is bed toy, clotnese, mobile. (S.26E) 	<ul style="list-style-type: none"> • My <i>bedroom</i> is bed toy, clotnese, mobile. (S.26E)
	<ul style="list-style-type: none"> • Garage, <i>kitche</i>, mussola. (S.27E) 	<ul style="list-style-type: none"> • Garage, <i>kitchen</i>, mussola. (S.27E)

	<ul style="list-style-type: none"> • My batch room is beat wetch, boster, pilao, blanter, wardrof, bet, klof, telefision. (S.27E) 	<ul style="list-style-type: none"> • My batch room is beat wetch, bolster, pilao, blanter, wardrof, bet, klof, telefision. (S.27E)
	<ul style="list-style-type: none"> • I have tree rooms. (S.28E) 	<ul style="list-style-type: none"> • I have three rooms. (S.28E)
	<ul style="list-style-type: none"> • Tree room, two bedroom and bathroom. (S.28E) 	<ul style="list-style-type: none"> • Three room, two bedroom and bathroom. (S.28E)
	<ul style="list-style-type: none"> • My bedroom is beside bit wit has brothes. (S.29E) 	<ul style="list-style-type: none"> • My bedroom is beside bit wit has brothers. (S.29E)
	<ul style="list-style-type: none"> • There are pillow, clock, broom, door, mirror, bag. (S.29E) 	<ul style="list-style-type: none"> • There are pillow, clock, broom, door, mirror, bag. (S.29E)
	<ul style="list-style-type: none"> • I live with father, mother, and two daugher, brother. (S.30E) 	<ul style="list-style-type: none"> • I live with father, mother, and two daughter, brother. (S.30E)

	<ul style="list-style-type: none"> On the <i>groud</i> floor the are a hall, one kitchen, three bedroom, two bathroom, and the one dining room. (S.30E) 	<ul style="list-style-type: none"> On the <i>ground</i> floor the are a hall, one kitchen, three bedroom, two bathroom, and the one dining room. (S.30E)
	<ul style="list-style-type: none"> I like <i>m</i> house, yes. (S.31E) 	<ul style="list-style-type: none"> I like <i>my</i> house, yes. (S.31E)
	<ul style="list-style-type: none"> In my house there is, door, chair, iron, fan, <i>curtai</i>. (S.32E) 	<ul style="list-style-type: none"> In my house there is, door, chair, iron, fan, <i>curtain</i>. (S.32E)

As shown in the table above, the student number 1 class 7E (S.1E) made a total of two types of misspellings with letter omissions. The first error was made by the student, who wrote the word "**groud**" incorrectly, as "**groud**" should have a letter *n* after the letter *u*. The second type of letter omission error is when a student writes the word "**sticker**" incorrectly as "**stiker**" should be added a letter *c* after the letter *i*.

Furthermore, the student number 3 class 7E (S.3E) made total of three types of misspellings with letter omissions. The first error was made by the student, who wrote the word "**house**" incorrectly as "**hose**" should have a letter *u* after the letter *o*. The second type of letter omission error is

when a student writes the word “**bolster**” incorrectly as “**boster**” should be added a letter *l* after the letter *o*. The third error was made by the student, who wrote the word “**wardrobe**” incorrectly as “**wardrob**” should be added a letter *e* after the letter *b*.

Next, the student number 22 class 7E (S.22E) made total of one types of misspellings with letter omissions. The error was made by the student, who wrote the word “**empty room**” incorrectly as “**emty room**” should have a letter *p* after the letter *m*.

The student number 27 class 7E (S.27E) made total of two types of misspellings with letter omissions. The first error was made by the student, who wrote the word “**kitchen**” incorrectly, as “**kitche**” should have a letter *n* after the letter *e*. The second type of letter omission error is when a student writes the word “**bolster**” incorrectly as “**boster**” should be added a letter *l* after the letter *o*.

Then, the student number 32 class 7E (S.32E) made total of one types of misspellings with letter omissions. The error was made by the student, who wrote the word “**curtain**” incorrectly as “**curtai**” should be added a letter *n* after the letter *i*.

b) Addition of a Letter

The addition of a letter is a type of misspelling that arises when learners incorporate an extra letter in a word. In this category, the research found 21 misspellings.

Table 4.2

The addition of a Letter in Students' Writing Descriptive Text

Categories of Misspellings	Misspellings Analysis	Corrected Misspellings
Addition of a Letter	<ul style="list-style-type: none"> There are fan, pillow, study desk, <i>o'clock</i>, cupboard, parfume. (S.2E) 	<ul style="list-style-type: none"> There are fan, pillow, study desk, <i>clock</i>, cupboard, parfume. (S.2E)
	<ul style="list-style-type: none"> It <i>hase</i> two, eight room. Living room, bedroom, bathroom, dining room, kitchen. (S.4E) 	<ul style="list-style-type: none"> It <i>has</i> two, eight room. Living room, bedroom, bathroom, dining room, kitchen (S.4E)
	<ul style="list-style-type: none"> My badroom is bet white my sister, dool, pilow, <i>bolsther</i>, blacets, tissue, klok. (S.4E) 	<ul style="list-style-type: none"> My badroom is bet white my sister, dool, pilow, <i>bolster</i>, blacets, tissue, klok. (S.4E)

	<ul style="list-style-type: none"> • My house is big it <i>hase</i> 2 (two) floors. (S.5E) 	<ul style="list-style-type: none"> • My house is big it <i>has</i> 2 (two) floors. (S.5E)
	<ul style="list-style-type: none"> • It <i>hase</i> two, four badroom. (S.6E) 	<ul style="list-style-type: none"> • It <i>has</i> two, four badroom. (S.6E)
	<ul style="list-style-type: none"> • It <i>hase</i> foor room, ... kitchen. (S.6E) 	<ul style="list-style-type: none"> • It <i>has</i> foor room, ... kitchen. (S.6E)
	<ul style="list-style-type: none"> • I live <i>witch</i> father, mother, younger sister. (S.10E) 	<ul style="list-style-type: none"> • I live <i>with</i> father, mother, younger sister. (S.10E)
	<ul style="list-style-type: none"> • In my house there seven and one yard, two <i>bedroomes</i>. (S.11E) 	<ul style="list-style-type: none"> • In my house there seven and one yard, two <i>bedrooms</i>. (S.11E)
	<ul style="list-style-type: none"> • My house is big it <i>hast</i> one floor. (S.12E) 	<ul style="list-style-type: none"> • My house is big it <i>has</i> one floor. (S.12E)
	<ul style="list-style-type: none"> • It <i>hast</i> eight room four bedroom, ... and one kitchen. (S.12E) 	<ul style="list-style-type: none"> • It <i>has</i> eight room four bedroom, ... and one kitchen. (S.12E)

	<ul style="list-style-type: none"> • I live <i>witch</i> father, mother, younger brother. (S.14E) 	<ul style="list-style-type: none"> • I live <i>with</i> father, mother, younger brother. (S.14E)
	<ul style="list-style-type: none"> • Bathrooms, bedrooms, living, <i>dinding room</i>, kitchen. (S.20E) 	<ul style="list-style-type: none"> • Bathrooms, bedrooms, living, <i>dining room</i>, kitchen. (S.20E)
	<ul style="list-style-type: none"> • My mathers room, table, wardoble, <i>o'clock</i>. (S.21E) 	<ul style="list-style-type: none"> • My mathers room, table, wardoble, <i>clock</i>. (S.21E)
	<ul style="list-style-type: none"> • It <i>haes</i> tweliev room, six bedroom, seven bath room. (S.22E) 	<ul style="list-style-type: none"> • It <i>has</i> tweliev room, six bedroom, seven bath room. (S.22E)
	<ul style="list-style-type: none"> • Is <i>hast</i> eight room, shour bed room, one living room, twoo bed room, and one kitchen. (S.23E) 	<ul style="list-style-type: none"> • Is <i>has</i> eight room, shour bed room, one living room, twoo bed room, and one kitchen. (S.23E)
	<ul style="list-style-type: none"> • One living room, one kitchen, one dining room, one <i>gargage</i>, 	<ul style="list-style-type: none"> • One living room, one kitchen, one dining

	and alarge yard. (S.24E)	room, one <i>garage</i> , and alarge yard. (S.24E)
	• My bed room it bed, toy, <i>clothest</i> , mobile phone, al-quran, clock, ..., cup board. (S.28E)	• My bed room it bed, toy, <i>clothes</i> , mobile phone, al-quran, clock, ..., cup board. (S.28E)
	• My room brother <i>besaide</i> bisade tv room. (S.29E)	• My room brother <i>beside</i> bisade tv room. (S.29E)
	• In my house there is tv, <i>chaire</i> , window, curtains. (S.29E)	• In my house there is tv, <i>chair</i> , window, curtains. (S.29E)
	• Table, wardrobe, <i>o'clock</i> , television. (S.30E)	• Table, wardrobe, <i>clock</i> , television. (S.30E)
	• My bedroom is bith win room <i>mothhers</i> . (S.32E)	• My bedroom is bith win room <i>mothers</i> . (S.32E)

As shown in the table above, student number 4 class 7E (S.4E) made a total of two types of misspellings with the addition of a letter. The first

error was made by the student, who wrote the word "**has**" incorrectly, as "**hase**" because, after the letter *s*, the student added a letter *e*. The second type of letter addition error is when a student writes the word "**bolster**" incorrectly as "**bolsther**" because, after the letter *t*, the student added a letter *h*.

Next, student number 11 class 7E (S.11E) made a total of one type of misspellings with the addition of a letter. The error was made by the student, who wrote the word "**bedrooms**" incorrectly as "**bedroomes**" because, after the letter *m*, the student added a letter *e*.

The student number 20 class 7E (S.20E) made a total of one type of misspellings with the addition of a letter. The error was made by the student, who wrote the word "**dining room**" incorrectly as "**dinding room**" because, after the letter *n*, the student added a letter *d*.

Moreover, the student number 24 class 7E (S.24E) made a total of one type of misspellings with the addition of a letter. The error was made by the student, who wrote the word "**garage**" incorrectly as "**gargage**" because after the letter *r*, the student added a letter *g*.

Then, the student number 29 class 7E (S.29E) made a total of two types of misspellings with the addition of a letter. The first error was made by the student, who wrote the word "**beside**" incorrectly as "**besaide**" because after the letter *s*, the student added a letter *a*. The second type of letter addition error is when a student writes the word "**chair**" incorrectly as "**chaire**" because after the letter *r*, the student added a letter *e*.

c) Single Letter Instead of Double Letter

A Single Letter Instead of Double Letter is a type of misspelling that arises when learners misspell a letter in a word with two letters. In this category, the research found 21 misspellings.

Table 4.3

A Single Letter Instead of Double Letter in Students' Writing

Descriptive Text

Categories of Misspellings	Misspellings Analysis	Corrected Misspelling
Single Letter Instead of Double Letter	<ul style="list-style-type: none"> • My <i>bedrom</i> bet when my mothersroom and fathersroom. (S.1E) 	<ul style="list-style-type: none"> • My <i>bedroom</i> bet when my mothersroom and fathersroom. (S.1E)
	<ul style="list-style-type: none"> • Tissue, boster, <i>pilow</i>, blacets, wardrob, bet, clock. (S.3E) 	<ul style="list-style-type: none"> • Tissue, boster, <i>pillow</i>, blacets, wardrob, bet, clock. (S.3E)
	<ul style="list-style-type: none"> • Dool, <i>pilow</i>, bolsther, blacets, tissue, klok. (S.4E) 	<ul style="list-style-type: none"> • Dool, <i>pillow</i>, bolsther, blacets, tissue, klok. (S.4E)

	<ul style="list-style-type: none"> I live with father, mother, and <i>litle</i> sister. (S.5E) 	<ul style="list-style-type: none"> I live with father, mother, and <i>litle</i> sister. (S.5E)
	<ul style="list-style-type: none"> My bed room is floors two there are lamp, bed, television, table, komputer, <i>pilow</i>. (S.5E) 	<ul style="list-style-type: none"> My bed room is floors two there are lamp, bed, television, table, komputer, <i>pillow</i>. (S.5E)
	<ul style="list-style-type: none"> Doll, pilau, boerstar, blacets, <i>tisue</i>, mosse, bed. (S.6E) 	<ul style="list-style-type: none"> Doll, pilau, boerstar, blacets, <i>tissue</i>, mosse, bed. (S.6E)
	<ul style="list-style-type: none"> Pilooow, boster, <i>tisue</i>, blat kath, des, betch, klok, television. (S.8E) 	<ul style="list-style-type: none"> Pilooow, boster, <i>tissue</i>, blat kath, des, betch, klok, television. (S.8E)
	<ul style="list-style-type: none"> My room is betwhite my father, doll, <i>pilow</i>, boestar, blacets, tissue, mosse, bed, television. (S.10E) 	<ul style="list-style-type: none"> My room is betwhite my father, doll, <i>pillow</i>, boestar, blacets, tissue, mosse, bed, television. (S.10E)
	<ul style="list-style-type: none"> In my house there seven and one yard two 	<ul style="list-style-type: none"> In my house there seven and one yard two

		blacets, <i>tissue</i> , bad, tele vision. (S.14E)
	<ul style="list-style-type: none"> • There are two pillow, one <i>mattres</i>, one wardrobe, one blanket, and one bookshelf. (S.15E) 	<ul style="list-style-type: none"> • There are two pillow, one <i>mattress</i>, one wardrobe, one blanket, and one bookshelf. (S.15E)
	<ul style="list-style-type: none"> • Shemal, <i>bedrom</i>, two hilifrum, dining room yard kitchen bathroom. (S.16E) 	<ul style="list-style-type: none"> • Shemal, <i>bedroom</i>, two hilifrum, dining room yard kitchen bathroom. (S.16E)
	<ul style="list-style-type: none"> • Mattress, lamp, aquarium, klok, <i>pillow</i>. (S.19E) 	<ul style="list-style-type: none"> • Mattress, lamp, aquarium, klok, <i>pillow</i>. (S.19E)
	<ul style="list-style-type: none"> • Table, radio, mattress, blanket, tv, <i>pillow</i>, curtains. (S.25E) 	<ul style="list-style-type: none"> • Table, radio, mattress, blanket, tv, <i>pillow</i>, curtains. (S.25E)
	<ul style="list-style-type: none"> • There are table, chair, wardrobe, o'clock, <i>pillow</i>, mattres. (S.30E) 	<ul style="list-style-type: none"> • There are table, chair, wardrobe, o'clock, <i>pillow</i>, mattres. (S.30E)

		<i>pillow</i> , mattress. (S.30E)
	<ul style="list-style-type: none"> There are table, chair, wardrobe, o'clock, pilow, <i>mattres</i>. (S.30E) 	<ul style="list-style-type: none"> There are table, chair, wardrobe, o'clock, pilow, <i>mattress</i>. (S.30E)
	<ul style="list-style-type: none"> My room is beside room parents. Pillow, bolster, blanket, <i>miror</i>, curtain, window, cup board, hangers, bed, chair. (S.31E) 	<ul style="list-style-type: none"> My room is beside room parents. Pillow, bolster, blanket, <i>mirror</i>, curtain, window, cup board, hangers, bed, chair. (S.31E)

As shown in the table above, student number 1 class 7E (S.1E) made a total of one type of misspelling with a single letter instead of a double letter. The researcher discovered that the word "**bedroom**" which was incorrectly written as "**bedrom**" should have a double *o*, but the student only used a single *o*.

Then, student number 5 class 7E (S.5E) made a total of two types of misspellings with a single letter instead of a double letter. The first error was made by the student, who wrote the word "**litttle**" which was incorrectly

written as **“litle”** and should have a double *t*, but the student only used a single *t*. The second type of single letter instead of double letter error is when a student writes the word **“pillow”** which was incorrectly written as **“pilow”** which should have a double *l*, but the student only used a single *l*.

The student number 13 class 7E (S.13E) made a total of three types of misspellings with a single letter instead of a double letter. The first error was made by the student, who wrote the word **“hello”** which was incorrectly written as **“helo”** and should have a double *l*, but the student only used a single *l*. The second type of single letter instead of double letter error is when a student writes the word **“room”** which was incorrectly written as **“rom”** and should have a double *o*, but the student only used a single *o*. The third type of single letter instead of double letter error was discovered by the researcher that the word **“bathroom”** which was incorrectly written as **“bathrom”** should have a double *o*, but the student only used a single *o*.

Furthermore, student number 30 class 7E (S.30E) made a total of one type of misspelling with a single letter instead of a double letter. The researcher discovered that the word **“mattress”** which was incorrectly written as **“mattres”** should have a double *s*, but the student only used a single *s*.

Then, student number 31 class 7E (S.31E) made a total of one type misspelling with a single letter instead of double letter. The error was made by the student, who wrote the word **“mirror”** which was incorrectly written as **“miror”** should have a double *r* after the letter *i*, but the student only used a single *r*.

d) Double Letter Instead of Single Letter

A Double Letter Instead of Single Letter is a type of misspelling that happens when learners placed a double letter in a word that should only have a single letter. In this category, the research found 6 misspellings.

Table 4.4

A Double Letter Instead of Single Letter in Students' Writing
Descriptive Text

Categories of Misspellings	Misspellings Analysis	Corrected Misspellings
Double Letter Instead of Single Letter	<ul style="list-style-type: none"> • My badroom is bet white my sister, <i>dool</i>, pillow, bbolsther, blacets, tissue, klok. (S.4E) 	<ul style="list-style-type: none"> • My badroom is bet white my sister, <i>doll</i>, pillow, bbolsther, blacets, tissue, klok. (S.4E)
	<ul style="list-style-type: none"> • My batch room is beatwetch <i>piloow</i>, boster, tisue, blat kath, des, kabot, betch, klok, television. (S.8E) 	<ul style="list-style-type: none"> • My batch room is beatwetch <i>pillow</i>, boster, tisue, blat kath, des, kabot, betch, klok, television. (S.8E)
	<ul style="list-style-type: none"> • In my house det is television, hendpohen, 	<ul style="list-style-type: none"> • In my house det is television, hendpohen,

	motor cyrle, fish, <i>piloow</i> . (S.8E)	motor cyrle, fish, <i>pillow</i> . (S.8E)
	• My badroom is betwhite my sister, <i>dool</i> , piloww, bolster, blacets, tissue, bad, television. (S.14E)	• My badroom is betwhite my sister, <i>doll</i> , piloww, bolster, blacets, tissue, bad, television. (S.14E)
	• Factilitas in my bed room table, chair, bed, blanket, <i>piloow</i> , televisi, desk, blanket, cup bourd. (S.23E)	• Factilitas in my bed room table, chair, bed, blanket, <i>pillow</i> , televisi, desk, blanket, cup bourd. (S.23E)
	• I life in father, mother, and <i>little</i> sister. (S.32E)	• I life in father, mother, and <i>little</i> sister. (S.32E)

Table 4.4 shows misspellings of a double letter instead of a single letter. The first came from student number 4 class 7E (S.4E), who wrote the word "**doll**" incorrectly as "**dool**"; the word "doll" should be written with a single *o* rather than a double *o*.

The second was written by student number 8 class 7E (S.8E), and it was incorrectly written as "**pillow**" as there was only a single *o* in the word "pillow" not a double *o*.

Furthermore, student number 32 class 7E (S.32E) made a total of one type of misspelling with a double letter instead of a single letter. The researcher discovered that the word "**litle**" which was incorrectly written as "**litle**" should have a single *l* rather than a double *l*.

e) Substitution of One Letter

A Substitution of One Letter is a type of misspelling that happens when learners switch one letter for another. In this category, the research found 43 misspellings.

Table 4.5

A Substitution of One Letter in Students' Writing Descriptive Text

Categories of Misspellings	Misspellings Analysis	Corrected Misspellings
Substitution of One Letter	<ul style="list-style-type: none"> On the ground floor the are a hall one kitchen, <i>vive</i> bedroom, one batch room, and the one garden. (S.1E) 	<ul style="list-style-type: none"> On the ground floor the are a hall one kitchen, <i>five</i> bedroom, one batch room, and the one garden. (S.1E)
	<ul style="list-style-type: none"> My <i>hause</i> is big. (S.2E) 	<ul style="list-style-type: none"> My <i>house</i> is big. (S.2E)

	<ul style="list-style-type: none"> • Thare are fan, pillow, study desk, o'clock, cupboard, parfume. (S.2E) 	<ul style="list-style-type: none"> • There are fan, pillow, study desk, o'clock, cupboard, parfume. (S.2E)
	<ul style="list-style-type: none"> • Thare are fan, pillow, study desk, o'clock, cupboard, parfume. (S.2E) 	<ul style="list-style-type: none"> • Thare are fan, pillow, study desk, o'clock, cupboard, perfume. (S.2E)
	<ul style="list-style-type: none"> • My huse has wan floors, bethroom, living room, bedroom, kitchen. (S.3E) 	<ul style="list-style-type: none"> • My huse has wan floors, bathroom, living room, bedroom, kitchen. (S.3E)
	<ul style="list-style-type: none"> • Tissue, boster, pillow, blacets, wardrob, bet, clock. (S.3E) 	<ul style="list-style-type: none"> • Tissue, boster, pillow, blacets, wardrob, bed, clock. (S.3E)
	<ul style="list-style-type: none"> • My badroom is bet white my sister. (S.4E) 	<ul style="list-style-type: none"> • My bedroom is bet white my sister. (S.4E)
	<ul style="list-style-type: none"> • There are lamp, bed, television, table, 	<ul style="list-style-type: none"> • There are lamp, bed, television, table,

	<p><i>komputer</i>, pillow. (S.5E)</p>	<p><i>computer</i>, pillow. (S.5E)</p>
	<ul style="list-style-type: none"> • It has <i>four</i> room, bathroom, living room, bedroom, kitchen. (S.6E) 	<ul style="list-style-type: none"> • It has <i>four</i> room, bathroom, living room, bedroom, kitchen. (S.6E)
	<ul style="list-style-type: none"> • It has four room, <i>bathroom</i>, living room, bedroom, kitchen. (S.6E) 	<ul style="list-style-type: none"> • It has four room, <i>bathroom</i>, living room, bedroom, kitchen. (S.6E)
	<ul style="list-style-type: none"> • It has four room, bathroom, living room, <i>bedroom</i>, kitchen. (S.6E) 	<ul style="list-style-type: none"> • It has four room, bathroom, living room, <i>bedroom</i>, kitchen. (S.6E)
	<ul style="list-style-type: none"> • I live with my <i>parents</i>. (S.7E) 	<ul style="list-style-type: none"> • I live with my <i>parents</i>. (S.7E)
	<ul style="list-style-type: none"> • My house is big. It <i>his</i> one floor. (S.10E) 	<ul style="list-style-type: none"> • My house is big. It <i>has</i> one floor. (S.10E)
	<ul style="list-style-type: none"> • <i>Hallo!</i> My name is ika. (S.11E) 	<ul style="list-style-type: none"> • <i>Hello!</i> My name is ika. (S.11E)

	<ul style="list-style-type: none"> I live with my <i>fadher</i>. (S.11E) 	<ul style="list-style-type: none"> I live with my <i>father</i>. (S.11E)
	<ul style="list-style-type: none"> In my house there <i>television</i>, rug, door, glass. (S.11E) 	<ul style="list-style-type: none"> In my house there <i>television</i>, rug, door, glass. (S.11E)
	<ul style="list-style-type: none"> In my house there is television, kitchen, motocyle, bike, <i>van</i>. (S.12E) 	<ul style="list-style-type: none"> In my house there is television, kitchen, motocyle, bike, <i>fan</i>. (S.12E)
	<ul style="list-style-type: none"> My house is big. It <i>his</i> one floor. (S.14E) 	<ul style="list-style-type: none"> My house is big. It <i>has</i> one floor. (S.14E)
	<ul style="list-style-type: none"> My <i>badroom</i> is betwhite my sisten. (S.14E) 	<ul style="list-style-type: none"> My <i>bedroom</i> is betwhite my sisten. (S.14E)
	<ul style="list-style-type: none"> My badroom is betwhite my <i>sisten</i>. (S.14E) 	<ul style="list-style-type: none"> My badroom is betwhite my <i>sister</i>. (S.14E)
	<ul style="list-style-type: none"> Dool, piloww, <i>bolstar</i>, blacest, tisue, 	<ul style="list-style-type: none"> Dool, piloww, <i>bolster</i>, blacest, tisue, bad, tele vision. (S.14E)

	bad, tele vision. (S.14E)	
	• Dool, piloww, bolstar, blacest, tissue, bad , tele vision. (S.14E)	• Dool, piloww, bolstar, blacest, tissue, bed , tele vision. (S.14E)
	• My bedroom is bitwin my ward . (S.16E)	• My bedroom is bitwin my yard . (S.16E)
	• Im my roof, broom table cloth locker feather duster. (S.16E)	• In my roof, broom table cloth locker feather duster. (S.16E)
	• Im my roof , broom table cloth locker feather duster. (S.16E)	• Im my room , broom table cloth locker feather duster. (S.16E)
	• Hallo , my name is lusyana. (S.17E)	• Hello , my name is lusyana. (S.17E)
	• I live with my father, mother, grandmother, granfather and yaung . (S.17E)	• I live with my father, mother, grandmother, granfather and young . (S.17E)

	<ul style="list-style-type: none"> In my room has bed, pillow, bulster, television, shoes. (S.18E) 	<ul style="list-style-type: none"> In my room has bed, pillow, bolster, television, shoes. (S.18E)
	<ul style="list-style-type: none"> Liker duwetan, fardri, mamther, brothers and sistes. (S.20E) 	<ul style="list-style-type: none"> Liker duwetan, fardri, mamther, brothers and sister. (S.20E)
	<ul style="list-style-type: none"> Bolster, desk, tisu, rug, study tables, wardrobes, ben. (S.20E) 	<ul style="list-style-type: none"> Bolster, desk, tisu, rug, study tables, wardrobes, bed. (S.20E)
	<ul style="list-style-type: none"> I live with father, mather, brother, sister, litel brother. (S.21E) 	<ul style="list-style-type: none"> I live with father, mother, brother, sister, litel brother. (S.21E)
	<ul style="list-style-type: none"> In my hause there are seven room and one yard. (S.24E) 	<ul style="list-style-type: none"> In my house there are seven room and one yard. (S.24E)
	<ul style="list-style-type: none"> I vive in santan mayungan ngawen. (S.25E) 	<ul style="list-style-type: none"> I live in santan mayungan ngawen. (S.25E)

	<ul style="list-style-type: none"> I live vith my parents and two sisters, fatder, madher. (S.27E) 	<ul style="list-style-type: none"> I live with my parents and two sisters, fatder, madher. (S.27E)
	<ul style="list-style-type: none"> I live with my parents and two sisters, fatder, madher. (S.27E) 	<ul style="list-style-type: none"> I live with my parents and two sisters, father, madher. (S.27E)
	<ul style="list-style-type: none"> My batch room is beat wetch, boster, pilao, blanker, waardrof, bet, klof, telefishion. (S.27E) 	<ul style="list-style-type: none"> My batch room is beat wetch, boster, pilao, blanket, waardrof, bet, klof, telefishion. (S.27E)
	<ul style="list-style-type: none"> My batch room is beat wetch, boster, pilao, blanker, waardrof, bet, klof, telefishion. (S.27E) 	<ul style="list-style-type: none"> My batch room is beat wetch, boster, pilao, blanker, waardrof, bed, klof, telefishion. (S.27E)
	<ul style="list-style-type: none"> My batch room is beat wetch, boster, pilao, blanker, waardrof, bet, klof, telefishion. (S.27E) 	<ul style="list-style-type: none"> My batch room is beat wetch, boster, pilao, blanker, waardrof, bet, klof, television. (S.27E)

	<ul style="list-style-type: none"> • My foder <i>betroom</i> desain my room. (S.27E) 	<ul style="list-style-type: none"> • My foder <i>bedroom</i> desain my room. (S.27E)
	<ul style="list-style-type: none"> • I live <i>it</i> klaten. (S.28E) 	<ul style="list-style-type: none"> • I live <i>in</i> klaten. (S.28E)
	<ul style="list-style-type: none"> • I live with my <i>fother</i>, mother, brother. (S.29E) 	<ul style="list-style-type: none"> • I live with my <i>father</i>, mother, brother. (S.29E)
	<ul style="list-style-type: none"> • It has <i>tine room</i>, balcony, garage, kitchen, dining room, bathroom, ... study table. (S.31E) 	<ul style="list-style-type: none"> • It has <i>tiny room</i>, balcony, garage, kitchen, dining room, bathroom, ... study table. (S.31E)
	<ul style="list-style-type: none"> • I <i>life</i> in father, mother, and litle sister. (S.32E) 	<ul style="list-style-type: none"> • I <i>live</i> in father, mother, and litle sister. (S.32E)

As shown in the table above, student number 1 in class 7E (S.1E) made a total of one type of misspelling with a substitution of one letter. The researcher discovered that the word "**five**" was incorrectly written as "**vive**", the student substitutes the letter *f* with the letter *v*.

The second was written by student number 2 in class 7E (S.2E) made a total of three types of misspelling with a substitution of one letter. The first error was made by the student, who wrote the word **“house”** which was incorrectly written as **“hause”**, the student substitutes the letter *o* with the letter *a*. The second in the word **“there”** was incorrectly written as **“thare”**, the student substitutes the letter *e* with the letter *a*. The third in the word **“perfume”** was incorrectly written as **“parfume”**, the student substitutes the letter *e* with the letter *a*.

Furthermore, student number 11 in class 7E (S.11E) made a total of three types of misspelling with a substitution of one letter. The first error in the word **“hello!”** was incorrectly written as **“hallo!”**, the student substitutes the letter *e* with the letter *a*. Then, the error was made by the student, who wrote the word **“father”** which was incorrectly written as **“fadher”**, the student substitutes the letter *t* with the letter *d*. The third in the word **“television”** was incorrectly written as **“telewision”**, the student substitutes the letter *v* with the letter *w*.

Then, student number 27 in class 7E (S.27E) made a total of six types of misspelling with a substitution of one letter. The first error in the word **“with”** was incorrectly written as **“vith”**, the student substitutes the letter *w* with the letter *v*. The second error in the word **“father”** was incorrectly written as **“fatder”**, the student substitutes the letter *h* with the letter *d*. The third error in the word **“blanket”** was incorrectly written as **“blanker”**, the student substitutes the letter *t* with the letter *r*. Then, the error was made by the student, who wrote the word **“bed”** incorrectly

written as “**bet**”, the student substitutes the letter *d* with the letter *t*. Next, the error was found in the word “**television**” was incorrectly written as “**television**”, the student substitutes the letter *v* with the letter *f*. The last error from student number 27 was found in the word “**bedroom**” was incorrectly written as “**betroom**”, the student substitutes the letter *d* with the letter *t*.

Moreover, student number 29 in class 7E (S.29E) made a total of one type of misspelling with a substitution of one letter. The researcher discovered that the word “**father**” was incorrectly written as “**fother**”, the student substitutes the letter *a* with the letter *o*.

f) Interchange of Two Adjacent Letters

The Interchange of Two Adjacent Letters is a type of misspelling that occurs when learners write a word with any letter in the incorrect position. In this category, the research found 2 misspellings.

Table 4.6

The Interchange of Two Adjacent Letters in Students’ Writing
Descriptive Text

Categories of Misspellings	Misspellings Analysis	Corrected Misspellings
	<ul style="list-style-type: none"> • I have three room. My room, my parent 	<ul style="list-style-type: none"> • I have three room. My room, my parent

Interchange of Two Adjacent Letters	bedroom and <i>clohtes</i> room. (S.18E)	bedroom and <i>clothes</i> room. (S.18E)
	<ul style="list-style-type: none"> It haes tweliev room, six bedroom, seven bath room, <i>trhee</i> living room, two dining room, one tv room. (S.22E) 	<ul style="list-style-type: none"> It haes tweliev room, six bedroom, seven bath room, <i>three</i> living room, two dining room, one tv room. (S.22E)

Table 4.6 shows misspellings of an interchange of two adjacent letters. The first came from student number 18 in class 7E (S.18E), who wrote the word "**clothes**" incorrectly as "**clohtes**". The student misordered the letters c, l, o, t, h, e, s resulting in c, l, o, h, t, e, s.

The second was written by student number 22 in class 7E (S.22E) made a total of one type of misspelling with an interchange of two adjacent letters. The researcher discovered that the word "**three**" was incorrectly written as "**trhee**". The student misordered the letters t, h, r, e, e resulting in t, r, h, e, e.

g) Error Involving an Apostrophe

The Error Involving an Apostrophe is a type of misspelling that occurs when learners incorrectly arrange an apostrophe on a word as

well as when learners do not include or overlook the use of an apostrophe. In this category, the research found 3 misspellings.

Table 4.7

The Error Involving an Apostrophe in Students' Writing Descriptive Text

Categories of Misspellings	Misspellings Analysis	Corrected Misspelling
The Error Involving an Apostrophe	<ul style="list-style-type: none"> My <i>mothers room</i> beside livingroom. (S.1E) 	<ul style="list-style-type: none"> My <i>mother's room</i> beside livingroom. (S.1E)
	<ul style="list-style-type: none"> My <i>parent's room</i> is in front of the kitchen. (S.15E) 	<ul style="list-style-type: none"> My <i>parents' room</i> is in front of the kitchen. (S.15E)
	<ul style="list-style-type: none"> My <i>mothers room.</i> Table, wardrobe, o'clock, television. (S.30E) 	<ul style="list-style-type: none"> My <i>mother's room.</i> Table, wardrobe, o'clock, television. (S.30E)

As shown in the table above, student number 1 in class 7E (S.1E) made a total of one type of misspelling with an error involving an apostrophe. The researcher discovered that the word "**mother's room**" was

incorrectly written as "**mothers room**". In the word "mother's room" the student omitted an apostrophe. When a student forgets to add an apostrophe, the meaning of the word may be influenced. However, the student should have written "mother's room" rather than "mothers room".

Furthermore, student number 15 in class 7E (S.15E) made a total of one type of misspelling with an error involving an apostrophe. The error found in the word "**parents' room**" was incorrectly written as "**parent's room**". In the word "parent's room" the student misplaced an apostrophe. The student should be added an apostrophe after the letter *s*.

Then, student number 30 in class 7E (S.30E) made an error the word "**mother's room**" was incorrectly written as "**mothers room**". In the word "mothers room" the student misplaced an apostrophe. The student should be added an apostrophe after the letter *r*.

h) Erroneous Splitting or Joining of Words (Word Segmentation Error)

The Erroneous Splitting or Joining of Words (Word Segmentation Error) is a type of misspelling in which learners include a word that includes splitting or combining two words with or without a space. In this category, the research found 41 misspellings.

Table 4.8

The Erroneous Splitting or Joining of Words (Word Segmentation Error) in Students' Writing Descriptive Text

Categories of Misspellings	Misspellings Analysis	Corrected Misspellings
The Erroneous Splitting or Joining of Words (Word Segmentation Error)	<ul style="list-style-type: none"> On the ground floor there are a hall one kitchen, five bedrooms, one <i>bath room</i> and the one garden. (S.1E) 	<ul style="list-style-type: none"> On the ground floor there are a hall one kitchen, five bedrooms, one <i>bathroom</i> and the one garden. (S.1E)
	<ul style="list-style-type: none"> My mothersroom beside <i>livingroom</i>. (S.1E) 	<ul style="list-style-type: none"> My mothersroom beside <i>living room</i>. (S.1E)
	<ul style="list-style-type: none"> It has 9 nine rooms <i>bed room</i>, bath room, livingroom, mushola, dining room. (S.5E) 	<ul style="list-style-type: none"> It has 9 nine rooms <i>bedroom</i>, bath room, livingroom, mushola, dining room. (S.5E)
	<ul style="list-style-type: none"> It has 9 nine rooms bed room, <i>bath room</i>, livingroom, mushola, dining room. (S.5E) 	<ul style="list-style-type: none"> It has 9 nine rooms bed room, <i>bathroom</i>, livingroom, mushola, dining room. (S.5E)

	<ul style="list-style-type: none"> • It has 9 nine rooms bed room, bath room, <i>livingroom</i>, mushola, dining room. (S.5E) 	<ul style="list-style-type: none"> • It has 9 nine rooms bed room, bath room, <i>living room</i>, mushola, dining room. (S.5E)
	<ul style="list-style-type: none"> • It has <i>Ilive</i> bath room, bedroom. (S.7E) 	<ul style="list-style-type: none"> • It has <i>I live</i> bath room, bedroom. (S.7E)
	<ul style="list-style-type: none"> • It has Ilive <i>bath room</i>, bedroom. (S.7E) 	<ul style="list-style-type: none"> • It has Ilive <i>bathroom</i>, bedroom. (S.7E)
	<ul style="list-style-type: none"> • My <i>bed room</i> is between my brother room. (S.9E) 	<ul style="list-style-type: none"> • My <i>bedroom</i> is between my brother room. (S.9E)
	<ul style="list-style-type: none"> • I really <i>likehouse</i>. (S.9E) 	<ul style="list-style-type: none"> • I really <i>like house</i>. (S.9E)
	<ul style="list-style-type: none"> • My <i>bed room</i> is beedwin myfather room. (S.12E) 	<ul style="list-style-type: none"> • My <i>bedroom</i> is beedwin myfather room. (S.12E)
	<ul style="list-style-type: none"> • Facilities in my <i>bed room</i> table, chair, bed, blanket, 	<ul style="list-style-type: none"> • Facilities in my <i>bedroom</i> table, chair, bed, blanket, cupboard,

	cupboard, television, desk. (S.12E)	television, desk. (S.12E)
	<ul style="list-style-type: none"> • My bed room is beedwin <i>myfather</i> room, facilities in my bed room table, chair, bed, blanket, cupboard, television, desk. (S.12E) 	<ul style="list-style-type: none"> • My bed room is beedwin <i>my father</i> room, facilities in my bed room table, chair, bed, blanket, cupboard, television, desk. (S.12E)
	<ul style="list-style-type: none"> • I <i>live</i> in duwetan. (S.13E) 	<ul style="list-style-type: none"> • I <i>live</i> in duwetan. (S.13E)
	<ul style="list-style-type: none"> • I <i>live</i> with father mother. (S.13E) 	<ul style="list-style-type: none"> • I <i>live</i> with father mother. (S.13E)
	<ul style="list-style-type: none"> • My badroom is betwhite my sisten, dool, piloww, bolster, blacets, tisue, bad, <i>tele vision</i>. (S.14E) 	<ul style="list-style-type: none"> • My badroom is betwhite my sisten, dool, piloww, bolster, blacets, tisue, bad, <i>television</i>. (S.14E)
	<ul style="list-style-type: none"> • Three bedrooms, two bathroom, one living room, one kitchen, 	<ul style="list-style-type: none"> • Three bedrooms, two bathroom, one living room, one kitchen, one

	one dining room, one garage, and alarge yard. (S.17E)	dining room, one garage, and a large yard. (S.17E)
	• Ihave three room. (S.18E)	• I have three room. (S.18E)
	• In my room has bed, pillow, bulster, television, shoes, cup board . (S.18E)	• In my room has bed, pillow, bulster, television, shoes, cupboard . (S.18E)
	• My facilities is television, bed, handphone , lamp, car, motor clycle. (S.18E)	• My facilities is television, bed, hand phone , lamp, car, motor clycle. (S.18E)
	• Ilive with mother with broders. (S.19E)	• I live with mother with broders. (S.19E)
	• Wardrobe, tvs, washing machine, motor bikes , carpet, sink one. (S.20E)	• Wardrobe, tvs, washing machine, motorbikes , carpet, sink one. (S.20E)

	<ul style="list-style-type: none"> • The one a hall one kitchen, four bedroom, one <i>bath room</i> and the one garden. (S.21E) 	<ul style="list-style-type: none"> • The one a hall one kitchen, four bedroom, one <i>bathroom</i> and the one garden. (S.21E)
	<ul style="list-style-type: none"> • My bedroom is betwin my <i>mot hers</i>. (S.21E) 	<ul style="list-style-type: none"> • My bedroom is betwin my <i>mothers</i>. (S.21E)
	<ul style="list-style-type: none"> • It haes tweliev room, six bedroom, seven <i>bath room</i>, trhee living room, two dining room, one tv room. (S.22E) 	<ul style="list-style-type: none"> • It haes tweliev room, six bedroom, seven <i>bathroom</i>, trhee living room, two dining room, one tv room. (S.22E)
	<ul style="list-style-type: none"> • Eight room, shour <i>bed room</i>, one living room, twoo bed room and one kitchen. (S.23E) 	<ul style="list-style-type: none"> • Eight room, shour <i>bedroom</i>, one living room, twoo bed room and one kitchen. (S.23E)
	<ul style="list-style-type: none"> • Eight room, shour bed room, one living room, twoo <i>bed room</i> 	<ul style="list-style-type: none"> • Eight room, shour bed room, one living room,

	and one kitchen. (S.23E)	twoo <i>bedroom</i> and one kitchen. (S.23E)
	• My <i>bed room</i> is bed whit my mother room. (S.23E)	• My <i>bedroom</i> is bed whit my mother room. (S.23E)
	• Factilitas in my <i>bed room</i> table, chair, bed, blanket, piloow, televisi, desk, blanket, cup bourd. (S.23E)	Factilitas in my <i>bedroom</i> table, chair, bed, blanket, piloow, televisi, desk, blanket, cup bourd. (S.23E)
	• The <i>bed room</i> , two bath room, one living room, one kitchen, one dining room, one gargage, and alarge yard. (S.24E)	• The <i>bedroom</i> , two bath room, one living room, one kitchen, one dining room, one gargage, and alarge yard. (S.24E)
	• The bed room, two <i>bath room</i> , one living room, one kitchen, one dining room, one gargage, and alarge yard. (S.24E)	• The bed room, two <i>bathroom</i> , one living room, one kitchen, one dining room, one gargage, and alarge yard. (S.24E)

	<ul style="list-style-type: none"> The bed room, two bath room, one living room, one kitchen, one dining room, one gargage, and <i>alarge</i> yard. (S.24E) 	<ul style="list-style-type: none"> The bed room, two bath room, one living room, one kitchen, one dining room, one gargage, and <i>a large</i> yard. (S.24E)
	<ul style="list-style-type: none"> My <i>bed room</i> is beed win my fathes room. (S.25E) 	<ul style="list-style-type: none"> My <i>bedroom</i> is beed win my fathes room. (S.25E)
	<ul style="list-style-type: none"> Hello! Let me introduce <i>my self</i>. My name is Muhammad hamdan asyrofi. (S.28E) 	<ul style="list-style-type: none"> Hello! Let me introduce <i>myself</i>. My name is Muhammad hamdan asyrofi. (S.28E)
	<ul style="list-style-type: none"> My <i>bed room</i> is bed, toy, clothest, mobile phone, al-quran, clock, players rug, cap, bag, cup board. (S.28E) 	<ul style="list-style-type: none"> My <i>bedroom</i> is bed, toy, clothest, mobile phone, al-quran, clock, players rug, cap, bag, cup board. (S.28E)
	<ul style="list-style-type: none"> My bed room is bed, toy, clothest, mobile 	<ul style="list-style-type: none"> My bed room is bed, toy, clothest, mobile

	<p>phone, al-quran, clock, players rug, cap, bag, <i>cup board</i>. (S.28E)</p>	<p>phone, al-quran, clock, players rug, cap, bag, <i>cupboard</i>. (S.28E)</p>
	<ul style="list-style-type: none"> I have tree <i>rooms</i>, tree room, two bedroom and bathroom. (S.28E) 	<ul style="list-style-type: none"> I have tree <i>rooms</i>, tree room, two bedroom and bathroom. (S.28E)
	<ul style="list-style-type: none"> I live with father, mother, <i>grand mother</i>, grand father, little sister, and sister. (S.31E) 	<ul style="list-style-type: none"> I live with father, mother, <i>grandmother</i>, grand father, little sister, and sister. (S.31E)
	<ul style="list-style-type: none"> I live with father, mother, grand mother, <i>grand father</i>, little sister, and sister. (S.31E) 	<ul style="list-style-type: none"> I live with father, mother, grand mother, <i>grandfather</i>, little sister, and sister. (S.31E)
	<ul style="list-style-type: none"> Pillow, bolster, blanket, mirror, curtain, window, <i>cup</i> 	<ul style="list-style-type: none"> Pillow, bolster, blanket, mirror, curtain, window, <i>cupboard</i>,

	<i>board</i> , hangers, bed, chair. (S.31E)	hangers, bed, chair. (S.31E)
	<ul style="list-style-type: none"> It consists seven room, of living room, kitchen, bathroom, <i>diningroom</i>, bedroom, garage, and agarden at behind. (S.32E) 	<ul style="list-style-type: none"> It consists seven room, of living room, kitchen, bathroom, <i>dining room</i>, bedroom, garage, and agarden at behind. (S.32E)
	<ul style="list-style-type: none"> It consists seven room, of living room, kitchen, bathroom, diningroom, bedroom, garage, and <i>agarden</i> at behind. (S.32E) 	<ul style="list-style-type: none"> It consists seven room, of living room, kitchen, bathroom, diningroom, bedroom, garage, and <i>a garden</i> at behind. (S.32E)

Table 4.8 shows misspellings of an erroneous splitting or joining of words (word segmentation error). The first came from student number 1 in class 7E (S.1E) made a total of two types of misspellings with an erroneous splitting or joining of words. The first, researcher discovered that the word "**bathroom**" was incorrectly written as "**bath room**". The student inserted a space in the word "bathroom," which was one word with no space. The

second error in the word “**living room**” was incorrectly written as “**livingroom**”. The student joined the words ‘living’ and ‘room’, it should be added a space between the letters *g* and *r* to form "living room."

Next, student number 14 in class 7E (S.14E) made a total of one type of misspelling with an erroneous splitting or joining of words. The error found in the word “**television**” was incorrectly written as “**tele vision**”. The student inserted a space in the word “television” which was one word with no space.

Furthermore, in student number 20 in class 7E (S.20E), the researcher discovered that the word "**motorbikes**" was incorrectly written as "**motor bikes**". The student inserted a space in the word “motorbikes” which was one word with no space or it should not be separated by two words.

The fourth, student number 24 in class 7E (S.24E) made a total of three types of misspellings with an erroneous splitting or joining of words. The first, researcher discovered that the word "**bedroom**" was incorrectly written as "**bed room**". The word “bedroom” should not be separated into two words. The second error in the word “**bathroom**” was incorrectly written as “**bath room**”. The student inserted a space in the word “bathroom” which was one word with no space. The third error was found in the word “**a large**” incorrectly written as “**alarge**”. The student joined the words ‘a’ and ‘large’, and should add a space between the letters *a* and *l* to form "a large."

Moreover, student number 32 in class 7E (S.32E) made a total of two types of misspellings with an erroneous splitting or joining of words. The first, researcher discovered that the word “**dining room**” was incorrectly written as “**diningroom**”. The student joined the words ‘dining’ and ‘room’, and should add a space between the letters *g* and *r* to form “dining room”. The second error in the word “**a garden**” was incorrectly written as “**agarden**”. The student joined the words ‘a’ and ‘garden’, should be added space between the letters *a* and *g* to form “a garden”.

i) Two or More Errors of The Same Type or Different Types

The Two or More Errors of The Same Type or Different Types is a type of misspelling that arises when learners add two or even more errors in a word. In this category, the research found 104 misspellings.

Table 4.9

The Two or More Errors of The Same Type or Different Types in
Students’ Writing Descriptive Text

Categories of Misspellings	Misspellings Analysis	Corrected Misspellings
Two or More Errors of The Same Type or	<ul style="list-style-type: none"> I live with father, mother, broder and sister. (S.1E) 	<ul style="list-style-type: none"> I live with father, mother, brother and sister. (S.1E)

Different Types	<ul style="list-style-type: none"> • My bedroom bet when mothersroom and fathersroom. (S.1E) 	<ul style="list-style-type: none"> • My bedroom between my mothersroom and fathersroom. (S.1E)
	<ul style="list-style-type: none"> • My bedroom bet when my mothersroom and fathersroom. (S.1E) 	<ul style="list-style-type: none"> • My bedroom bet when my mother's room and fathersroom. (S.1E)
	<ul style="list-style-type: none"> • My bedroom bet when my mothersroom and fathersroom. (S.1E) 	<ul style="list-style-type: none"> • My bedroom bet when my mothersroom and father's room. (S.1E)
	<ul style="list-style-type: none"> • In my house there is television, radio, motosycle and bycikal. (S.1E) 	<ul style="list-style-type: none"> • In my house there is television, radio, motorcycle and bycikal. (S.1E)
	<ul style="list-style-type: none"> • In my house there is television, radio, motosycle and bycikal. (S.1E) 	<ul style="list-style-type: none"> • In my house there is television, radio, motosycle and bicycle. (S.1E)
	<ul style="list-style-type: none"> • My huse has wan floors. (S.3E) 	<ul style="list-style-type: none"> • My huse has one floors. (S.3E)

<ul style="list-style-type: none"> • Tissue, boster, pillow, <i>blacets</i>, wardrob, bet, clock. (S.3E) 	<ul style="list-style-type: none"> • Tissue, boster, pillow, <i>blanket</i>, wardrob, bet, clock. (S.3E)
<ul style="list-style-type: none"> • My <i>foder</i> bedroom desain my room. (S.3E) 	<ul style="list-style-type: none"> • My <i>father</i> bedroom desain my room. (S.3E)
<ul style="list-style-type: none"> • I live <i>white</i> mother, father, brother, sister. (S.4E) 	<ul style="list-style-type: none"> • I live <i>with</i> mother, father, brother, sister. (S.4E)
<ul style="list-style-type: none"> • I house <i>smole</i>, it has two. (S.4E) 	<ul style="list-style-type: none"> • I house <i>small</i>, it has two. (S.4E)
<ul style="list-style-type: none"> • My badroom is <i>bet</i> <i>white</i> my sister. (S.4E) 	<ul style="list-style-type: none"> • My badroom is <i>between</i> my sister. (S.4E)
<ul style="list-style-type: none"> • Dool, pilow, bolsther, <i>blacets</i>, tissue, clock. (S.4E) 	<ul style="list-style-type: none"> • Dool, pilow, bolsther, <i>blanket</i>, tissue, clock. (S.4E)
<ul style="list-style-type: none"> • My family bedroom is <i>bisaide</i> living room. (S.5E) 	<ul style="list-style-type: none"> • My family bedroom is <i>beside</i> living room. (S.5E)

	<ul style="list-style-type: none"> • I live <i>white</i> mother, father, granfather, sister. (S.6E) 	<ul style="list-style-type: none"> • I live <i>with</i> mother, father, granfather, sister. (S.6E)
	<ul style="list-style-type: none"> • I house <i>smole</i>, it hose two. (S.6E) 	<ul style="list-style-type: none"> • I house <i>small</i>, it hose two. (S.6E)
	<ul style="list-style-type: none"> • My badroom is <i>betwhite</i> my sister. (S.6E) 	<ul style="list-style-type: none"> • My badroom is <i>between</i> my sister. (S.6E)
	<ul style="list-style-type: none"> • Dool, <i>pilau</i>, boerstar, blacets, tissue, mosse, bed. (S.6E) 	<ul style="list-style-type: none"> • Dool, <i>pillow</i>, boerstar, blacets, tissue, mosse, bed. (S.6E)
	<ul style="list-style-type: none"> • Dool, pilau, <i>boerstar</i>, blacets, tissue, mosse, bed. (S.6E) 	<ul style="list-style-type: none"> • Dool, pilau, <i>bolster</i>, blacets, tissue, mosse, bed. (S.6E)
	<ul style="list-style-type: none"> • Dool, pilau, boerstar, <i>blacets</i>, tissue, mosse, bed. (S.6E) 	<ul style="list-style-type: none"> • Dool, pilau, boerstar, <i>blanket</i>, tissue, mosse, bed. (S.6E)
	<ul style="list-style-type: none"> • Dool, pilau, boerstar, blacets, tissue, <i>mosse</i>, bed. (S.6E) 	<ul style="list-style-type: none"> • Dool, pilau, boerstar, blacets, tissue, <i>mouse</i>, bed. (S.6E)

	<ul style="list-style-type: none"> In my house television, clok, radio, <i>moterclye</i>, fan. (S.6E) 	<ul style="list-style-type: none"> In my house television, clok, radio, <i>motorcycle</i>, fan. (S.6E)
	<ul style="list-style-type: none"> Father, <i>madher</i>, and youger sister. (S.8E) 	<ul style="list-style-type: none"> Father, <i>mother</i>, and youger sister. (S.8E)
	<ul style="list-style-type: none"> My house is <i>semoil</i>. (S.8E) 	<ul style="list-style-type: none"> My house is <i>small</i>. (S.8E)
	<ul style="list-style-type: none"> Dining room is eight <i>batch room</i>, betch room, living room, garage, kitchen, mushola. (S.8E) 	<ul style="list-style-type: none"> Dining room is eight <i>bathroom</i>, betch room, living room, garage, kitchen, mushola. (S.8E)
	<ul style="list-style-type: none"> Dining room is eight batch room, <i>betch room</i>, living room, garage, kitchen, mushola. (S.8E) 	<ul style="list-style-type: none"> Dining room is eight batch room, <i>bedroom</i>, living room, garage, kitchen, mushola. (S.8E)
	<ul style="list-style-type: none"> My <i>batch room</i> is beatwetch piloow, boster, tissue, blat 	<ul style="list-style-type: none"> My <i>bathroom</i> is beatwetch piloow, boster, tissue, blat kath,

	kath, des, kabot, betch, klok, television. (S.8E)	des, kabot, betch, klok, television. (S.8E)
	<ul style="list-style-type: none"> My batch room is beatwetch piloow, boster, tissue, blat kath, des, kabot, betch, klok, television. (S.8E) 	<ul style="list-style-type: none"> My batch room is between piloow, boster, tissue, blat kath, des, kabot, betch, klok, television. (S.8E)
	<ul style="list-style-type: none"> My batch room is beatwetch piloow, boster, tissue, blat kath, des, kabot, betch, klok, television. (S.8E) 	<ul style="list-style-type: none"> My batch room is beatwetch piloow, boster, tissue, blanket, des, kabot, betch, klok, television. (S.8E)
	<ul style="list-style-type: none"> My batch room is beatwetch piloow, boster, tissue, blat kath, des, kabot, betch, klok, television. (S.8E) 	<ul style="list-style-type: none"> My batch room is beatwetch piloow, boster, tissue, blat kath, des, kabot, bed, klok, television. (S.8E)
	<ul style="list-style-type: none"> In my house det is television, 	<ul style="list-style-type: none"> In my house det is television, hand

	<p><i>hendpohen</i>, motor cyrle, fish, piloow. (S.8E)</p>	<p><i>phone</i>, motor cyrle, fish, piloow. (S.8E)</p>
	<ul style="list-style-type: none"> In my house det is television, hendpohen, <i>motor</i> <i>cyrle</i>, fish, piloow. (S.8E) 	<ul style="list-style-type: none"> In my house det is television, hendpohen, <i>motorcycle</i>, fish, piloow. (S.8E)
	<ul style="list-style-type: none"> My room is <i>betwhite</i> my father. (S.10E) 	<ul style="list-style-type: none"> My room is <i>between</i> my father. (S.10E)
	<ul style="list-style-type: none"> Doll, pilow, <i>buerstar</i>, blacets, tissue, mosse, bed, television. (S.10E) 	<ul style="list-style-type: none"> Doll, pilow, <i>bolster</i>, blacets, tissue, mosse, bed, television. (S.10E)
	<ul style="list-style-type: none"> Doll, pilow, buerstar, <i>blacets</i>, tissue, mosse, bed, television. (S.10E) 	<ul style="list-style-type: none"> Doll, pilow, buerstar, <i>blanket</i>, tissue, mosse, bed, television. (S.10E)
	<ul style="list-style-type: none"> Doll, pilow, buerstar, blacets, tissue, <i>mosse</i>, bed, television. (S.10E) 	<ul style="list-style-type: none"> Doll, pilow, buerstar, blacets, tissue, <i>mouse</i>, bed, television. (S.10E)

	<ul style="list-style-type: none"> • Therre doll, one desk and one blanket. (S.11E) 	<ul style="list-style-type: none"> • Three doll, one desk and one blanket. (S.11E)
	<ul style="list-style-type: none"> • My bed room is beedwin myfather room. (S.12E) 	<ul style="list-style-type: none"> • My bed room is between myfather room. (S.12E)
	<ul style="list-style-type: none"> • My house there is television, kitchen, motocyle, bike, van. (S.12E) 	<ul style="list-style-type: none"> • My house there is television, kitchen, motorcycle, bike, van. (S.12E)
	<ul style="list-style-type: none"> • Twelve room: kitchen, bathroom, living room, bad room. (S.14E) 	<ul style="list-style-type: none"> • Twelve room: kitchen, bathroom, living room, bedroom. (S.14E)
	<ul style="list-style-type: none"> • My badroom is betwhite my sisten. (S.14E) 	<ul style="list-style-type: none"> • My badroom is between my sisten. (S.14E)
	<ul style="list-style-type: none"> • Dool, pilloww, bolstar, blacest, tisue, bad, television. (S.14E) 	<ul style="list-style-type: none"> • Dool, pillow, bolstar, blacest, tisue, bad, television. (S.14E)

	<ul style="list-style-type: none"> • Dool, piloww, bolstar, <i>blacest</i>, tissue, bad, television. (S.14E) 	<ul style="list-style-type: none"> • Dool, piloww, bolstar, <i>blanket</i>, tissue, bad, television. (S.14E)
	<ul style="list-style-type: none"> • Hello my name is lia, <i>liker</i> pandean and sister. (S.16E) 	<ul style="list-style-type: none"> • Hello my name is lia, <i>live</i> pandean and sister. (S.16E)
	<ul style="list-style-type: none"> • <i>Shemal</i> bedrom two hilifrum. (S.16E) 	<ul style="list-style-type: none"> • <i>Small</i> bedrom two hilifrum. (S.16E)
	<ul style="list-style-type: none"> • My bedroom is <i>bitwin</i> my ward. (S.16E) 	<ul style="list-style-type: none"> • My bedroom is <i>between</i> my ward. (S.16E)
	<ul style="list-style-type: none"> • Lamp floor television fan boster <i>pilo</i> im my roof. (S.16E) 	<ul style="list-style-type: none"> • Lamp floor television fan boster <i>pillow</i> im my roof. (S.16E)
	<ul style="list-style-type: none"> • In my hous there is television, car, <i>motor casel</i>, fan. (S.17E) 	<ul style="list-style-type: none"> • In my hous there is television, car, <i>motorcycle</i>, fan. (S.17E)
	<ul style="list-style-type: none"> • In my room has bed, pillow, bulster, 	<ul style="list-style-type: none"> • In my room has bed, pillow, bulster,

	television, shoes, cup board, daks . (S.18E)	television, shoes, cup board, desk . (S.18E)
	<ul style="list-style-type: none"> • My facilities is television, bed, handphone, lamp, car, motor clycle. (S.18E) 	<ul style="list-style-type: none"> • My facilities is television, bed, handphone, lamp, car, motorcycle. (S.18E)
	<ul style="list-style-type: none"> • I live with mother with broders. (S.19E) 	<ul style="list-style-type: none"> • I live with mother with brothers. (S.19E)
	<ul style="list-style-type: none"> • My bedrooms bise brothers bedrooms. (S.19E) 	<ul style="list-style-type: none"> • My bedrooms beside brothers bedrooms. (S.19E)
	<ul style="list-style-type: none"> • My bedrooms bise brothers bedrooms. (S.19E) 	<ul style="list-style-type: none"> • My bedrooms bise brother's bedroom. (S.19E)
	<ul style="list-style-type: none"> • In my house deeries tv, fuun. (S.19E) 	<ul style="list-style-type: none"> • In my house deeries tv, fan. (S.19E)
	<ul style="list-style-type: none"> • Hello my name is marita. Liker duwetan. (S.20E) 	<ul style="list-style-type: none"> • Hello my name is marita. Live duwetan. (S.20E)

	<ul style="list-style-type: none"> • Fardri, <i>mamther</i>, brothers and sistes. (S.20E) 	<ul style="list-style-type: none"> • Fardri, <i>mother</i>, brothers and sistes. (S.20E)
	<ul style="list-style-type: none"> • My <i>bar room</i> is brothers and sistes room. (S.20E) 	<ul style="list-style-type: none"> • My <i>bedroom</i> is brothers and sistes room. (S.20E)
	<ul style="list-style-type: none"> • My bar room is <i>brothers and sistes room</i>. (S.20E) 	<ul style="list-style-type: none"> • My bar room is <i>brother and sister's room</i>. (S.20E)
	<ul style="list-style-type: none"> • Bolster, desk, <i>tisu</i>, rug, study tables, wardrobes, ben. (S.20E) 	<ul style="list-style-type: none"> • Bolster, desk, <i>tissue</i>, rug, study tables, wardrobes, ben. (S.20E)
	<ul style="list-style-type: none"> • I live with father, mather, brother, sister, <i>litel</i> brother. (S.21E) 	<ul style="list-style-type: none"> • I live with father, mather, brother, sister, <i>little</i> brother. (S.21E)
	<ul style="list-style-type: none"> • On the <i>grad</i> floor the one a hall one kitchen, four bedroom, one 	<ul style="list-style-type: none"> • On the <i>ground</i> floor the one a hall one kitchen, four bedroom, one bath

	bath room and the one garden. (S.21E)	room and the one garden. (S.21E)
	<ul style="list-style-type: none"> My bedroom is <i>betwin</i> my mot hers. (S.21E) 	<ul style="list-style-type: none"> My bedroom is <i>between</i> my mot hers. (S.21E)
	<ul style="list-style-type: none"> My <i>mathers room</i>, table, wardoble, o'clock. (S.21) 	<ul style="list-style-type: none"> My <i>mother's room</i>, table, wardoble, o'clock. (S.21)
	<ul style="list-style-type: none"> My mathers room, table, <i>wardoble</i>, o'clock. (S.21) 	<ul style="list-style-type: none"> My mathers room, table, <i>wardrobe</i>, o'clock. (S.21)
	<ul style="list-style-type: none"> I live with mother with <i>baby sister</i>. (S.22E) 	<ul style="list-style-type: none"> I live with mother with <i>babysitter</i>. (S.22E)
	<ul style="list-style-type: none"> It haes <i>tweliev</i> room, six bedroom, seven bath room, trhee living room, two dining room, one tv room. (S.22E) 	<ul style="list-style-type: none"> It haes <i>twelve</i> room, six bedroom, seven bath room, trhee living room, two dining room, one tv room. (S.22E)

	<ul style="list-style-type: none"> • I live <i>what</i> father, mother. (S.23E) 	<ul style="list-style-type: none"> • I live <i>with</i> father, mother. (S.23E)
	<ul style="list-style-type: none"> • Is hast eight room, <i>shour</i> bed room, one living room, two bed room and one kitchen. (S.23E) 	<ul style="list-style-type: none"> • Is hast eight room, <i>four</i> bed room, one living room, two bed room and one kitchen. (S.23E)
	<ul style="list-style-type: none"> • <i>Facilitas</i> in my bed room table, chair, bed, blanket, piloow, televisi, desk, blanket, cup bourd. (S.23E) 	<ul style="list-style-type: none"> • <i>Facilities</i> in my bed room table, chair, bed, blanket, piloow, televisi, desk, blanket, cup bourd. (S.23E)
	<ul style="list-style-type: none"> • Facilitas in my bed room table, chair, bed, blanket, piloow, <i>televisi</i>, desk, blanket, cup bourd. (S.23E) 	<ul style="list-style-type: none"> • Facilitas in my bed room table, chair, bed, blanket, piloow, <i>television</i>, desk, blanket, cup bourd. (S.23E)
	<ul style="list-style-type: none"> • Facilitas in my bed room table, chair, bed, blanket, piloow, 	<ul style="list-style-type: none"> • Facilitas in my bed room table, chair, bed, blanket, piloow,

	<p>televisi, desk, blanket, cup bourd. (S.23E)</p>	<p>televisi, desk, blanket, cupboard. (S.23E)</p>
	<ul style="list-style-type: none"> • My father room beside myroon. (S.23E) 	<ul style="list-style-type: none"> • My father room beside my room. (S.23E)
	<ul style="list-style-type: none"> • In my hous teries television, kitchen, motocyle, bike. (S.23E) 	<ul style="list-style-type: none"> • In my hous there is television, kitchen, motocyle, bike. (S.23E)
	<ul style="list-style-type: none"> • In my hous teries television, kitchen, motocyle, bike. (S.23E) 	<ul style="list-style-type: none"> • In my hous teries television, kitchen, motorcycle, bike. (S.23E)
	<ul style="list-style-type: none"> • I live with my father, mother, sister, yaong brother. (S.24E) 	<ul style="list-style-type: none"> • I live with my father, mother, sister, young brother. (S.24E)
	<ul style="list-style-type: none"> • I live with my mother title sister and old brother. (S.25E) 	<ul style="list-style-type: none"> • I live with my mother little sister and old brother. (S.25E)

	<ul style="list-style-type: none"> • My bed room is <i>beed</i> <i>win</i> my fathes room. (S.25E) 	<ul style="list-style-type: none"> • My bed room is <i>between</i> my fathes room. (S.25E)
	<ul style="list-style-type: none"> • My bed room is beed win my <i>fathes room</i>. (S.25E) 	<ul style="list-style-type: none"> • My bed room is beed win my <i>father's room</i>. (S.25E)
	<ul style="list-style-type: none"> • My beroom is bed toy, <i>clotnese</i>, mobile. (S.26E) 	<ul style="list-style-type: none"> • My beroom is bed toy, <i>clothes</i>, mobile. (S.26E)
	<ul style="list-style-type: none"> • My <i>nem</i> is fauzi I live with my parents and two sisters, fatder, madher. (S.27E) 	<ul style="list-style-type: none"> • My <i>name</i> is fauzi I live with my parents and two sisters, fatder, madher. (S.27E)
	<ul style="list-style-type: none"> • My nem is fauzi I live with my parents and two sisters, fatder, <i>madher</i>. (S.27E) 	<ul style="list-style-type: none"> • My nem is fauzi I live with my parents and two sisters, fatder, <i>mother</i>. (S.27E)
	<ul style="list-style-type: none"> • My os is <i>semol</i> dining room is eight bet room. (S.27E) 	<ul style="list-style-type: none"> • My os is <i>small</i> dining room is eight bet room. (S.27E)

	<ul style="list-style-type: none"> • My os is semol dining room is eight bet room. (S.27E) 	<ul style="list-style-type: none"> • My os is semol dining room is eight bedroom. (S.27E)
	<ul style="list-style-type: none"> • My os is semol dining room is eight bet room. (S.27E) 	<ul style="list-style-type: none"> • My house is semol dining room is eight bet room. (S.27E)
	<ul style="list-style-type: none"> • My batch room is beat wetch, boster, pilao blanker, wardrof, bet, klof, telefision. (S.27E) 	<ul style="list-style-type: none"> • My bathroom is beat wetch, boster, pilao blanker, wardrof, bet, klof, telefision. (S.27E)
	<ul style="list-style-type: none"> • My batch room is beat wetch, boster, pilao blanker, wardrof, bet, klof, telefision. (S.27E) 	<ul style="list-style-type: none"> • My batch room is between, boster, pilao blanker, wardrof, bet, klof, telefision. (S.27E)
	<ul style="list-style-type: none"> • My batch room is beat wetch, boster, pilao blanker, wardrof, bet, klof, telefision. (S.27E) 	<ul style="list-style-type: none"> • My batch room is beat wetch, boster, pillow blanker, wardrof, bet, klof, telefision. (S.27E)

	<ul style="list-style-type: none"> • My batch room is beat wetch, boster, pilao blanker, wardrof, bet, klof, telefision. (S.27E) 	<ul style="list-style-type: none"> • My batch room is beat wetch, boster, pilao blanker, wardrobe, bet, klof, telefision. (S.27E)
	<ul style="list-style-type: none"> • My batch room is beat wetch, boster, pilao blanker, wardrof, bet, klof, telefision. (S.27E) 	<ul style="list-style-type: none"> • My batch room is beat wetch, boster, pilao blanker, wardrof, bet, clock, telefision. (S.27E)
	<ul style="list-style-type: none"> • My foder betroom desain my room. (S.27E) 	<ul style="list-style-type: none"> • My father betroom desain my room. (S.27E)
	<ul style="list-style-type: none"> • My foder betroom desain my room. (S.27E) 	<ul style="list-style-type: none"> • My foder betroom beside my room. (S.27E)
	<ul style="list-style-type: none"> • In my hoes, cycle lato-lato aelat my hoes. (S.27E) 	<ul style="list-style-type: none"> • In my house, cycle lato-lato aelat my hoes. (S.27E)

	<ul style="list-style-type: none"> • In my hoes, cycle lato-lato aelat my hoes. (S.27E) 	<ul style="list-style-type: none"> • In my hoes, cycle lato-lato aelat my house. (S.27E)
	<ul style="list-style-type: none"> • In my house there is television, remoted, book self, lamp, night lamp, sofa. (S.28E) 	<ul style="list-style-type: none"> • In my house there is television, remoted, bookshelf, lamp, night lamp, sofa. (S.28E)
	<ul style="list-style-type: none"> • I live it father, mother and big brother. (S.28E) 	<ul style="list-style-type: none"> • I live with father, mother and big brother. (S.28E)
	<ul style="list-style-type: none"> • My bed room it bed, toy, clothest, mobile phone, al-quran, clock, players rug, cap, bag, cup board. (S.28E) 	<ul style="list-style-type: none"> • My bed room it bed, toy, clothest, mobile phone, al-quran, clock, player rugs, cap, bag, cup board. (S.28E)
	<ul style="list-style-type: none"> • My bedroom is beside bit wit has brothes bhtram. (S.29E) 	<ul style="list-style-type: none"> • My bedroom is beside between has brothes bhtram. (S.29E)

	<ul style="list-style-type: none"> • My bedroom is beside bit wit has brothes <i>bhtrom.</i> (S.29E) 	<ul style="list-style-type: none"> • My bedroom is beside bit wit has brothes <i>bathroom.</i> (S.29E)
	<ul style="list-style-type: none"> • My room brother besaide <i>bisade</i> tv room. (S.29E) 	<ul style="list-style-type: none"> • My room brother besaide <i>beside</i> tv room. (S.29E)
	<ul style="list-style-type: none"> • On the groud floor <i>the are</i> a hall one kitchen, three bedroom, two bathroom and the one dining room. (S.30E) 	<ul style="list-style-type: none"> • On the groud floor <i>there are</i> a hall one kitchen, three bedroom, two bathroom and the one dining room. (S.30E)
	<ul style="list-style-type: none"> • My bedroom is <i>beetwin</i> my mothers and fatersroom. (S.30E) 	<ul style="list-style-type: none"> • My bedroom is <i>between</i> my mothers and fatersroom. (S.30E)
	<ul style="list-style-type: none"> • My bedroom is beetwin my mothers and <i>fatersroom.</i> (S.30E) 	<ul style="list-style-type: none"> • My bedroom is beetwin my mothers and <i>father's room.</i> (S.30E)

	<ul style="list-style-type: none"> In my house there is television, car, <i>montor</i> <i>sycle</i>, air conditioning, mobile phone. (S.31E) 	<ul style="list-style-type: none"> In my house there is television, car, <i>motorcycle</i>, air conditioning, mobile phone. (S.31E)
	<ul style="list-style-type: none"> My bedroom is <i>bith</i> <i>win</i> room mothhers. (S.32E) 	<ul style="list-style-type: none"> My bedroom is <i>between</i> room mothhers. (S.32E)

As shown in the table above, student number 1 in class 7E (S.1E) made a total of six types of misspelling with two or more errors of the same type or different types. The researcher discovered that the word “**brother**” was incorrectly written as “**broder**”. It was multiple errors because there are two errors in the word. The first error is a substitution of one letter, the student substitutes the letter *t* with the letter *d*. The second error is the omission of a letter, the student writes the word “brother” incorrectly and it should be added a letter *h* after the letter *t*. Next, the error was found in the word “**between**” being incorrectly written as “**bet when**”. It was multiple errors because there are three errors in the word. The first error is the erroneous splitting or joining of words, the student inserted a space in the word "between" which was one word with no space. The second error is the addition of a letter, after the letter *w* the student added the letter *h* and it

should be deleted. The third error is a single letter instead of a double letter, the student only put a single letter of *e* and it should be a double letter *e*. Furthermore, the error was found in the word “**mother’s room**” being incorrectly written as “**mothersroom**”. It was multiple errors because there are two errors in the word. The first error is the error involving an apostrophe, in the word "mother’s room" the student omitted an apostrophe. When a student forgets to add an apostrophe, the meaning of the word may be influenced. However, the student should have written "mother's room" rather than "mothers room”. The second error is the erroneous splitting or joining of words (word segmentation error), the student joined the words ‘mothers’ and ‘room’, should be added a space between the letters *s* and *r* to form "mother’s room”. Next, the error was found in the word “**father’s room**” being incorrectly written as “**fathersroom**”. It was multiple errors because there are two errors in the word. The first error is the error involving an apostrophe, in the word "father’s room" the student omitted an apostrophe. When a student forgets to add an apostrophe, the meaning of the word may be influenced. However, the student should have written “father's room" rather than “fathers room”. The second error is the erroneous splitting or joining of words (word segmentation error), the student joined the words ‘fathers’ and ‘room’, should be added a space between the letters *s* and *r* to form "father’s room”. Then, the error was found in the word “**motorcycle**” being incorrectly written as “**motosycle**”. It was multiple errors because there are two errors in the word. The first error is the omission of a letter, the student writes the word “motorcycle” incorrectly

and it should be added a letter *r* after the letter *o*. The second error is a substitution of one letter, the student substitutes the letter *c* with the letter *s*. The last error from student number 1 in class 7E was found in the word “**bicycle**” which was incorrectly written as “**bycikal**”. It was multiple errors because there are two errors in the word. The first error is an interchange of two adjacent letters, the researcher discovered that the word "bicycle" was incorrectly written as "bycikal". The student misordered the letters b, i, c, y, resulting in b, y, c, i. The second error is a substitution of one letter, the student substitutes the letter *c* with the letter *k*, the letter *l* with the letter *a*, and the letter *e* with the letter *l*.

Next, student number 11 in class 7E (S.11E) made a total of one type of misspelling with two or more errors of the same type or different types. The researcher discovered that the word “**three**” was incorrectly written as “**Therre**”. It was multiple errors because there are three errors in the word. The first error is the addition of a letter, after the letter *h* the student added the letter *e* and it should be deleted. The second error is a double letter instead of a single letter, there was only a single *r* in the word "three" not a double *r*. The third error is a single letter instead of a double letter, the student only put a single letter of *e* and it should be a double letter *e*.

Moreover, student number 18 in class 7E (S.18E) made a total of two types of misspelling with two or more errors of the same type or different types. The researcher discovered that the word “**desk**” was incorrectly written as “**daks**”. It was multiple errors because there are two errors in the word. The first error is a substitution of one letter, the student

substitutes the letter *e* with the letter *a*. The second error is an interchange of two adjacent letters, the student misordered the letter *k* and the letter *s*. Next, the error was found the word “**motorcycle**” was incorrectly written as “**motor clycle**”. It was multiple errors because there are two errors in the word. The first error is the erroneous splitting or joining of words, the student inserted a space in the word “motorcycle” and it should not be separated by two words. The second error is the addition of a letter, after the letter *c* the student added the letter *l* and it should be deleted.

Furthermore, student number 22 in class 7E (S.22E) made a total of two types of misspelling with two or more errors of the same type or different types. The first error was found in the word “**babysitter**” which was incorrectly written as “**baby sister**”. It was multiple errors because there are three errors in the word. The first error is the erroneous splitting or joining of words, the student inserted a space in the word “babysitter” which was one word with no space. The second error is the addition of a letter, after the letter *i* the student added a letter *s* and it should be deleted. The third error is a single letter instead of a double letter, the student only put a single letter of *t* and it should be a double letter *t*. Moreover, an error was found in the word “**twelve**” incorrectly written as “**tweliev**”. It was multiple errors because there are two errors in the word. The first error is the addition of a letter, after the letter *l* the student added the letter *i* and it should be deleted. The second error is the interchange of two adjacent letters, the student misordered the letter *e* and the letter *v*.

Then, student number 26 in class 7E (S.26E) made a total of one type of misspelling with two or more errors of the same type or different types. The researcher discovered that the word “**clothes**” was incorrectly written as “**clotnese**”. It was multiple errors because there are two errors in the word. The first error is a substitution of one letter, the student substitutes the letter *h* with the letter *n*. The second error is the addition of a letter, after the letter *s* the student added a letter *e* and it should be deleted.

Following the explanation above, the researcher discovered nine types of misspellings made by students in the seventh grade at SMPN 1 Ngawen Klaten. As shown in the table below, the researcher classified the nine types of misspellings:

Table 4.10

Misspelling Categories in Students' Descriptive Text

No	Categories of Misspelling	Error occurrence
1.	Omission of a letter	35
2.	Addition of a letter	21
3.	Single letter instead of double letter	21
4.	Double letter instead of single letter	6
5.	Substitution of one letter	43
6.	Interchange of two adjacent letter	2
7.	Error involving an apostrophe	3

8.	Erroneous splitting or joining of words (word segmentation error)	41
9.	Two or more error of the same type or different types	104
Total		276

2. The Most Frequency Misspelling

The most frequent misspelling in students writing descriptive text at seventh-grade students (VII E) at SMPN 1 Ngawen Klaten, as shown in table 4.10. The highest frequency of misspelling categories can be determined through data analysis. In table 4.11, the occurrence of each misspelling type was ranked from highest to lowest.

Table 4.11

Table of Relative Frequency Distribution

No	Categories of Misspellings	Number of Misspellings Occurs	Frequency Relative (Percentage)
1.	Omission of a letter	35	12,68 %
2.	Addition of a letter	21	7,60 %
3.	Single letter instead of double letter	21	7,60 %

4.	Double letter instead of single letter	6	2,17 %
5.	Substitution of one letter	43	15,57 %
6.	Interchange of two adjacent letters	2	0,72 %
7.	Error involving an apostrophe	3	1,08 %
8.	Erroneous splitting or joining of words (word segmentation error)	41	14,85 %
9.	Two or more errors of the same type or different types	104	37,68 %
	Total	276	100 %

The table shows the percentages of each misspelling based on Bestgen and Grangers' theories. The researcher discovered that misspelling of Two or more errors of the same or different types is the most frequent misspelling made by seventh-grade students (VII E) at SMPN 1 Ngawen Klaten, with 104 total misspellings or 37.68 %. After analyzing the percentage of students who misspelled two or more errors of the same or different types, the researcher concluded that the percentage of students who misspelled was moderate. It is based on a classification standard adapted from Depdikbud (1994: 37) that 36 % - 64 % is classified as moderate. The substitution of one letter is the second-most frequent misspelling made by

students with 43 total misspellings or 15,57 %. Then, the researcher took the conclusion that the percentage of students' misspellings was classified as low. The third is Erroneous splitting or joining of words (word segmentation error) with 41 total misspellings or 14,85 %. The researcher took the conclusion that the percentage of students' misspellings was classified as low. The fourth is the omission of a letter with 35 total misspellings or 12,68 % which was classified as low. Furthermore, The addition of a letter and A single letter instead of a double letter with the same total number of misspellings (21 misspellings) or 7,60 %. Then, the researcher took the conclusion that the percentage of students' misspellings was classified as low. The next is A double letter instead of a single letter with 6 total misspellings or 2,17 % was classified as low. Moreover, an error involving an apostrophe with 3 total misspellings or 1,08 %. Then, the researcher concluded that the percentage of students who misspelled was low. The last misspelling made by seventh-grade students (VII E) is The interchange of two adjacent letters with 2 total misspellings or 0,72 %. After that, the researcher took the conclusion that the percentage of students' misspellings was classified as low.

3. The Causes or Reason Why the Students Do Misspellings in Descriptive Text

The researcher interviewed the students in Bahasa, then translated the interview into English. Based on student interviews, the researcher found misspellings in the descriptive text caused by two factors:

a) The Internal Factors

Essentially, many students are unaware that they have misspelled words while writing descriptive texts. They are still confused and do not understand how to correctly write English spelling, so when given the assignment to create texts in English, they simply drop out. Aside from that, some students realized they had misspelled something but continued to do so because they were in a hurry. This is supported by the results of an interview with S.11E stated that *“Saya sering melakukan kesalahan ejaan karena bingung dan tidak paham”* In line with the results of the interview, S.27E stated that *“Saya tidak sadar ketika melakukan kesalahan ejaan dalam bahasa inggris karena Saya hanya asal menulis ketika ada tugas membuat teks dalam bahasa inggris”*.

Furthermore, linguistic difficulties or the influence of the mother tongue remain very closely related to students' writing abilities, specifically difficulty understanding the differences between the mother tongue and the language being studied, difficulty understanding native speakers' pronunciation, and difficulty understanding the grammatical differences between the mother tongue and the language spoken studied (English). This is supported by an interview with S.15E, who stated *“Keseharian memakai bahasa jawa dan bahasa Indonesia, kalo bahasa inggris tidak pernah”* Then the researcher added the results of the interview with S.8E said *“Jika bertanya dengan guru, saya sering menggunakan bahasa Indonesia.”* Therefore, it can be concluded that

linguistic difficulties or the influence of the mother tongue remain very closely related to students' writing abilities.

Furthermore, there is a lack of understanding of spelling material among students. Almost all the results from interviews with five student samples support this. Researchers gathered evidence from interviews with S.6E, who stated *“Saya tidak sadar dan mengetahui jika kekurangan atau kelebihan satu huruf saja dalam bahasa inggris bisa mengakibatkan kesalahan ejaan”*, besides that S.6E also stated *“Saya tidak tahu penggunaan apostrophe yang benar dan baru tahu ketika miss nisa ajarin ini tadi.”*

Then some students never repeat the material that has been taught and only study at school. This is supported by the results of an interview with S.27E, as stated *“Saya tidak sering dan bahkan tidak pernah mengulangi materi bahasa inggris. Saya hanya belajar bahasa inggris di sekolah saja.”* Lastly, some students who dislike listening to English music, watching English movies or series, and reading English books. This is also supported by the results of an interview with S.6E, who stated *“Saya tidak suka mendengarkan lagu-lagu berbahasa inggris;”* *“Saya tidak sering menonton film menggunakan bahasa inggris tapi Saya pernah menontonnya sekali;”* *“Saya tidak dan bahkan belum pernah membaca buku berbahasa inggris seperti novel dan lain-lain.”*

Based on the findings of these interviews, the researcher concluded that the aforementioned was an internal factor that led to the student's difficulties in using English spelling when writing descriptive texts.

b) The External Factors

The teacher still uses Indonesian as an introduction to English classes. This demonstrates that English language education at SMPN 1 Ngawen Klaten continues to focus solely on cognitive and psychomotor aspects. This is supported by S.8E's statement, which stated that "*Jika mengajar, guru menggunakan bahasa campuran, namun lebih sering menggunakan bahasa Indonesia.*"

The teacher then rarely notices or reprimands misspellings in students' writing and never corrects them. This is supported by S.11E's statement, which stated that "*Guru menegur tetapi tidak membenarkan kesalahan Saya pada bagian mana.*"

Furthermore, even though she has only mentioned spelling material once, the teacher rarely mentions it in English. However, the learning motivation of class VII students at SMPN 1 Ngawen Klaten in English remains low. The majority of them believe that English is a difficult language to master. It is supported by the teacher, who rarely motivates her students, particularly those learning English spelling. This is supported by the S.8E statement which stated that "*Guru pernah memberikan motivasi mengenai ejaan bahasa inggris, akan tetapi hanya kadang kala.*"

Lastly, teachers rarely provide feedback to their students, and this theoretical learning style gradually creates a passive learning atmosphere. Knowledge is only focused on the teacher, with no feedback from the teacher to the students. Students appear to be

receiving knowledge without having the opportunity to intensively practice their English skills. This was supported by almost all of the statements of the five students sampled by the researchers, one of whom, S.15E, stated that “*Guru tidak memberikan feedback setelah pembelajaran, padahal saya menginginkan feedback tersebut. Jadi, nanti seperti diberi tahu kekuranganmu disini, berarti kamu harus lebih memahami kekuranganmu itu.*” As a result, the researcher concluded that this could be the root cause of poor spelling skills in English text writing.

The researcher then obtained information about students' opinions on how to increase and what students and teachers should do to improve their English writing skills through interviews with students. The researcher can conclude that the students should put in more effort to learn and practice the language by listening to songs and watching movies or series in English and then translating the meaning so that their vocabulary grows and they are no longer incorrect in spelling. Students can also take special English lessons if there are more opportunities. On the other hand, the researcher revealed students' perspectives on the efforts that teachers should make to improve their students' spelling skills, such as giving material more frequently and drilling students' vocabulary, for example, by adding material on the sidelines of the core material every 1 meeting should have to memorize 10 vocabulary words along with correct spelling. Furthermore, teachers can build stronger bonds with their students. Besides that, the teacher may provide material

related to watching English films on occasion, and students are then asked to collect the vocabulary they learn as well as search for the meaning of the vocabulary.

B. Discussion

Based on the data analysis of the research findings, it can be seen that the most frequent error is Two or more errors of the same or different types. This category is the most frequently used by seventh-grade students at SMPN 1 Ngawen because, based on the findings of this research, two or more errors of the same or different types occupy the highest level than the other categories, with 104 total misspellings or 37.68% was classified as moderate. Furthermore, this category arises when learners add two or even more errors in a word. For example, the word "bother" which is pronounced as /'brʌðə(r)/ was incorrectly written as "broder". The sample indicates that the student made an error by replacing the letter *t* with the letter *d* and removing a letter *h* after the letter *t*, which was classified as a substitution of one letter and an omission of a letter.

The second-most frequent misspelling made by students is the substitution of one letter with 43 total misspellings or 15,57 % was classified as low. The students made this misspelling because they were still influenced by their first language when writing in English. The researcher believes that the students substituted the incorrect letter, particularly in words with similar sounds. For instance, in the word "house," which is pronounced /haʊs/ and sounds like a, the students wrote "hause" with the letter *o* replaced by the letter *a*.

The third is Erroneous splitting or joining of words (word segmentation error) with 41 total misspellings or 14,85 % was classified as low. The students did not pay attention to whether or not they used a space between the words. It may, however, change the meanings. For instance, the word "cupboard" was misspelled as "cup board". Students added a space to their writing. Those words have different meanings; "cupboard" means *lemari (umum)*, but if separated by a space, "cup" means *cangkir*, and "board" means *papan*. It could be difficult for the reader to understand the correct meaning.

The fourth misspelling which is committed by students is the omission of a letter with 35 total misspellings or 12,68 % was classified as low. The researcher concludes that students still lacked spelling skills, particularly when writing text. Students did not pay attention to how to write English words correctly because they believed that when they pronounced an English word, it was the same as when it was written, and they did not know how to differentiate some letters or sounds. They were still confused about distinguishing between letters *s*, *k*, and *c* that had the same sound when pronounced, such as in the word "sticker," which is pronounced /'stɪkə(r)/ incorrectly as "stiker" should be added a letter *c* after the letter *i*.

The fifth misspelling made by students is the addition of a letter and a single letter instead of a double letter with the same total number of misspellings (21 misspellings) or 7,60 % was classified as low. As the researcher previously stated, many words in English have similar sounds. For instance, in the word "beside" as pronounced with /br'saɪd/ which is incorrectly written as "besaide" after the letter *s*, the student added a letter *a*. It happened because the students

were unfamiliar with how to pronounce a word that contained "ai" or not because the pronunciation is nearly identical. Misspelling occurs when any grapheme is added, deleted, substituted by another, or reversed. (Al-Jarf, 2010: 10). Then, another misspelling that is committed by students is a single letter instead of a double letter. This misspelling arises when learners misspell a letter in a word with two letters. According to the findings, this misspelling occurred because it is related to the students' L1. As an example, "hello" was incorrectly written as "helo" and should have a double *l*, but the student only used a single *l*.

Another misspelling made by students is A double letter instead of a single letter with 6 total misspellings or 2,17 % classified as low. According to Bebout (1985: 583), consonant doubling is difficult for any English learner or writer. It is particularly risky for students or teachers who are not accustomed to paying attention to the presence or absence of doubled consonants or making decisions about doubling consonants when only one consonant letter is required. As an example, the word "little" which is pronounced as /'lɪtl/ which is incorrectly written as "litle" shows double letters *l*.

The eighth misspelling made by students is an error involving an apostrophe with 3 total misspellings or 1,08 % was classified as low. The students made this because they used an apostrophe in the wrong position and were still confused about how to use it in possessive forms. As an example, the word "mother's room" is spelled incorrectly as "mothers room." That phrase was written without an apostrophe by the students. The finding is a reflection of the apostrophe error. Students' written words did not relate to Straus' theory (2008:

63). According to her, when applying the apostrophe with contractions, the apostrophe should always be put where the letter *s* has been eliminated, such as "don't", "it's", and many others. Meanwhile, when using the apostrophe with the possession, the place of an apostrophe is before the *s* to indicate singular possession, for example, "Park Seo-Joon's house". As a result, the teacher should provide more lessons on how to use apostrophes, particularly in possessive forms.

Furthermore, the last misspelling made by students is the interchange of two adjacent letters with 2 total misspellings or 0,72 % was classified as low. The students were still confused about how to write English words accurately, even knowing how to speak the words correctly. For instance, the word "three," which is pronounced /θri:/, is incorrectly spelled as "trhee," because the students failed to place the letter *h* and *r* appropriately. As a result, the students made a misspelling when they ordered the letters *h* and *r*.

The study discovered the reasons why students made misspellings when writing descriptive texts through interviews with students in class VII E at SMPN 1 Ngawen Klaten. Students have many obstacles when writing descriptive texts, especially with spelling. the researcher divides these diverse reasons into two categories: Internal factors and External factors. The internal factors, there are the students are still confused and do not understand how to correctly write English spelling, so when given the assignment to create texts in English they simply drop out, linguistic difficulties or the influence of the mother tongue remain very closely related to students' writing abilities, specifically difficulty understanding the differences between the mother tongue

and the language being studied, there is a lack of understanding of spelling material among students, the students never repeat the material that has been taught and only study at school, the students dislike listening to English music, dislike watching English movies or series, and dislike reading English books. On the other hand, the external factors, there is the teacher still using Indonesian as an introduction to English classes, the teacher then rarely noticing or reprimanding misspellings in students' writing and never correcting them, the teacher rarely motivating her students, particularly those learning English spelling, and the teacher rarely provide feedback to their students. As a result, the researcher concluded that this could be the root cause of poor spelling skills in English text writing. Furthermore, previous studies that have the same reasons for the occurrence of misspellings among students support this reason. This study was conducted by Ismayanti and Kholiq (2020), who stated that the factor that caused the students' difficulties in writing descriptive text at tenth-grade students of SMAN 1 Sukodadi are: 1) The difficulties in spelling. It means that the students can't write the correct word in English. 2) Lack of knowledge relating to the subject content of the script to be written. It is mean that the students did not understand well about the material of the descriptive text. 3) Lack of interest in learning English. It means that the students are not interested in learning English at school.

The researcher obtained information about students' opinions on how to increase and improve their English writing skills through interviews with students. They concluded that students should put in more effort to learn and practice the language by listening to songs and watching movies or series in

English and translating the meaning. Additionally, teachers should make efforts to improve their students' spelling skills by giving material more frequently and drilling students' vocabulary. Teachers can also build stronger bonds with their students by providing material related to watching English films on occasion.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions from the research and provides suggestions to members of the English Education community, especially the students, the teachers, and the other researchers.

A. Conclusion

After analyzing the obtained data from the student's answer sheets which were focused on the types of misspellings made by the seventh-grade students of VII E at SMPN 1 Ngawen Klaten in their descriptive text writing and determining the causes or reasons why the student's misspellings in their writing. The researcher would like to draw the following conclusions based on the research problems of this study:

1. The first research question concerns the types of misspellings found in descriptive text written by students. The researcher draws conclusions based on the analysis of the types of misspellings. In this study, students in the seventh grade of VII E committed nine types of misspellings. These categories include omission of a letter, the addition of a letter, single letter instead of a double letter, double letter instead of a single letter, substitution of one letter, interchange of two adjacent letters, error involving an apostrophe, erroneous splitting or joining of words (word segmentation error), and two or more errors of the same type of different types. Misspellings were discovered by collecting a document containing 32

students' descriptive text written by seventh grade at VII E. According to the researcher's analysis, misspellings occurred because the influence of a word's sound and the way to spell it was not always clear. Furthermore, misspellings in students' writing can occur as a result of the influence of the student's first language (L1).

2. Concerning the second question of this study, the errors that most frequently occur in the students' misspellings in writing descriptive text at the seventh-grade students of VII E at SMPN 1 Ngawen Klaten. The findings show 276 misspellings in the descriptive texts written by 32 students in classes VII E with the highest percentage that are Two or More Errors of The Same or Different Types with 104 total misspellings or 37,68 % was classified as moderate, the second-most frequent misspelling made by students is the Substitution of One Letter with 43 total misspellings or 15,57 % was classified as low, Erroneous splitting or joining of words (word segmentation error) with 41 total misspellings or 14,85 % was classified as low, The Omission of A Letter with 35 total misspellings or 12,68 % was classified as low, The Addition of A Letter and A Single Letter Instead of A Double Letter with the same total number of misspellings (21 misspellings) or 7,60 % was classified as low, A Double Letter Instead of A Single Letter with 6 total misspellings or 2,17 % classified as low, An Error Involving an Apostrophe with 3 total misspellings or 1,08 % was classified as low, Furthermore, the last misspelling made by students is The Interchange of Two Adjacent Letters with 2 total misspellings or 0,72 % was classified as low.

3. In terms of the third research question concerns the reasons why students made misspellings when writing descriptive text. The researcher draws conclusions based on the interviews with 5 students in class VII E at SMPN 1 Ngawen Klaten. Students have many obstacles when writing descriptive texts, especially with spelling. The researcher divides these diverse reasons into two categories: Internal factors and External factors. The internal factors are the students still confused and do not understand how to correctly write English spelling, linguistic difficulties or the influence of the mother tongue remain very closely related to students' writing abilities, lack of understanding of spelling material among students, the students never repeat the material that has been taught, the students dislike listening to English music, dislike watching English movies or series, and dislike reading English books. On the other hand, the external factors, there is the teacher still using Indonesian as an introduction to English classes, the teacher rarely noticing or reprimanding misspellings and never correcting them, the teacher rarely motivating her students, and the teacher rarely providing feedback to their students. As a result, the researcher concluded that this could be the root cause of poor spelling skills in English text writing.

B. Suggestions

Based on the findings, the researcher discovered numerous misspellings in the descriptive text of the seventh-grade students of VII E at SMPN 1 Ngawen Klaten. As a result, the researcher makes the following suggestions:

1. For the students

To improve students' spelling mastery, the researcher recommends that they be aware of writing, particularly in spelling, especially for students in VII E at SMPN 1 Ngawen Klaten. Students should practice spelling English words more because the highest frequency of misspellings revealed that students have limited knowledge of how to spell. One enjoyable strategy is to listen to the song while reading its meaning and then look for a translation of the song's lyrics to avoid misspellings in their writing.

2. For the teachers

The teacher should be aware of the problem with spelling, particularly in writing English words, and train students to become accustomed to writing English words with correct spelling, such as by teaching writing skills more frequently, because, based on the results of the analysis, the students have limited knowledge about using spelling, particularly in writing descriptive text. Furthermore, teachers can guide students into classroom discussions so that they can recognize their errors when they produce errors in either oral or written production. Teachers should provide feedback on students' assignments so that students are aware of any misspellings they have made. Lastly, teachers should be more active, creative, and guided in teaching and increasing students' understanding of the importance of using proper spelling, so that students are trained and motivated to use it.

3. For the other researchers

For any other researcher who wants to conduct the same research that presently discusses misspelling in writing. This research can be used as a reference and comparison material in future misspelling research, and it would be preferable to observe other objects, other language skills, and other types of text, and compare with another misspelling theory.

BIBLIOGRAPHY

- Affandy, M. (2020). *Spelling Error Analysis in Students' Writing Recount Text at Eleventh Grade in MA Al-Muayyad Surakarta in The Academic Year of 2019/2020*. IAIN Surakarta.
- Al-jarf, P. R. (2019). *EFL Freshman Students' Difficulties with Phoneme-Grapheme Relationships*. 1–9.
- Al Jayousi, M. T. (2011). *Spelling Errors of Arab Students: Types, Causes, and Teachers' Responses*. June.
- Alsaawi, A. (2015). Spelling Errors Made by Arab Learners of English. *International Journal of Linguistics*, 7(5), 55.
<https://doi.org/10.5296/ijl.v7i5.8446>.
- Al-zuoud, K. M., & Kabilan, M. K. (2013). *Investigating Jordanian EFL Students' Spelling Errors at Tertiary Level*. *International Journal of Linguistics*, 5(3), 164-176.
- Arikunto, & Suharsimi. (2002). *Prosedure Suatu Penelitian: Pendekatan Praktek*, [Research procedure: a practical approach]. Jakarta: Rineka Cipta.
- Ary, D., Lucy J., and Asghar R. (1990). *Introduction to Research in Education*. New York: Hol, Rinehart and Winston, Inc.
- Bebout, L. (1985). *An Error Analysis of Misspellings Made by Learners of English As a First and As a Second Language*. *Journal of Psycholinguistic Research*,

14(6), 569-593.

Benyo, A. A. (2014). *English Spelling Problems among Students at the University of Dongola, Sudan. International Research Journals*, 5(9), 361-367.

Berg, B.L. (2007). *Qualitative research methods for the social sciences*. London: Pearson.

Bestgen, Y. (2014). *Categorizing Spelling Errors to Assess L2 Writing* *Categorising Spelling Errors to Assess L2 Writing Sylviane Granger **. May. <https://doi.org/10.1504/IJCEELL.2011.040201>.

Chandra Sekhar Rao, V. (2018). *English Spelling and Pronunciation-A Brief Study. Issue*, 5(February). <http://www.jrspelt.com>.

Clouse, Barbara F. (2003). *Patterns for a Purposes*. McGraw-Hill Companies, Inc.

Cook, V. J. (1999). *Teaching L2 Spelling*. Circa. <http://www.viviancook.uk/Writings/Papers/TeachingSpelling.htm>.

Corder, S. Pit. (1973). *Introducing Applied Linguistics*, Harmondsworth: Penguin.

Creswell. (2018). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (Fifth Edit).

Croft, Cedric. (1983). *Teachers Manual for "Spell-Write: An Aid to Writing, Spelling and Word Study."* *Studies in Education No.34* (ERIC), <http://eric.ed.gov/?id=ED326894>, accessed 28 Dec 2022. (Wellington: New

Zealand Council for Education Research), p.9.

Dalman. (2016). *Keterampilan Menulis*. Depok: PT Rajagrafindo Persada.

Depdikbud RI. (1994). *Penyempurnaan / penyusunan Kurikulum 1994 (Suplemen GB PP) untuk Sekolah Lanjutan Pertama*. Jakarta: Depdikbud.

Deporter, B., & Heracky. M. (2002). *Quantum Learning*. Bandung: Penerbit Kaifa.

Elliot, J. And Johnson, N. (2008). *All the right letters just not necessarily in the right order. Spelling errors in a sample of GCSE English scripts*. United Kingdom: Cambridge Assesment.

Emig, J. (1983) *The web of meaning*. Upper Montclair, NJ: Boynton/Cook.

Fitria, T. N. (2020). *Spelling Error Analysis in Students' Writing English Composition*. *GEEJ*, 7(2), 240–254.

Flower, L. and Hayes, J. (1981). *A cognitive process theory of writing*. *College Composition and Communication* , 32: 365–87.

Gunawan, Imam. (2017). *Metode Penelitian Kualitatif Teori dan Praktik*. Jakarta: Bumi Aksara.

Hall, Prentice. (2001). *Writing and Grammar Communication in Action Ruby Level*. United States of America : Upper Saddle River, New Jersey.

Hanafitria. (2009). *A Study on The Seventh Grade Students' Grammatical Errors in Descriptive Writing of SMPN 1 Muntilan* [Universitas Sanata Dharma

Yogyakarta]. <http://dx.doi.org/10.1016/B978-0-12-849873-6.00001-7>
http://saber.ucv.ve/ojs/index.php/rev_venes/article/view/1112.

Husna, L. (2017). *An Analisis of Students' Writing Skill in Descriptive Text at Grade XI IPA 1 of MAN 2 PADANG*. *Ilmiah Pendidikan Scholastic*, 1(1), 16–28.

Hyland, K. (2016). *Teaching and Researching Writing* (N. C. Candlin (ed.); Third).

Ikhsan, A. and Ambalegin. (2020). *The Areas of Misspelling Phoneme in Sandiaga Uno's Speech: A Phonological Approach*. *Journal Basis*, 7(2), 291-300.

Ismayanti, Eni & Kholiq, A. (2020). *An analysis of students' difficulties in writing descriptive text*. 7(1), 10–20.

Kavaliauskienė, G. (2012). *Case Study : Learner Attitudes Towards the Correction of Mistakes*. *Socialines Technologijos Social Technicologies*, 7564(1), 88–101.

Key, J.P. (1997). *Research Design in Occupational Education*. Oklahoma State University.

Langan, John. (2003). *Sentence Skills: work Book for Writers*. Boston: McGraw-Hill.

Nugrahani, Farida. (2014). *Metode Penelitian Kualitatif dalam Penelitian Pendidikan Bahasa*.

- Nurgiyantoro, B. (2004). *Penilaian Pembelajaran Sastra Berbasis Kompetensi*. *DIKSI*, 11(1), 91–116.
- Nurjani. (2018). *Literasi Pada Pembelajaran Menulis Bagi Anak Sekolah Dasar*. *International Conference on Education*, 3(1), 233-242.
- Oshima, Alice and Ann Hogue. (2007). *Writing Academic English; Third Edition*. London : Longman.
- Pardiyono. (2007). *Pasti Bisa! Teaching Genre Based Writing*. Yogyakarta: CV. Andi Offset.
- Raimes, A. (1983). *Techniques in Teaching Writing*. Oxford: Oxford University Press.
- Ramadhani, N. I., & Madhani, R. B. (2016). *An Error Analysis in Writing Cause and Effect Essay of the Fourth Semester Students in PGRI WIRANEGARA*. 1–8.
- Read, C. (2018). *Children 's Creative Spelling*. Taylor and Francis.
- Reinking, Hart A., & Osten, R. (1993). *Strategies for Successful Writing; rhetoric, Reader and Handbook*. New Jersey: Prentice Hall.
- Rochmaniyah, Ilma A. (2016). *Lexical Error Analysis in The Descriptive Text Writing Made by The Eight Grade Students of MTS. Wahid Hasyim Kunir*. In *Digital Repository Universitas Jember*. Universitas Jember.

- Rod, Ellis. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Sasmiasih, Eka. (2014). *Error Analysis on the Students Writing of Descriptive Text (A Case Study at Second Grade Students of SMP PGRI 2 Ciputat)*. UIN Syarif Hidayatullah Jakarta.
- Schonell, F. J. (2014). *The Essential Spelling List*. Nelson Thornes.
- Sharma, V. K. (2016). *Perceptions and Perspectives of Error Analysis in English Writing: A Case Study of Saudi Students*. *Communication Studies and Language Pedagogy*, 2, 1–2.
- Siburian, T. A. (2013). *Improving Students' Achievement on Writing Descriptive Text Through Think Pair*. *Learning and Applied Linguistics World (IJLLALW)*, 3(July), 30–43.
- Smedley, D. (1983). *Teaching the basic skills: spelling, punctuation, and grammar in secondary English*. New Fetter Lane London: Methuen and co. Ltd.
- Sochan TW. (2011). *Pendidikan Bahasa Indonesia di Sekolah Dasar*. Tangerang Selatan: Universitas Terbuka.
- Straus, J. (2008). *The Blue Book of Grammar and Punctuation* (10th ed.).
- Subroto, Edi. (1992). *Pengantar Metode Penelitian Linguistik Struktural*. Surakarta: Universitas Sebelas Maret Press.

- Sudijono, A. (1989). *Pengantar Statistik Pendidikan*. Jakarta: Rajawali.
- Sugiyono. (2013). *Metode Penelitian Kuantitatif Kualitatif Dan R&D*.
- Syahputri, D., Masita, S., Muhammadiyah, U., & Utara, S. (2018). *An Analysis of the Students' Error in Writing*. *EduTech*, 4(1), 14–20.
- Tamba, L. J., Situmorang, Y. V, & Ginting, Q. H. E. (2020). *Students' Ability in Writing Descriptive Text at Eighth Grade of SMP TD Pardede Foundation Medan*. *Journal*, 3(1), 273–282.
- Tavakoli, H. (2012). *A Dictionary of Research Methodology and Statistics in Applied Linguistics*. Rahnama. <https://books.google.co.id/books?id=UcbDQAAQBAJ>.
- Toha, I. L. D., Rita, F., & Waris, A. (2013). *The Causes of the Errors Done by Seventh Grade Students in Using Personal Pronoun*. 1(2), 1–13.
- Wanzek, J. (2006). *A Synthesis of Spelling and Reading Interventions and Their Effects on The Spelling Outcomes of Students with LD*. *Journal of Learning Disabilities*. 39(6), 528–543.
- Westwood, P. (2018). *Spelling: Approaches to Teaching and Assessment*. Routledge.
- Wijayanti, A. (2016). “*Analisis Kesalahan Penggunaan Ejaan pada Skripsi Mahasiswa Program Studi di Pendidikan Guru Sekolah Dasar Fakultas Keguruan dan Ilmu Pendidikan Universitas Darul Ulum Islamic Centre*”

Sudirman GUPPI UNDARIS” *Media Penelitian Pendidikan*, 10 (2):184-198.

Wishon, George E., and Burks, Julia M. (1980). *Let's Write English*. New York: Litton Educational Publishing.

Woralak bancha. (2013). *What Causes Spelling Errors of Thai EFL Students?* *ARECLS*, 10, 1–22.

Yuliana. (2019). *Pengaruh Minat Baca dan Penguasaan Kosakata Terhadap Kemampuan Menulis Karangan Narasi*. *Jurnal Pendidikan Bahasa Indonesia*. (Volume 2 No. 3).

Zamel, V. (1983) The composing processes of advanced ESL students: six case-studies. *TESOL Quarterly* , 17: 165–87.

APPENDICES

APPENDIX 1

THE STUDENT ATTENDANCE

DAFTAR NAMA SISWA KELAS VII E
TAHUN PELAJARAN 2022/2023

No	No. Induk	NISN	Nama	Ket
1	9200	0109406671	ADAM HAYYU AL'AKBAR	L
2	9201	0099211153	AMELIA NUR RAMADHANI	P
3	9202	3095071963	ARGA YUDHISTIRA MURDHIANO PUTRA	L
4	9203	0104293629	CHAESAR AKBAR WICAKSANA	L
5	9204	0095676673	DERIL AKBAR PURNAWANTA	L
6	9205	0102028970	DINNO ROHIDAN AL KAUTSAR	L
7	9206	0109083909	FAIZ FADHOLI	L
8	9207	0101685988	FAKHRI LUKITO MUBARAK	L
9	9208	0109848664	FAZRIL NUR SIDIQ	L
10	9209	0099234344	GALIH KURNIAWAN	L
11	9210	0106149866	IKA PUTRI PURNAMASARI	P
12	9211	0108038941	JONA PUTRA PRATAMA	L
13	9212	0101344265	JUDIKA RIZKI RIDHO SAPUTRO	L
14	9213	0105037218	KEISHA ANDRIAN PRAKASA	L
15	9214	0108487763	KURNIA NUR KHASANAH	P
16	9215	0095661248	LIA OKTAVIANI	P
17	9216	0107989355	LUSYANA CAHYANI	P
18	9217	0109363842	LUTHFI ALFIAN ADHI PRABOWO	L
19	9218	0106122304	MARETA NASHWA AZZAHRA	P
20	9219	3099684897	MARITA DEWI ARDITA	P
21	9220	0103058958	MARITZA LUTHFI UTAMI	P
22	9221	0103077895	MEZZALUNA MUSYAFFA BIRU LANGIT	P
23	9222	3103152004	MUCHAMMAD RABIUL HUDA	L
24	9223	0117194027	MUHAMMAD ARDI WAHYU SAPUTRA	L
25	9224	0102457358	MUHAMMAD DWI SUBAKTIAN	L
26	9225	0091932493	MUHAMMAD FAJAR SAPUTRA	L
27	9226	0097182931	MUHAMMAD FAUZI	L
28	9227	3102161543	MUHAMMAD HAMDAN ASYROFI	L
29	9228	0092181636	NAIMA SALSABILA KHOIRUNISA	P
30	9229	0108177257	NINDYA AYU KURNIAWATI	P
31	9230	0098141174	SELLA AVI RAMADHANI	P
32	9231	3091629839	ZAHRA PUTRI NUR ASYIFA	P

APPENDIX 2

THE INSTRUMENT OF DOCUMENTATION BY

TESTING

TEST OF MAKING DESCRIPTIVE TEXT

Subject	: English	Date	: Jan..., 2023
Text Type	: Descriptive	Time	:
Language Skill	: Writing	Class	: VII ...
Name	:	Student's Number	:

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture.
To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

INSTRUMENT

Read carefully and follow the questions below to build your story above!

First Paragraph

1. Please introduce yourself. What is your name? Where do you live?
2. With whom do you live in the house? Mention it!
3. How is your house? Small or big?
4. How many floors do you have in your house?
5. How many rooms do you have in your house?
6. What rooms do you have in your house? Mention it!

Second Paragraph

7. Where is the location of your bedroom? What's in there?
8. Where is your family's bedroom located? (Starting of mother, father, sister, brother, and so on)
9. What facilities do you have in your houses? Mention it!
10. Where do you spend most of your time? For what purpose?
11. What is your favorite room in your house? Why do you like it so much?
Explain it!
12. Do you like your houses? Why do you like it? Explain it!

APPENDIX 3

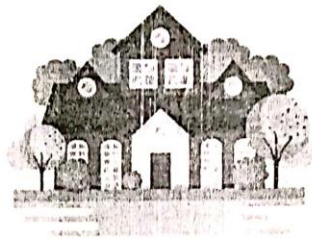
THE STUDENT WORKBOOKS OF WRITING

DESCRIPTIVE TEXT

TEST OF MAKING DESCRIPTIVE TEXT

Subject : English Date : January 19, 2023
 Text Type : Descriptive Time :
 Language Skill : Writing Class : VII E
 Name : Adam Hasyim al-diker Student's Number : 01... (one)...

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



my house

Hello my name is adam. i live in menden village. i live with father, mother, broder and siseer. my house is big. it has one floors on the ground floor there are a hall, one kitchen, five bedroom, one bath room and the one garden.

my bedroom between my mother's room and father's room. there are pillow, lamp, boiler, wall seiker, toy, matress and blanket. my mother's room beside living room. in my house there is television, radio, motorcycle and bicycle. i like my house.

Analisis

1) broder - brother : two or more errors of the same type or different types

2) ground - ground : omission of 2 letter

3) vive - five : substitution of one letter

4) bath room - bathroom : erroneous splitting or joining of words (word segmentation error)

5) bedroom - bedroom : single letter instead of double letter

6) bet wiken - between : two or more errors of the same type or different types

7) mothersroom - mother's room : two or more errors of the same type or different types

8) fathers room - father's room : two or more errors of the same type or different types

- 9) Stiker - sticker : omission of a letter
- 10) Mothers room - Mother's room : error involving an apostrophe
- 11) livingroom - living room : erroneous splitting or joining of words (word segmentation error)
- 12) motosycle - motorcycle : two or more errors of the same type or different types
- 13) bycikal - bicycle : two or more errors of the same type or different types

TEST OF MAKING DESCRIPTIVE TEXT

Subject : English Date : January 19, 2023
Text Type : Descriptive Time :
Language Skill : Writing Class : VII E
Name : Amela Nur R. Student's Number : 2

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



My House

Hello my name is Amel. I live in Soron duwet ngawen Klaten. I live with my father, mother, younge brother. my house is big. It has one floors. It has ten 4 bedrooms, 2 bathrooms, kitchen, living room, tv room, and Sewing room.

My bedroom is beside the bathroom. there are Fan, Pillow, Study desk, O'clock, Cup board, Parfume. My room younge brother beside tv room. In my house there is tv, Table, Chair, Fan, O'clock

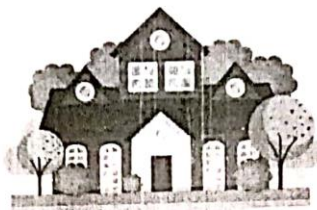
Analisa

- 1) younge - younger : addition of 2 letter
- 2) o'clock - clock : addition of a letter
- 3) younge - house : substitution of one letter
- 4) there - there : substitution of one letter
- 5) parfume - perfume : substitution of one letter

TEST OF MAKING DESCRIPTIVE TEXT

Subject	English	Date	January 19, 2023
Text Type	Descriptive	Time	
Language Skill	Writing	Class	VII E
Name	Arga J.M.P	Student's Number	03

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



My House

Hello my name is Arga, I live in Ngaran.
 I live with father, mother, little sister.
 My house is small, my house has two floors.
 bathroom, living room, bedroom, kitchen.

My bedroom is between my father room.
 tissue, basket, pillow, blanket, wardrobe,
 bed, clock, my father bedroom design my room.

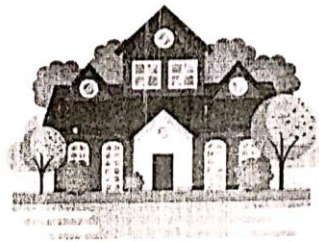
Analysis

- 1) pure - house = omission of a letter
- 2) two - one = two or more errors in the same type or different types
- 3) bathroom - bathroon = substitution of one letter
- 4) basket - balster = omission of a letter
- 5) pillow - pillow = single letter instead of double letter
- 6) blanket - blanket = two or more errors in the same type or different types
- 7) wardrobe - wardrobe = omission of a letter
- 8) bed - bed = substitution of one letter
- 9) father - father = two or more errors in the same type or different types

TEST OF MAKING DESCRIPTIVE TEXT

Subject	: English	Date	: January 19, 2023
Text Type	: Descriptive	Time	:
Language Skill	: Writing	Class	: VII E
Name	: <u>chaesar Akbar.w</u>	Student's Number	: <u>04</u>

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



~~RE~~ MY House

~~Hi~~ Hello my nam is chaesar Akbar.w
 I live in Mlandang Manjungan Ngawen klaten
 I live ~~for~~ white mother, father, Brother, sister
 I house (smole) it hase Two. ~~eight~~ room.
 living room, bedroom, bath room, dining room, kitchen

my badroom is bet white my sister,
 dool, pilow, beather, blacets, Tissue, clock in
 my house television, klok, Radio, motor, cars,
 eyelje

Analysis

1) nam - name = omission of a letter

2) white - with = two or more errors in the same type or different types

3) smole - small = two or more errors in the same type or different types

4) hase - has = addition of a letter

5) badroom - bedroom = substitution of one letter

6) bet white - between = two or more errors in the same type or different types

7) dool - doll = double letter instead of single letter

8) pilow - pillow = single letter instead of double letter

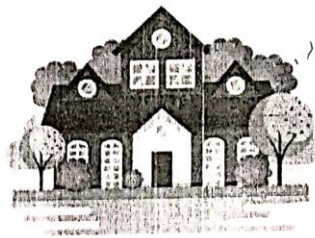
9) bolsther - bolster = addition of a letter

10) blacets - blanket = two or more errors in the same type or different types

TEST OF MAKING DESCRIPTIVE TEXT

Subject	: English	Date	: January 19, 2023
Text Type	: Descriptive	Tune	:
Language Skill	: Writing	Class	: VII E
Name	: Deni Akbar P	Student's Number	: 05

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



My Home/House

Hello! my name is Deni. I live in Serang reb. I live with Father, mother, and ~~one~~ like sister. my house is big it ~~has~~ ~~two~~ ~~floor~~ ~~floors~~ it has 9 nine ~~floor~~ rooms ~~to~~ ~~bed~~ room, bath room, kitchen, living room, mushok, dining room.

my ~~bed~~ room is floors two ~~there~~ ~~are~~ ~~are~~ lamp, bed, television, table, ~~komputer~~, pillow. my family ~~bed~~ room is beside living room. in my house there is television, radio, ~~mob~~ cycle, and AC. I live my house.

Analisis

- 1) little - litle = single letter instead of double letter
- 2) have - hat = addition of a letter
- 3) livingroom - living room = (erroneous splitting or joining words) (word segmentation error)
- 4) bed room - bedroom = (erroneous splitting or joining words) (word segmentation error)
- 5) komputer - computer = substitution of one letter
- 6) pilow - pillow = single letter instead of double letter
- 7) beside - beside = two or more errors in the same type or different types
- 8) motorcycle - motorcycle = omission of a letter
- 9) bath room - bathroom = erroneous splitting or joining words (word segmentation error)

TEST OF MAKING DESCRIPTIVE TEXT

Subject : English Date : January 19, 2023
 Text Type : Descriptive Time :
 Language Skill : Writing Class : VII E
 Name : Dimo Rizidan A. Student's Number : 06

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



My House

Hello my name is Dimo Rizidan. At rumah
 I live in Jember kecamatan ceper kabupaten klatan
 I like white baby, room mother, father, Grandfather
 sister. I have smile, it has two, floor
 bedroom. It has two room, bathroom, living
 room, bedroom, kitchen

my bedroom is between my sister, dopl
 pillow, blanket, glasses, tissue, mouse, bed
 in my house television, clock, radio, motor
 cycle, fan, I like my house

Analys

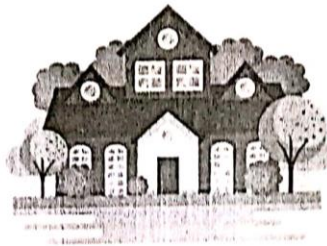
- 1) white - with : two or more errors in the same type or different types
- 2) grandfather - grandfitter : omission of a letter
- 3) smile - small : two or more errors in the same type or different types
- 4) base - has : addition of a letter
- 5) four - four : substitution of one letter
- 6) bathroom - bathroom : substitution of one letter
- 7) bathroom - bedroom : substitution of one letter
- 8) between - between : two or more errors in the same type or different types
- 9) pillow - pillow : two or more errors in the same type or different types
- 10) blanket - blanket : two or more errors in the same type or different types

- 11) blaccets - blanket : two or more errors in the same type or different types
- 12) tissie - tissue : single letter instead of double letter
- 13) mosse - mouse : two or more errors in the same type or different types
- 14) clk - clock : omission of a letter
- 15) motercycle - motorcycle : two or more errors in the same type or different types

TEST OF MAKING DESCRIPTIVE TEXT

Subject	: English	Date	: January 19, 2023
Text Type	: Descriptive	Time	:
Language Skill	: Writing	Class	: VII E.
Name	: Faiz.....	Student's Number	: 7.....

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



My House

Hello! My name is Faiz. I live Gading Santren belong weton Klalon utara I live with my parents and my old my house is quite big. It has ~~two~~ ~~three~~ two floor. It has (I live) bath room, Bedroom

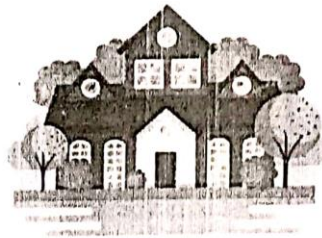
Analysis

- 1) Parents - Parent : substitution of one letter
- 2) bath room - bathroom : incorrect splitting or joining of words (word segmentation error)
- 3) I live - I live : incorrect splitting or joining of words (word segmentation error)

TEST OF MAKING DESCRIPTIVE TEXT

Subject	: English	Date	: January 19, 2023
Text Type	: Descriptive	Time	:
Language Skill	: Writing	Class	: VII E
Name	: Fahri Lukito M.	Student's Number	: 08.....

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



My House

my name is Fahri. I live with jombot three
 Father, mother and youger sister my house is
 semoy dining room is eight ~~bed~~ batch room,
 betch room, living room, garage, kitchen, mushola

my batch room is beawatch Pillow, boster, Tissue, blat
 koth, des, kabot, betch, Clok, Television in my house
 det is Television, hendapben, motor cycle, Fish, Pillow

Analisis

- 1) mother - mother : two or more errors in the same type or different types
- 2) youger = younger = omission of a letter
- 3) semoy - small : two or more errors in the same type or different types
- 4) batch room - bathroom : two or more errors in the same type or different types
- 5) betch room - bedroom = two or more errors in the same type or different types
- 6) beawatch :- between : two or more errors in the same type or different types
- 7) pillow - pillow : double letter instead of single letter
- 8) boster - bolster = omission of a letter
- 9) tissue - tissue = single letter instead of double letter
- 10) blat koth - blanket : two or more errors in the same type or different types

11) der - deer - omission of a letter

12) betch - bed : two or more errors in the same type or different types

13) clk - clock : omission of a letter

14) hendphen - handphone : two or more errors in the same type or different types

15) motor cyrle - motorcycle : two or more errors in the same type or different types

16) pilbow - pillow = double letter instead of single letter

TEST OF MAKING DESCRIPTIVE TEXT

Subject : English Date : January 19, 2023
 Text Type : Descriptive Time :
 Language Skill : Writing Class : VII E
 Name : Fazri N.S. Student's Number : 09.....

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



My House

Hello my name is Fazri. I live in Perumahan Keten. Kencana. I live with Father, Mother, Brother, Sister, and Younger Sister. My house is small. My house has two floors. My room have living room, dining room, kitchen, bedroom, and bathroom.

My bedroom is between my brother room, there are Doll, Pillow, bolster, ~~wardrobe~~ wardrobe, bed, ~~clock~~ clock, and ~~television~~ television. My ~~brother~~ ^{sister} room is beside. In my house there is television, clock, motorcycle, ~~and~~ ~~to~~ fan. I really like house.

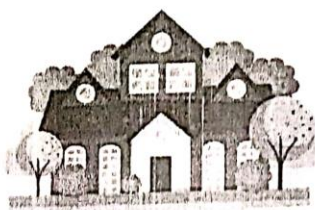
Prolog:

- 1) bed room - bedroom = numerous splitting or joining of words (word segmentation error)
- 2) motorcycle - motorcycle = similarity of a letter
- 3) like house - live house = numerous splitting or joining of words (word segmentation error)

TEST OF MAKING DESCRIPTIVE TEXT

Subject	: English	Date	: January 19, 2023
Text Type	: Descriptive	Time	:
Language Skill	: Writing	Class	: VII E
Name	: Galih Kurniawan	Student's Number	: 10

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



MY HOUSE

Hello, My name is Galih Kurniawan. I Live in Klaten, I Live with Father, Mother, ~~like~~ younger sister. My house is big, it has one floor. It has seven rooms: Bathroom, living room, bedroom, Dining room, Kitchen.

My room is betwhite my father, doll pillow, hoerstar, blacet, tissue, mause, bed, television.

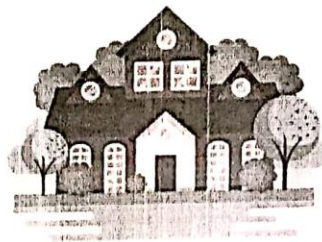
Analysis

- 1) with - wish = addition of a letter
- 2) his - has = substitution of one letter
- 3) betwhite - between = two or more errors in the same type or different types
- 4) pillow - pillows = single letter instead of double letter
- 5) hoerstar - holster = two or more errors in the same type or different types
- 6) blacet - blanket = two or more errors in the same type or different types
- 7) mause - mouse = two or more errors in the same type or different types

TEST OF MAKING DESCRIPTIVE TEXT

Subject	: English	Date	: January 19, 2023
Text Type	: Descriptive	Tune	:
Language Skill	: Writing	Class	: VII E
Name	: IKA. Putri. P.	Student's Number	: 11.....

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



"MY HOUSE"

Hallo! My name is Ika. I live in Jebis. NGawen NGawen Klatau live with my father, my mother, my brother, and my sister. My house is small. It has one floor. In my house there is seven and one yard. Two bedrooms, three bathrooms, one living room, one kitchen, one dining room, and one yard.

My room is next to the living room. Two pillows, two bolsters, ~~there~~ there is a doll, one desk, and one blanket. My mother and my father next to the kitchen. In my house there is television, rug, door, glass. I like my house.

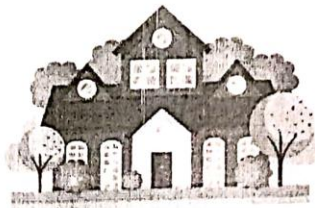
Analisis

- 1) Hallo - Hello : substitution of one letter
- 2) father - father : substitution of one letter
- 3) bedroom - bedrooms : addition of a letter
- 4) there - there : single letter instead of double letter
- 5) there - three : two or more errors in the same type or different types
- 6) television - television : substitution of one letter

TEST OF MAKING DESCRIPTIVE TEXT

Subject	English	Date	January 19 2023
Text Type	Descriptive	Time	:
Language Skill	Writing	Class	: VII E
Name	Jona Putra Pratama	Student's Number	: 12

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



My House

Hello! My name is Jona Putra Pratama, I live in Jongsrangin Street, I live with my father, mother and little sister. My house is big it has one floor. It has eight rooms: four bedrooms, one living room, two bathrooms and one kitchen.

My bedroom is between my father's room, facilities in my bedroom: table, chair, bed, blanket, cupboard, television, desk. My father's room is beside my room. In my house there is television, kitchen, motorcycle, bike, van. I like my house.

Analysis

- 1) little - litle : single letter instead of double letter
- 2) hart - has : addition of a letter
- 3) bed room - bedroom : erroneous splitting or joining of words (word segmentation error)
- 4) beedwin - between : two or more errors in the same type or different types
- 5) motcycyle - motorcycle : two or more errors in the same type or different types
- 6) van - fan : substitution of one letter
- 7) myfather - my father : erroneous splitting or joining of words (word segmentation error)

TEST OF MAKING DESCRIPTIVE TEXT

Subject	: English	Date	: January 12, 2023
Text Type	: Descriptive	Time	:
Language Skill	: Writing	Class	: VII ^e
Name	: Judika	Student's Number	: 5

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



my HOUSE

HELLO my name is: Judika Rizki Rika Saputera I LIVE in
 durenjaya I LIVE with father mother and I am
 big pathrom

Analisa

- 1) Hello - Hello = single letter instead of double letter
- 2) live - lives = single letter instead of double letter
- 3) father - fathers = single letter instead of double letter
- 4) I live - live = incorrect splitting or joining of words (word segmentation error)

TEST OF MAKING DESCRIPTIVE TEXT

Subject	: English	Date	: January 19, 2023
Text Type	: Descriptive	Time	:
Language Skill	: Writing	Class	: VII.E
Name	: KEISHA ANDRIAN P	Student's Number	: 14.....

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



MY HOUSE

Here my name is KEISHA ANDRIAN P. I live in garden Mustangan ngawan. Klaten, street. Sersan sudikin. I live with father, mother, younger brother. My house is big. It has one floor. It has twelve rooms: kitchen, bathroom, living room, bed room

My bedroom is betwhite. My sister, dool, pillow, bolstar, blacrest, television, bad, tele vision

Analisa

- 1) witch - wish = addition of a letter
- 2) hit - hot = substitution of one letter
- 3) bad room - bedroom = two or more errors in the same type or different types
- 4) bedroom - bedroon = substitution of one letter
- 5) betwhite - between = two or more errors in the same type or different types
- 6) suten - sister = substitution of one letter
- 7) dool - doll = double letter instead of single letter
- 8) pillow - pillow = two or more errors in the same type or different types
- 9) bolstar - bolster = substitution of one letter
- 10) blacrest - blanket = two or more errors in the same type or different types
- 11) time - ttime = single letter instead of double letter
- 12) bad - bed = substitution of one letter
- 13) tele vision - television = erroneous splitting or joining words (word segmentation error)

TEST OF MAKING DESCRIPTIVE TEXT

Subject : English Date : January 19 2023
Text Type : Descriptive Time :
Language Skill : Writing Class : VII E
Name : Kurnia Nurk Student's Number : 15.....

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



"My House"

Hello! My name is Kurnia, i live in Daguran, Kuaren, Ngawen, Klaten. I live with my parents and grandmother. My house is small. It house one floor. In my house there are eight room and one yard. Three bedrooms, one bathroom, one living room, one kitchen, one dining room, and one yard.

My room is next to the bathroom. There are two pillow, one mattres, one wardrobe, one blanket, and one bookshelf. My parent's room is in front of the kitchen. In my house there is, television, fan, table, radio, chair, motorcycle, and clock. I like my house.

Analysis

- 1) mattres - mattress : single letter instead of double letter
- 2) parent's room - parents' room : involving an apostrophe

TEST OF MAKING DESCRIPTIVE TEXT

Subject	: English	Date	: January 19 2023
Text Type	: Descriptive	Time	: 19
Language Skill	: Writing	Class	: VII E
Name	: Lia Oktaviaiwi	Student's Number	: 16

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



My House

Hello My name is Lia.

liver Pandean

and sister, Shemal, Bedroom two, Philiferum
Shemal Dining Diningroom Yard Kitchen Bathroom

My bedroom is bitwin My ward

lamp Floor television Fan Boster Pilo

(in My Roof, Broom Table cloth locker Feather
duster

Analysis

1) liver - live : two or more errors in the same type or different types

2) shemal - small : two or more errors in the same type or different types

3) bedroom - bedroom : single letter instead of double letter

4) bitwin = between = two or more errors in the same type or different types

5) ward - yard = substitution of one letter

6) boster - bolster = omission of a letter

7) pilo - pillow = two or more errors in the same type or different types

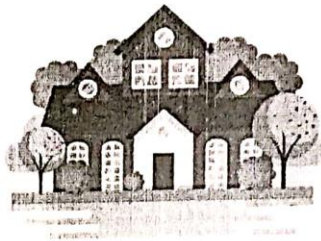
8) roof - room = substitution of one letter

9) in - in = substitution of one letter

TEST OF MAKING DESCRIPTIVE TEXT

Subject	: English	Date	: January 19, 2023
Text Type	: Descriptive	Time	:
Language Skill	: Writing	Class	: VII 7E
Name	: Lusyana Cahyani	Student's Number	: 17 (Tujuh belas)

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



My House

Hallo, My name is Lusyana, I live in Ngemplak, Gatak. I live with my father, mother, grand mother, grandfather and young. my house small. it house one floors. In my house there are eight room and one yard. Three bedrooms, two bath room, one living room, one kitchen, one dining room, one garage, and a large yard.

My room is next to the living room. There are my five pillow, two polster, three ward robe, two blanket. In my house there is television, car, motor case, fan. I like my house.

Analysor

- 1) Hallo - Hello = substitution of one letter
- 2) grandfather - grand-father = omission of a letter
- 3) Young - Young = substitution of one letter
- 4) hous - house = omission of a letter
- 5) motor case - motorcycle = two or more errors in the same type or different type
- 6) a large - a large = erroneous splitting or joining of words (word segmentation error)

TEST OF MAKING DESCRIPTIVE TEXT

Subject	: English	Date	: January 19, 2023
Text Type	: Descriptive	Time	:
Language Skill	: Writing	Class	: VII E
Name	: LUTHFI.....	Student's Number	: 18.....

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



MY HOUSE

Hello! My name is LUTHFI ALFIAN ADHI PRABOWO. I live in Griya Prima Timur No. 437 Klatak. I live with my parents and my old brother together. My house is quite big. ~~My~~ it has two floors. It has garden. I have ~~two~~ three rooms. My room ~~is between~~, my parent bedroom and ~~the~~ clothes room.

My bedroom is between my parent room, and ~~the~~ clothes room. In my room has bed, pillow, bolster, television, shoes, cup board, daks. My parent room is beside my room. My facilities is ~~is~~ television, bed, handphone, lamp, car, motor cycle. I like my house.

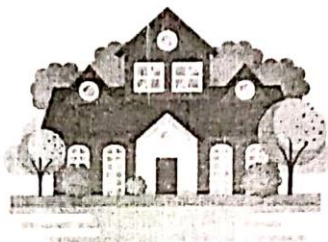
Analysis :

- 1) clothes - clother = Interchange of two adjacent letters
- 2) bolster - bolster = Substitution of one letter
- 3) cup board - cupboard = erroneous splitting or joining of words (word segmentation error)
- 4) daks - desk = two or more errors in the same type or different types
- 5) motor cycle - motorcycle = two or more errors in the same type or different types
- 6) i - in = omission of a letter
- 7) itave - I have = erroneous splitting or joining of words (word segmentation error)

TEST OF MAKING DESCRIPTIVE TEXT

Subject	: English	Date	: January 19, 2023
Text Type	: Descriptive	Time	: /
Language Skill	: Writing	Class	: VII E
Name	: Mareta N.A	Student's Number	: 19.....

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



MY HOUSE

Hi! My name is Mareta. I live in Babadan. I live with mother with brothers. My house is small. It has one floor. It has seven rooms. It has living room, it has bedrooms it has kitchen. My bedrooms have bro+ing bedrooms. Mattress, Lamp, Aquarium, clock, Pillow. My brothers bedrooms have my bedrooms. In my house there is TV, Fan.

Analysis

- 1) bro+ing - brother : two or more errors in the same type or different types
- 2) live - beside : two or more errors in the same type or different types
- 3) brothers bedrooms - brother's bedroom = two or more errors in the same type or differ types
- 4) clk - clock : omission of a letter
- 5) pilow - pillow : single letter instead of double letter
- 6) fun - fan : two or more error in the same type or different types
- 7) ilive - i live = erroneous splitting or joining of words (word segmentation error)

TEST OF MAKING DESCRIPTIVE TEXT

Subject	: English	Date	: January 19, 2023
Text Type	: Descriptive	Time	:
Language Skill	: Writing	Class	: VII E
Name	: Marita Dewi A.	Student's Number	: 20

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



~~my~~ my House

Hello my ~~name~~ name is marita.
 liker Duwetan, Fardri, mamther, brothers
 and Sistes my bengi two, rooms 9.
 ~~kamar mandi, kamar tidur~~
 bathrooms, bedrooms, living, dining
 room, kitchen.

my bar room is brothers and sistes.
 rooms, bolster, desk, tisu, rug, study-tables,
 wardrobes, ben. mother. depan,
~~to~~ wardrobe, tvs, washing, machine,
 motor bikes, carpat, sink one

Analisa :

- 1) liker - live = two or more errors in the same type or different types
- 2) mamther - mother = two or more errors in the same type or different types
- 3) sistes - sister = substitution of one letter
- 4) dining room - dining room = addition of a letter
- 5) bar room - bedroom = two or more errors in the same type or different types

- 6) brothers rooms - brother's room : two or more errors in the same type or different types
- 7) sisters rooms - sister's room : two or more errors in the same type or different types
- 8) flu - tube : two or more errors in the same type or different types
- 9) her - bed. = substitutions of one letter
- 10) motor bikes - motorbikes : erroneous splitting or joining of words (word segmentation error)

TEST OF MAKING DESCRIPTIVE TEXT

Subject	: English	Date	: January 19, 2023
Text Type	: Descriptive	Time	:
Language Skill	: Writing	Class	: VII E
Name	: <u>Martza WthFI .U</u>	Student's Number	: <u>21</u>

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



My House

Hello! My name Martza. I live in Gading, wetan. I live with father, mother, brother, sister, (I) brother. My house quite big. has two floors. It has ~~one~~ one floors on the grad floor, the one a hall, one kitchen, four bedroom, one bath room and the one garden.

My bedroom is between my mother's, bedsater, PILLOW, chair. My mother's room, Table, wardable, o'clock. In my house dresser, car

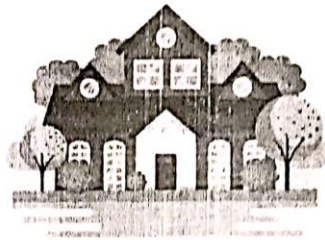
Analysis:

- 1) mother - mother = substitution of one letter
- 2) lital - little = two or more errors in the same type or different types
- 3) grad - ground = two or more errors in the same type or different types
- 4) bath room - bathroom = erroneous splitting or joining of words (word segmentation error)
- 5) betwin - between = two or more errors in the same type or different types
- 6) mot hers - mother = erroneous splitting or joining of words (word segmentation error)
- 7) wardable - wardrobe = two or more errors in the same type or different types
- 8) o'clock - clock = addition of a letter

TEST OF MAKING DESCRIPTIVE TEXT

Subject	: English	Date	: January 19, 2023
Text Type	: Descriptive	Time	:
Language Skill	: Writing	Class	: VII E
Name	: Mezzaluna	Student's Number	: 22

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



MY HOUSE

Hello My name is Mezzaluna, I live in boreng, I live with Mother with baby sister. My house is big, has two floors. It has twelve room. Six bedroom, seven bath room. ~~The~~ ~~the~~ Three living room, two dining room, one TV room

My bedroom beside empty room, wardrobe, mattress, pillow, bolster, air conditioning, study desk. My Mother bedroom beside room little brother. In my house deeries: Car, ride, ~~by~~ ~~ride~~ AC. I like my house, yes.

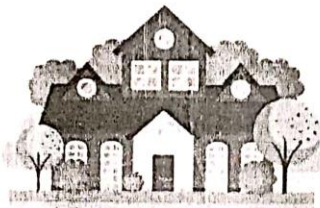
Analysis:

- 1) baby sister - babysitter : two or more errors in the same type or different types
- 2) have - has : addition of a letter
- 3) tweliev - twelve : two or more errors in the same type or different types
- 4) bath room - bathroom : erroneous splitting or joining of words (word segmentation error)
- 5) three - three : interchange of two adjacent letters
- 6) empty room - empty room : omission of a letter

TEST OF MAKING DESCRIPTIVE TEXT

Subject	: English	Date	: January 19, 2023
Text Type	: Descriptive	Time	:
Language Skill	: Writing	Class	: VII E
Name	: Muhammad, Robil, Huda	Student's Number	: 23

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



My house

Hello my name is Muhammad, Robil, Huda. I live in Australia. I live with father, mother, my house is big. It have 1 floor. It has eight room, four bed room, one living room, two bed room and one kitchen.

My bed room is bed white my mother room, facilities in my bed room table, chair, bed, blanket, pillow, televisi, desk, blanket, cup board.

My father room beside my room in my house. There is television, kitchen, motorcycle, bike. I like my house.

Analisa :

1) what - with : two or more errors of the same type or different types

2) hous - house : omission of a letter

3) havt - has : addition of a letter

4) shour - four : two or more errors of the same type or different types

5) bed room - bedroom : (erroneous splitting or joining of words (word segmentation error))

6) factilitas - facilities : two or more errors of the same type or different types

7) pilaw - pillow : double letter instead of single letter

8) televisi - television : two or more errors in the same type or different types

9) cup board - cupboard : two or more errors of the same type or different types

TEST OF MAKING DESCRIPTIVE TEXT

Subject	: English	Date	: January 19, 2023
Text Type	: Descriptive	Time	:
Language Skill	: Writing	Class	: VII AE
Name	: M. Ard. wahyu.	Student's Number	: 24.....

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



.....

My House

"Hello my name is Ard. wahyu. I live in Klaten. I live with my father, mother, sister, young brother. My house small. It house one floors. In my house, there are seven room and one yard. The bed room, two bath room, one living room, one kitchen, one dining room, one gargage and a large yard.

"My room is next to the living room. There are my

Analysis

- 1) young - young = two or more errors in the same type or different types
- 2) house - house = substitution of one letter
- 3) bed room - bedroom = erroneous splitting or joining of words (word segmentation error)
- 4) bath room - bathroom = erroneous splitting or joining of words (word segmentation error)
- 5) gargage - garage = addition of a letter
- 6) a large - a large = erroneous splitting or joining of words (word segmentation error)

TEST OF MAKING DESCRIPTIVE TEXT

Subject	: English	Date	: January 12, 2023
Text Type	: Descriptive	Tune	:
Language Skill	: Writing	Class	: VII 7e
Name	: <u>Dwi</u>	Student's Number	: <u>25</u>

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



My house

hello MY NAME IS MUHAMAD DWI SUBAKTIAN I LIVE IN SANTAN MANGUNAN NYAWEN I LIVE WITH MY MOTHER TITLE SISTER and old Brother, mother house big room 12

My bed room is bed with MY FATHER ROOM TABLE, RADIO, MATTRESS, BLANKET, TV, PILLOW, CURTAINS MY MOTHER ROOM MATTRESS, TABLE, CUPBOARD, BLANKET, PLATES, CUP

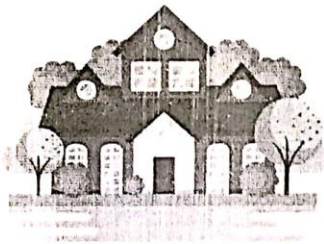
Analysir

- 1) vive - live = substitution of one letter
- 2) title - little = two or more errors in the same type or different types
- 3) bed room - bedroom = (erroneous splitting or joining of words (word segmentation error))
- 4) between - between = two or more errors in the same type or different types
- 5) father's room - father's room = two or more error in the same type or different types
- 6) pillow - pillow = single letter instead of double letter

TEST OF MAKING DESCRIPTIVE TEXT

Subject	: English	Date	: January 19, 2023
Text Type	: Descriptive	Time	:
Language Skill	: Writing	Class	: VII E
Name	: MUHAMMAD FAJARS	Student's Number	: 26.....

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



MY HOUSE

HELLO! MY NAME IS MUHAMMAD FAJARS SAPUTRA. I LIVE IN GADING WETAN. I LIVE WITH FATHER, MOTHER AND BIG BROTHER. MY HOUSE IS BIG. I DON'T HAVE FLOORS, FOUR ROOMS, THERE IS TWO BEDROOM AND BATH ROOM, KITCHEN, GUEST ROOM.

MY BED ROOM IS BETWEEN MY FATHER AND MOTHER BED ROOM, MY BED ROOM IS BED TOY, CLOTHES, MOBILE.

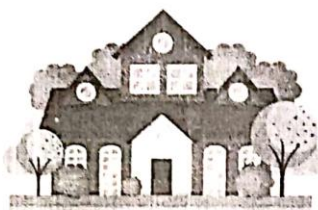
Analisa

- 1) tree - three = omission of a letter
- 2) beroom - bedroom = omission of a letter
- 3) clotnere - clothes = two or more errors in the same type or different types

TEST OF MAKING DESCRIPTIVE TEXT

Subject : English Date : January 19, 2023
 Text Type : Descriptive Time :
 Language Skill : Writing Class : VII E
 Name : Muhammad Fauzi Student's Number : 22.....

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



MY HOUSE

my name is Fauzi live with my parents and two sisters.
 father, mother

my house is small dining room is eight bedrooms, bathroom, living room, garage, kitchen, masjid.

my bedroom is big, white, bed, also blanket, wardrobe, bed, table, television my father bedroom design my room in my house, cycle into - into create my house

Analisis

- 1) form - name : two or more errors, in the same type or different types
- 2) with - with : substitution of one letter
- 3) father - father : substitution of one letter
- 4) madher - mother : two or more errors of the same type or different types
- 5) semol - small : two or more errors of the same type or different types
- 6) bet room - bedroom : two or more errors of the same type or different types
- 7) kuche - kitchen : omission of a letter
- 8) batch room - bathroom : two or more errors of the same type or different types
- 9) hut wetch - between : two or more errors of the same type or different types
- 10) buiter - holder : omission of a letter

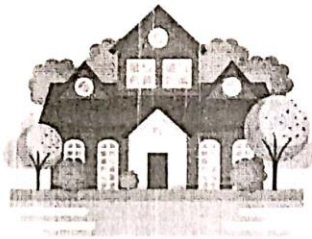
- 14) Pillao - pillow : two or more errors of the same type or different types
- 13) blanker - blanket : substitution of one letter
- 19) wardrof - wardrobe : two or more errors of the same type or different types
- 15) ket - bed : substitution of one letter
- 16) klof - clock : two or more errors of the same type or different types
- 17) telefnion - television : substitution of one letter
- 18) foder - father : two or more errors of the same type or different types
- 15) betroom - bedroom : substitution of one letter
- 20) hoes - house : two or more errors of the same type or different types
- 21) my os - my house : two or more errors of the same type or different types
- 22) desam - beside : two or more errors in the same type or different types

TEST OF MAKING DESCRIPTIVE TEXT

Subject	: English	Date	: January 19, 2023
Text Type	: Descriptive	Time	:
Language Skill	: Writing	Class	: VII E
Name	: Muhammad Hamdan Asyraf	Student's Number	: 28.....

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!

MY HOUSE



Hello, let me introduce myself. My name is Muhammad Hamdan Asyraf. I live in a big house. I live with my father, mother and big brother. ~~with~~ My house is big. I don't have floors. I have three rooms (tree room - two bedroom and bathroom, kitchen. My bedroom is between my father and mother bedroom. ~~tree room is bed room~~

My bedroom is bed, toy, closet, mobile phone, al-quran, clock, players, rug, cap, bag, cup board. In my house there is television, remote, book self, lamp, night lamp, sofa. Yes, I like my house.

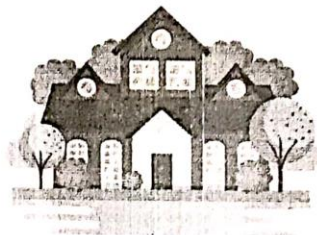
Analisis :

- 1) My self - myself : erroneous splitting or joining of words (word segmentation error)
- 2) It - in : substitution of one letter
- 3) tree - three : omission of a letter
- 4) bed room - bathroom : erroneous splitting or joining of words (word segmentation error)
- 5) closet - clother : addition of a letter
- 6) cup board - cupboard : erroneous splitting or joining of words (word segmentation error)
- 7) book self - bookshelf : two or more errors in the same type or different types
- 8) It - with : two or more errors in the same type or different types
- 9) room s - rooms : erroneous splitting or joining of words (word segmentation error)
- 10) players rug - player rug : two or more errors in the same type or different types

TEST OF MAKING DESCRIPTIVE TEXT

Subject	: English	Date	: January 19, 2023
Text Type	: Descriptive	Time	:
Language Skill	: Writing	Class	: VII E
Name	: Naima Salsabila K.	Student's Number	: 29.....

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



MY HOUSE

Hello MY Name IS Naima I live in Gatak dromo. I live with my Father, mother, brother. MY House IS big it has one Floors. Nine has Far rooms, two: teachers one bathroom, one living room, one TV room

MY bedroom IS beside bit wit has brothes, bherom there are Pillow, G. Clok, broom, door, mirror, bag MY room brother beside beside tv room In my house there IS TV, Chair, window, curtains

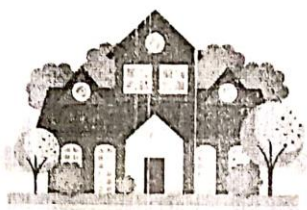
Analysir

- 1) father - father = substitution of one letter
- 2) bit wit - between = two or more errors in the same type or different types
- 3) brother - brothers = omission of a letter
- 4) bhtrom - bathroom = two or more errors in the same type or different types
- 5) clok - clock = omission of a letter
- 6) besaide - beside = addition of a letter
- 7) broade - beside = two or more errors in the same type or different types
- 8) chaire - chair = addition of a letter

TEST OF MAKING DESCRIPTIVE TEXT

Subject : English Date : January 19, 2023
 Text Type : Descriptive Time :
 Language Skill : Writing Class : VII E
 Name : Nindy Ayu. K Student's Number : ...30.....

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



My House

Hello! My name is ayuK. I live in mudal lor, karanganom klasin utara. I live with father, mother, and ~~brother~~ two daughter, brother. My house is quite big. It has one floor. It has ~~eight~~ eight room. on the ground floor ^{one} there are a hall, one kitchen, three bedroom, two bathroom and the dining room.

My bedroom ^{is} ~~betwin~~ ^{between} my mother's and father's room. there are Table, chair, wardrobe, o'clock, pillow, mattress. My mother's room. Table, wardrobe, o'clock, television. in my house.

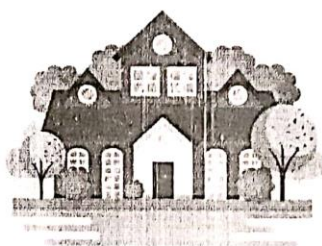
Analysar

- 1) daughter - daughter = omission of a letter
- 2) ground - ground = omission of a letter
- 3) beetwin - between = two or more errors in the same type or different types
- 4) father's room - father's room = two or more errors in the same type or different types
- 5) o'clock - clock = addition of a letter
- 6) pillow - pillow = single letter instead of double letter
- 7) mattress - mattress = single letter instead of double letter
- 8) mother's room - mother's room = error involving an apostrophe
- 9) the are - there are = two or more errors in the same type or different types

TEST OF MAKING DESCRIPTIVE TEXT

Subject	: English	Date	: January 19 2023
Text Type	: Descriptive	Time	:
Language Skill	: Writing	Class	: VII E
Name	: Sella Awi R...	Student's Number	: 31

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



MY House

Hello! My name is Sella. I live in Pondean Karanganyam. I live with Father, mother, Grand mother, Grand father, little sister and sister. My house is big. it has two floors. It has Tine Room, Balcony, garage, kitchen, dining room, Bathroom, living room, terrace, two rooms, an upper family room, ~~st~~ study table.

My room is beside room Parents. Pillow, bolster, Blanket, mirror, Curtain, window, cup board, Hangers, bed, chair. My room Parents is beside room Television. In my house there is, Television, Car, motor cycle, ~~Air~~ Air conditioning, Mobile phone. I like M house. Yes.

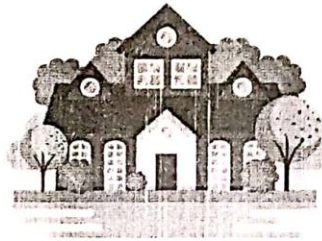
Analysis

- 1) grand mother - grandmother = erroneous splitting or joining of words (word segmentation error)
- 2) grand father - grandfather = erroneous splitting or joining of words (word segmentation error)
- 3) Tine room - tiny room = substitution of one letter
- 4) mirror - mirror = single letter instead of double letter
- 5) cup board - cupboard = erroneous splitting or joining of words (word segmentation error)
- 6) motor cycle - = two or more errors in the same type or different type
motorcycle
- 7) M house - my house = omission of a letter

TEST OF MAKING DESCRIPTIVE TEXT

Subject	: English	Date	: January 19, 2023
Text Type	: Descriptive	Time	:
Language Skill	: Writing	Class	: VII E
Name	: Zahra Putri	Student's Number	: 32

Create two descriptive paragraphs consist of 10 to 12 sentences based on the picture. To build your story, read and follow the questions below! If you have any additions or differences to the questions, please include them in your story!



My house

Hello! my name is Zahra, I live in staten belang wetan, klaten utara. I live in father, mother, and little sister. My house is big. It has two floors. It consists seven room, of living room, kitchen, bathroom, dining room, bedroom, garage and a garden at behind,

my bedroom is ^{room} with my mother's. Pillow, bolster, book self, bath room, mirror, mattress, bed. My room parent is beside room. In my house there is, door, chair, iron, fan, curtain. I like my house

Analisis

- 1) life - live - substitution of one letter
- 2) little - litle - double letter instead of single letter
- 3) diningsroom - dining room - (erroneous splitting or joining of words (word segmentation error))
- 4) bith win - between - two or more errors in the same type or different types
- 5) mother's - mothers - addition of a letter
- 6) curtan - curtain = omission of a letter
- 7) a garden - a garden - erroneous splitting or joining of words (word segmentation error)

APPENDIX 4

THE INSTRUMENT OF INTERVIEW

GUIDED INTERVIEWS

No.	Questions	Categories
1.	Do you frequently speak in a local language in class?	Internal Factor
2.	Does the teacher teach or explain the material in English, Indonesian, or a combination of the two?	External Factor
3.	What language do you use when interacting with the teacher during English lessons?	Internal Factor
4.	Do you aware that you made a misspelling while writing the descriptive text? - If you are aware, does your teacher correct and explain, or permit the misspelling?	Internal and External Factor
5.	Do you find it difficult to use English spelling in the descriptive text?	Internal Factor
6.	Does the teacher ever discuss English spelling material with you?	External Factor
7.	Why do you frequently make misspellings when writing in English? What's the problem?	Internal Factor
8.	Does your teacher ever given you motivation or encouragement to improve your English spelling skills?	External Factor
9.	Do you aware and understand that a single omitting or additional letter in English writing creates a misspelling?	Internal Factor

10.	Do you aware that using apostrophes in English writing can lead to misspellings?	Internal Factor
11.	Do you aware and understand that spaces in English writing can lead to misspellings?	Internal Factor
12.	Do you aware and understand that substituting one letter for another, such as ‘ <i>f</i> ’ for ‘ <i>v</i> ’ is a misspelling?	Internal Factor
13.	What strategies do you think to do to improve your English spelling?	Additional
14.	In your opinion, what should the teacher do to improve the students' English spelling in writing skills?	Additional
15.	<p>What is your habit of English learning at home?</p> <ul style="list-style-type: none"> - Do you frequently review previously taught material? - Do you frequently listen to English songs? - Do you frequently watch English movies or series? - Do you read books in English frequently? 	Internal Factor
16.	Does the teacher provide feedback after the students have finished learning English? Would you like the feedback?	External and Internal Factor

RESULTS OF INTERVIEW

Interviewee : S.6E

Date / Day : March, 9th 2023

Place : SMPN 1 Ngawen Klaten

1. R : Apakah Anda sering berbicara menggunakan bahasa daerah ketika di dalam kelas?

S.6E : Saya menggunakan bahasa campuran, bahasa jawa dan bahasa Indonesia ketika di kelas.

2. R : Ketika guru mengajar atau menjelaskan materi menggunakan bahasa Inggris, bahasa Indonesia, atau kombinasi keduanya?

S.6E : Guru saya menggunakan bahasa campuran ketika mengajar, memakai bahasa Indonesia dan bahasa inggris.

3. R : Bahasa apa yang Anda gunakan ketika bertanya maupun berbicara dengan guru pada saat mata pelajaran bahasa inggris berlangsung?

S.6E : Jika bertanya dengan guru, saya menggunakan bahasa Indonesia.

4. R : Apakah Anda menyadari bahwa Anda telah melakukan kesalahan ejaan dalam menulis sebuah teks deskripsi dalam bahasa inggris?

S.6E : Saya tidak sadar jika saya telah melakukan kesalahan ejaan ketika menulis teks descriptive karena saya tidak tahu cara penulisannya yang benar.

R : Jika Anda sadar, apakah guru Anda mengoreksi dan menjelaskan, atau membiarkan kesalahan ejaan tersebut?

S.6E : Ketika saya melakukan kesalahan ejaan tidak ditegur dan hanya dibiarkan saja, karena ketika hasilnya dibagikan, penulisan saya dicoret tetapi tidak dibenarkan.

5. R : Apakah Anda kesulitan menerapkan ejaan bahasa inggris dalam teks deskripsi?
S.6E : Benar, saya kesusahan menerapkan ejaan dalam bahasa inggris ketika menulis teks deskriptif.
6. R : Apakah guru pernah menyinggung materi ejaan bahasa inggris?
S.6E : Guru bahasa inggris saya tidak pernah menyinggung materi ejaan dalam bahasa inggris yang baik dan benar.
7. R : Mengapa Anda sering melakukan kesalahan ejaan dalam menulis bahasa inggris? Apa kendalanya?
S.6E : Masalah yang saya hadapi saat menulis teks dalam bahasa inggris yaitu kurangnya kosa kata dalam bahasa inggris yang saya punyai.
8. R : Apakah guru Anda pernah memberikan motivasi atau mendorong Anda untuk lebih menguasai materi ejaan bahasa inggris?
S.6E : Sejauh ini, menurut saya guru tidak pernah memberikan motivasi untuk menguasai materi ejaan bahasa inggris.
9. R : Apakah Anda sadar dan paham jika kekurangan atau mungkin kelebihan satu huruf saja dalam penulisan bahasa inggris termasuk kesalahan ejaan?
S.6E : Saya tidak sadar dan tidak mengetahui jika kekurangan atau kelebihan satu huruf saja dalam bahasa inggris bisa mengakibatkan kesalahan ejaan.
10. R : Apakah Anda sadar dan paham jika penggunaan apostrophe dalam penulisan bahasa inggris dapat mengakibatkan kesalahan ejaan?
S.6E : Saya tidak tahu penggunaan apostrophe yang benar dan baru tahu ketika miss nisa ajarin ini tadi.

11. R : Apakah Anda sadar dan paham jika spasi / jeda dalam penulisan bahasa inggris dapat mengakibatkan kesalahan ejaan?
S.6E : Saya juga baru tahu jika penggunaan spasi itu bisa mengakibatkan kesalahan ejaan.
12. R : Apakah Anda sadar dan paham jika penggantian satu huruf dengan huruf yang lain seperti huruf “f” dan huruf “v” dalam penulisan bahasa inggris merupakan kesalahan ejaan?
S.6E : Tidak, saya baru tahu sekarang jika ternyata penggantian huruf tersebut merupakan kesalahan ejaan.
13. R : Menurut Anda apa yang dapat Anda lakukan untuk meningkatkan kemampuan penulisan ejaan bahasa inggris Anda?
S.6E : Untuk meningkatkan kemampuan menulis dalam bahasa inggris, saya rasa harus lebih banyak berlatih menulis.
14. R : Menurut Anda apa yang sebaiknya guru lakukan untuk meningkatkan kemampuan penulisan ejaan bahasa inggris para siswanya?
S.6E : Menurut saya yang sebaiknya guru lakukan adalah melatih vocabulary siswa yang lebih teratur lagi.
15. R : Bagaimana pola belajar bahasa inggris Anda dirumah? Apakah Anda sering mengulang materi yang telah diajarkan?
S.6E : Saya tidak pernah mengulang materi bahasa inggris yang diajarkan, hanya ketika ujian atau ulangan saja, saya belajarnya.
R : Apakah Anda sering mendengarkan lagu-lagu berbahasa inggris?
S.6E : Saya tidak suka mendengarkan lagu-lagu berbahasa inggris.
R : Apakah Anda sering menonton film / series berbahasa inggris?
S.6E : Saya tidak sering menonton film menggunakan bahasa inggris tapi saya pernah menontonnya sekali.
R : Apakah Anda sering membaca buku berbahasa inggris?

- S.6E : Saya tidak dan bahkan belum pernah membaca buku berbahasa inggris seperti novel dan lain-lain.
16. R : Setelah pembelajaran bahasa inggris selesai, apakah guru memberikan *feedback*? Lalu, apakah Anda menginginkan *feedback* tersebut?
- S.6E : Setelah pembelajaran bahasa inggris selesai, guru terkadang memberikan feedback dan saya pengennya guru itu selalu memberikan feedback.

Interviewee : S.8E
Date / Day : March, 9th 2023
Place : SMPN 1 Ngawen Klaten

1. R : Apakah Anda sering berbicara menggunakan bahasa daerah ketika di dalam kelas?

S.8E : Jika mengobrol dengan teman di kelas, saya menggunakan bahasa jawa.

2. R : Ketika guru mengajar atau menjelaskan materi menggunakan bahasa Inggris, bahasa Indonesia, atau kombinasi keduanya?

S.8E : Jika mengajar, guru menggunakan bahasa campuran, namun lebih sering menggunakan bahasa Indonesia.

3. R : Bahasa apa yang Anda gunakan ketika bertanya maupun berbicara dengan guru pada saat mata pelajaran bahasa Inggris berlangsung?

S.8E : Jika bertanya dengan guru, saya sering menggunakan bahasa Indonesia.

4. R : Apakah Anda menyadari bahwa Anda telah melakukan kesalahan ejaan dalam menulis sebuah teks deskripsi dalam bahasa Inggris?

S.8E : Saya sadar ketika menulis teks deskriptif itu saya melakukan kesalahan ejaan dan tetap saya lakukan karena saya tidak tahu cara penulisannya yang benar.

R : Jika Anda sadar, apakah guru Anda mengoreksi dan menjelaskan, atau membiarkan kesalahan ejaan tersebut?

S.8E : Guru menegur tetapi tidak membenarkan dan menjelaskan mengapa itu salah.

5. R : Apakah Anda kesulitan menerapkan ejaan bahasa Inggris dalam teks deskripsi?

- S.8E : Iya, Saya kesulitan menerapkan ejaan dalam penulisan bahasa inggris, ketika diberi tugas menulis teks saya sudah males dan pastinya mengeluh.
6. R : Apakah guru pernah menyinggung materi ejaan bahasa inggris?
S.8E : Guru tidak pernah menyinggung materi ejaan bahasa inggris bahkan sekalipun, tidak.
7. R : Mengapa Anda sering melakukan kesalahan ejaan dalam menulis bahasa inggris? Apa kendalanya?
S.8E : Saya melakukan kesalahan dalam penulisan ejaan bahasa inggris itu karena kosa kata yang saya miliki hanya sedikit dan saya merasa bosan ketika guru menjelaskan materi karena saya tidak bisa bahasa inggris dan tidak terlalu suka bahasa inggris.
8. R : Apakah guru Anda pernah memberikan motivasi atau mendorong Anda untuk lebih menguasai materi ejaan bahasa inggris?
S.8E : Guru pernah memberikan motivasi mengenai ejaan bahasa inggris, akan tetapi hanya kadang kala.
9. R : Apakah Anda sadar dan paham jika kekurangan atau mungkin kelebihan satu huruf saja dalam penulisan bahasa inggris termasuk kesalahan ejaan?
S.8E : Saya tidak paham ketika kekurangan dan kelebihan satu huruf dalam penulisan bahasa inggris merupakan kesalahan ejaan.
10. R : Apakah Anda sadar dan paham jika penggunaan apostrophe dalam penulisan bahasa inggris dapat mengakibatkan kesalahan ejaan?
S.8E : Saya tidak paham dan baru pertama kali tahu jika penempatan tanda apostrophe bisa menyebabkan kesalahan ejaan.

11. R : Apakah Anda sadar dan paham jika spasi / jeda dalam penulisan bahasa inggris dapat mengakibatkan kesalahan ejaan?
S.8E : Saya paham ketika salah penempatan spasi / jeda dalam penulisan bahasa inggris mengakibatkan kesalahan ejaan.
12. R : Apakah Anda sadar dan paham jika penggantian satu huruf dengan huruf yang lain seperti huruf “f” dan huruf “v” dalam penulisan bahasa inggris merupakan kesalahan ejaan?
S.8E : Saya tidak mengerti dan baru tahu jika penggantian satu huruf dalam bahasa inggris merupakan kesalahan ejaan juga.
13. R : Menurut Anda apa yang dapat Anda lakukan untuk meningkatkan kemampuan penulisan ejaan bahasa inggris Anda?
S.8E : Menurut saya, sebagai siswa untuk meningkatkan kemampuan ejaan dalam bahasa inggris adalah dengan belajar, dan menonton film dalam bahasa inggris untuk menambah kosa kata. Tetapi saya seringnya menonton film dengan bahasa jepang (anime) karena saya *wibu*.
14. R : Menurut Anda apa yang sebaiknya guru lakukan untuk meningkatkan kemampuan penulisan ejaan bahasa inggris para siswanya?
S.8E : Menurut saya, guru sebaiknya memberikan materi dengan ngedrill vocabulary agar siswanya paham penulisan ejaan yang benar dan sesekali memberikan materi dengan menonton film dengan bahasa inggris kemudian siswa disuruh mencatat kosa kata yang dia temukan kemudian dicari artinya.
15. R : Bagaimana pola belajar bahasa inggris Anda dirumah? Apakah Anda sering mengulang materi yang telah diajarkan?
S.8E : Saya tidak pernah mengulang materi pembelajaran yang sudah diajarkan.

- R : Apakah Anda sering mendengarkan lagu-lagu berbahasa inggris?
S.8E : Saya jarang mendengarkan lagu-lagu dengan bahasa inggris.
- R : Apakah Anda sering menonton film / series berbahasa inggris?
S.8E : Saya sering melihat film dengan bahasa inggris seperti *fast and Furious* dan *dead pool*.
- R : Apakah Anda sering membaca buku berbahasa inggris?
S.8E : Saya tidak pernah membaca buku dalam bahasa inggris baik itu novel dan sejenisnya.
16. R : Setelah pembelajaran bahasa inggris selesai, apakah guru memberikan *feedback*? Lalu, apakah Anda menginginkan *feedback* tersebut?
S.8E : Ketika pembelajaran selesai terkadang kami mendapat *feedback* namun tidak sesering itu dan justru saya suka ketika saya mendapatkan *feedback* dari guru.

Interviewee : S.11E

Date / Day : March, 9th 2023

Place : SMPN 1 Ngawen Klaten

1. R : Apakah Anda sering berbicara menggunakan bahasa daerah ketika di dalam kelas?

S.11E : Ketika ngobrol dengan teman, saya menggunakan bahasa daerah.

2. R : Ketika guru mengajar atau menjelaskan materi menggunakan bahasa Inggris, bahasa Indonesia, atau kombinasi keduanya?

S.11E : Guru saya mengajar menggunakan bahasa campuran, Indonesia dan Inggris akan tetapi lebih sering memakai bahasa Indonesia.

3. R : Bahasa apa yang Anda gunakan ketika bertanya maupun berbicara dengan guru pada saat mata pelajaran bahasa Inggris berlangsung?

S.11E : Jika kurang paham, saya biasanya bertanya dengan guru menggunakan bahasa Indonesia.

4. R : Apakah Anda menyadari bahwa Anda telah melakukan kesalahan ejaan dalam menulis sebuah teks deskripsi dalam bahasa Inggris?

S.11E : Ketika menulis teks descriptive, saya tidak sadar jika melakukan kesalahan ejaan.

R : Jika Anda sadar, apakah guru Anda mengoreksi dan menjelaskan, atau membiarkan kesalahan ejaan tersebut?

S.11E : Guru menegur tetapi tidak membenarkan kesalahan saya pada bagian mana.

5. R : Apakah Anda kesulitan menerapkan ejaan bahasa Inggris dalam teks deskripsi?

S.11E : Iya, saya merasa kesulitan ketika menulis teks descriptive.

6. R : Apakah guru pernah menyinggung materi ejaan bahasa inggris?
S.11E : Guru saya pernah menyinggung materi ejaan bahasa inggris.
7. R : Mengapa Anda sering melakukan kesalahan ejaan dalam menulis bahasa inggris? Apa kendalanya?
S.11E : Saya sering melakukan kesalahan ejaan karena bingung dan tidak paham.
8. R : Apakah guru Anda pernah memberikan motivasi atau mendorong Anda untuk lebih menguasai materi ejaan bahasa inggris?
S.11E : Guru pernah memberikan motivasi untuk menguasai materi ejaan bahasa inggris.
9. R : Apakah Anda sadar dan paham jika kekurangan atau mungkin kelebihan satu huruf saja dalam penulisan bahasa inggris termasuk kesalahan ejaan?
S.11E : Saya paham dan tau jika kelebihan atau kurang satu huruf dalam bahasa inggris merupakan kesalahan ejaan.
10. R : Apakah Anda sadar dan paham jika penggunaan apostrophe dalam penulisan bahasa inggris dapat mengakibatkan kesalahan ejaan?
S.11E : Saya tidak paham jika penempatan apostrophe mengakibatkan kesalahan ejaan dan mengakibatkan perbedaan makna.
11. R : Apakah Anda sadar dan paham jika spasi / jeda dalam penulisan bahasa inggris dapat mengakibatkan kesalahan ejaan?
S.11E : Saya tidak paham jika jeda dalam penulisan bahasa inggris mengakibatkan kesalahan ejaan.
12. R : Apakah Anda sadar dan paham jika penggantian satu huruf dengan huruf yang lain seperti huruf “f” dan huruf “v” dalam penulisan

bahasa inggris merupakan kesalahan ejaan?

S.11E : Iya, saya paham jika penggantian huruf dapat mengakibatkan kesalahan ejaan.

13. R : Menurut Anda apa yang dapat Anda lakukan untuk meningkatkan kemampuan penulisan ejaan bahasa inggris Anda?

S.11E : Untuk meningkatkan kemampuan ejaan, siswa harus lebih banyak belajar, mendengarkan ketika guru menjelaskan, dan mempelajari bahasanya.

14. R : Menurut Anda apa yang sebaiknya guru lakukan untuk meningkatkan kemampuan penulisan ejaan bahasa inggris para siswanya?

S.11E : Sebaiknya guru menjalin hubungan yang lebih dekat dengan murid, supaya tahu bingungnya ini dimana, gitu.

15. R : Bagaimana pola belajar bahasa inggris Anda dirumah? Apakah Anda sering mengulang materi yang telah diajarkan?

S.11E : Saya tidak sering mengulang materi pembelajaran bahasa inggris.

R : Apakah Anda sering mendengarkan lagu-lagu berbahasa inggris?

S.11E : Saya sering mendengarkan lagu-lagu yang menggunakan bahasa inggris.

R : Apakah Anda sering menonton film / series berbahasa inggris?

S.11E : Saya tidak sering melihat film yang menggunakan bahasa inggris.

R : Apakah Anda sering membaca buku berbahasa inggris?

S.11E : Kalau untuk baca buku bahasa inggris hanya terkadang saja.

16. R : Setelah pembelajaran bahasa inggris selesai, apakah guru memberikan *feedback*? Lalu, apakah Anda menginginkan *feedback* tersebut?

S.11E : Setelah pembelajaran selesai, guru jarang memberikan feedback dan saya justru menginginkan feedback itu agar bisa lebih paham.

Interviewee : S.15E

Date / Day : March, 9th 2023

Place : SMPN 1 Ngawen Klaten

1. R : Apakah Anda sering berbicara menggunakan bahasa daerah ketika di dalam kelas?

S.15E : Keseharian memakai bahasa jawa dan bahasa Indonesia, kalo bahasa inggris tidak pernah.

2. R : Ketika guru mengajar atau menjelaskan materi menggunakan bahasa Inggris, bahasa Indonesia, atau kombinasi keduanya?

S.15E : Guru mengajari dengan bahasa campuran, akan tetapi lebih banyak menggunakan bahasa Indonesia.

3. R : Bahasa apa yang Anda gunakan ketika bertanya maupun berbicara dengan guru pada saat mata pelajaran bahasa inggris berlangsung?

S.15E : Jika belum paham, saya lebih banyak bertanya dan sering Menggunakan bahasa Indonesia.

4. R : Apakah Anda menyadari bahwa Anda telah melakukan kesalahan ejaan dalam menulis sebuah teks deskripsi dalam bahasa inggris?

S.15E : Saya sadar jika dalam menulis teks descriptive saya melakukan kesalahan ejaan.

R : Jika Anda sadar, apakah guru Anda mengoreksi dan menjelaskan, atau membiarkan kesalahan ejaan tersebut?

S.15E : Guru menegur akan tetapi tidak membenarkan tulisan saya.

5. R : Apakah Anda kesulitan menerapkan ejaan bahasa inggris dalam teks deskripsi?

S.15E : Saya tidak kesulitan ketika menulis teks bahasa inggris.

6. R : Apakah guru pernah menyinggung materi ejaan bahasa inggris?
S.15E : Guru tidak pernah menyinggung materi ejaan bahasa inggris. Justru saya lebih suka dan senang ketika guru menyinggung materi ejaan bahasa inggris karena mungkin biar lebih paham lagi dan biar menulis bahasa inggrisnya lebih lancar lagi.
7. R : Mengapa Anda sering melakukan kesalahan ejaan dalam menulis bahasa inggris? Apa kendalanya?
S.15E : Menurut saya siswa kesulitan menulis dalam bahasa inggris karena mungkin ada yang belum paham tentang ejaan bahasa inggris.
8. R : Apakah guru Anda pernah memberikan motivasi atau mendorong Anda untuk lebih menguasai materi ejaan bahasa inggris?
S.15E : Guru pernah memberikan motivasi untuk menguasai ejaan bahasa inggris namun hanya sekali.
9. R : Apakah Anda sadar dan paham jika kekurangan atau mungkin kelebihan satu huruf saja dalam penulisan bahasa inggris termasuk kesalahan ejaan?
S.15E : Saya tahu dan paham jika kelebihan atau kurang satu huruf dalam bahasa inggris merupakan kesalahan ejaan karena sudah sering belajar itu, soalnya emang dari dulu sudah les bahasa inggris.
10. R : Apakah Anda sadar dan paham jika penggunaan apostrophe dalam penulisan bahasa inggris dapat mengakibatkan kesalahan ejaan?
S.15E : Penggunaan apostrophe dalam penulisan bahasa inggris saya juga paham.
11. R : Apakah Anda sadar dan paham jika spasi / jeda dalam penulisan bahasa inggris dapat mengakibatkan kesalahan ejaan?
S.15E : Spasi sama jeda dalam penulisan bahasa inggris juga paham karena

dulu diajarin kalau memang bahasa inggris itu mau memakai spasi atau tidak, itu maknanya sudah berbeda.

12. R : Apakah Anda sadar dan paham jika penggantian satu huruf dengan huruf yang lain seperti huruf “f” dan huruf “v” dalam penulisan bahasa inggris merupakan kesalahan ejaan?

S.15E : Ya, saya juga tahu jika penggantian huruf mengakibatkan kesalahan juga.

13. R : Menurut Anda apa yang dapat Anda lakukan untuk meningkatkan kemampuan penulisan ejaan bahasa inggris Anda?

S.15E : Menurut saya, sebagai siswa dalam meningkatkan kemampuan menulis bahasa inggris adalah dengan lebih sering membaca, lebih sering dengerin yang semacam lagu-lagu inggris, lalu juga harus cari tahu apa artinya. Jadi, bisa lebih paham lagi gitu dan juga ditambah les bahasa inggris jika memiliki tambahan waktu luang.

14. R : Menurut Anda apa yang sebaiknya guru lakukan untuk meningkatkan kemampuan penulisan ejaan bahasa inggris para siswanya?

S.15E : Menurut saya, guru sebaiknya menanyai siswanya satu-satu mana yang udah paham dan mana yang belum paham, kemudian jika siswa belum paham nanti bisa dijelaskan lagi, begitu.

15. R : Bagaimana pola belajar bahasa inggris Anda dirumah? Apakah Anda sering mengulang materi yang telah diajarkan?

S.15E : Setelah habis pelajaran bahasa inggris, saya membaca lagi materi tersebut.

R : Apakah Anda sering mendengarkan lagu-lagu berbahasa inggris?

S.15E : Saya sering mendengarkan lagu bahasa inggris.

R : Apakah Anda sering menonton film / series berbahasa inggris?

S.15E : Benar, saya juga sering menonton film dengan bahasa inggris.

R : Apakah Anda sering membaca buku berbahasa inggris?

S.15E : Kalau untuk baca buku bahasa inggris seperti novel itu jarang, kemudian watsapp belum pernah.

16. R : Setelah pembelajaran bahasa inggris selesai, apakah guru memberikan *feedback*? Lalu, apakah Anda menginginkan *feedback* tersebut?

S.15E : Guru tidak memberikan feedback setelah pembelajaran, padahal saya menginginkan feedback tersebut. Jadi, nanti seperti diberi tahu kekuranganmu disini, berarti kamu harus lebih memahami kekuranganmu itu.

Interviewee : S.27E

Date / Day : March, 9th 2023

Place : SMPN 1 Ngawen Klaten

1. R : Apakah Anda sering berbicara menggunakan bahasa daerah ketika di dalam kelas?

S.27E : Ketika berbicara dengan teman, saya menggunakan bahasa campuran, indonesia dan jawa.

2. R : Ketika guru mengajar atau menjelaskan materi menggunakan bahasa Inggris, bahasa Indonesia, atau kombinasi keduanya?

S.27E : Guru menjelaskan dengan bahasa campuran, Indonesia dan inggris. Akan tetapi lebih sering menggunakan bahasa inggris.

3. R : Bahasa apa yang Anda gunakan ketika bertanya maupun berbicara dengan guru pada saat mata pelajaran bahasa inggris berlangsung?

S.27E : Jika bertanya dengan guru, saya menggunakan bahasa Indonesia.

4. R : Apakah Anda menyadari bahwa Anda telah melakukan kesalahan ejaan dalam menulis sebuah teks deskripsi dalam bahasa inggris?

S.27E : Saya tidak sadar ketika melakukan kesalahan ejaan dalam bahasa inggris karena saya hanya asal menulis ketika ada tugas membuat teks dalam bahasa inggris.

R : Jika Anda sadar, apakah guru Anda mengoreksi dan menjelaskan, atau membiarkan kesalahan ejaan tersebut?

S.27E : Guru menegur namun tidak membenarkan letak kesalahannya.

5. R : Apakah Anda kesulitan menerapkan ejaan bahasa inggris dalam teks deskripsi?

S.27E : Iya, saya kesulitan ketika disuruh untuk menulis teks dalam bahasa inggris.

6. R : Apakah guru pernah menyinggung materi ejaan bahasa inggris?
S.27E : Guru bahasa inggris saya tidak pernah memberikan materi ejaan bahasa inggris.
7. R : Mengapa Anda sering melakukan kesalahan ejaan dalam menulis bahasa inggris? Apa kendalanya?
S.27E : Kendala saya dalam menulis teks bahasa inggris yaitu salah dalam bacaan, dan kekurangan kosa kata bahasa inggris.
8. R : Apakah guru Anda pernah memberikan motivasi atau mendorong Anda untuk lebih menguasai materi ejaan bahasa inggris?
S.27E : Guru tidak pernah memberikan motivasi dalam penulisan ejaan bahasa inggris.
9. R : Apakah Anda sadar dan paham jika kekurangan atau mungkin kelebihan satu huruf saja dalam penulisan bahasa inggris termasuk kesalahan ejaan?
S.27E : Saya tau jika kekurangan atau kelebihan satu huruf dalam penulisan bahasa inggris merupakan kesalahan ejaan, akan tetapi saya tidak sadar.
10. R : Apakah Anda sadar dan paham jika penggunaan apostrophe dalam penulisan bahasa inggris dapat mengakibatkan kesalahan ejaan?
S.27E : Saya tidak tahu penggunaan apostrophe dalam penulisan bahasa inggris merupakan kesalahan ejaan.
11. R : Apakah Anda sadar dan paham jika spasi / jeda dalam penulisan bahasa inggris dapat mengakibatkan kesalahan ejaan?
S.27E : Saya tidak tahu jika spasi juga mengakibatkan kesalahan ejaan dan mengakibatkan perbedaan makna.

12. R : Apakah Anda sadar dan paham jika penggantian satu huruf dengan huruf yang lain seperti huruf “f” dan huruf “v” dalam penulisan bahasa inggris merupakan kesalahan ejaan?
 S.27E : Saya juga tidak tahu jika penggantian satu huruf dalam bahasa inggris termasuk kesalahan ejaan.
13. R : Menurut Anda apa yang dapat Anda lakukan untuk meningkatkan kemampuan penulisan ejaan bahasa inggris Anda?
 S.27E : Sebagai siswa, yang harus dilakukan agar penulisan teks dalam bahasa inggris bisa lancar adalah dengan belajar, seperti baca-baca buku bahasa inggris biar vocab kita makin banyak dan tidak salah lagi ketika menulis ejaan.
14. R : Menurut Anda apa yang sebaiknya guru lakukan untuk meningkatkan kemampuan penulisan ejaan bahasa inggris para siswanya?
 S.27E : Guru sebaiknya ngedrill vocab siswanya supaya ketika ada tugas menulis teks dengan bahasa inggris bisa benar. Seperti, misalkan 1 pertemuan harus hafal 10 vocab beserta penulisan ejaannya yang benar.
15. R : Bagaimana pola belajar bahasa inggris Anda dirumah? Apakah Anda sering mengulang materi yang telah diajarkan?
 S.27E : Saya tidak sering dan bahkan tidak pernah mengulang materi bahasa inggris. Saya hanya belajar bahasa inggris di sekolah saja.
 R : Apakah Anda sering mendengarkan lagu-lagu berbahasa inggris?
 S.27E : Saya jarang mendengarkan lagu-lagu dengan bahasa inggris.
 R : Apakah Anda sering menonton film / series berbahasa inggris?
 S.27E : Saya tidak suka menonton film bahasa inggris.
 R : Apakah Anda sering membaca buku berbahasa inggris?
 S.27E : Saya tidak pernah membaca buku-buku bahasa inggris, seperti novel dan lain-lain.

16. R : Setelah pembelajaran bahasa inggris selesai, apakah guru memberikan *feedback*? Lalu, apakah Anda menginginkan *feedback* tersebut?

S.27E : Ketika pembelajaran selesai guru jarang memberikan feedback kepada kami dan saya juga tidak menginginkan feedback tersebut, jika pembelajaran selesai ya sudah selesai saja.

APPENDIX 5

THE INSTRUMENT OF *CP* AND *TP*

CAPAIAN PEMBELAJARAN DAN TUJUAN PEMBELAJARAN (CP - TP)

Satuan Pendidikan : SMP Negeri 1 Ngawen
Kelas / Semester : VII / Gasal
Pelajaran : BAHASA INGGRIS
Alokasi Waktu : 4 JP / minggu
Penyusun : Siti Mukaromatun, S.Pd.
Fase : D

A. Capaian Pembelajaran

Menyimak – Berbicara	Pada akhir fase D, siswa menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan pergantian kosa kata, pelajar memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.
Membaca – Memirsa	Pada akhir fase D, siswa membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.

Menulis – Mempresentasikan	Pada akhir fase D, siswa mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.
---------------------------------------	---

B. Tujuan Pembelajaran

Materi	Unsur Kebahasaan	Tujuan Pembelajaran (TP)	Profil Pelajar Pancasila	JP
CHAPTER 0 Students learn: <ul style="list-style-type: none"> ▪ Alphabets ▪ Numbers ▪ Time ▪ Family members ▪ Colors ▪ Simple instructions to use in context 	➤ Prepositions of place; on, in, at, under, beside, behind, opposite, etc.	7.0 Siswa mampu mendengarkan dan mengidentifikasi <i>Alphabets, Numbers, Time, Family members, Colors, Simple instructions to use in context</i> yang disajikan dalam bentuk multimoda. 7.0 Dengan mengulang ucapan guru, siswa mampu mengucapkan <i>Alphabets, Numbers, Time, Family members, Colors, Simple instructions to use in context</i> yang disajikan dalam bentuk multimoda. 7.0 Siswa mampu membaca dan mengeja sendiri <i>Alphabets, Numbers, Time, Family members, Colors, Simple instructions to use in context</i> yang	- Bernalar kritis - kreatif - Mandiri	4 JP

Materi	Unsur Kebahasaan	Tujuan Pembelajaran (TP)	Profil Pelajar Pancasila	JP
		<p>disajikan dalam bentuk multimoda.</p> <p>7.0 Siswa mampu menulis ulang <i>Alphabets, Numbers, Time, Family members, Colors, Simple instructions to use in context</i> yang disajikan dalam bentuk multimoda.</p>		
<p>CHAPTER 1</p> <p>Unit 1 Students learn to:</p> <ul style="list-style-type: none"> ▪ greet people and say goodbye ▪ introduce one's self and other people 	<ul style="list-style-type: none"> ➤ Verbs: be, affirmative, negative, interrogative, short answers ➤ WH-Questions: <i>what, who, where, when, how</i> ➤ Vocabulary: name, origin, address, age, school, hobby and siblings 	<p>7.1 Siswa mampu menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar pengalaman tentang jati dirinya dengan guru dan teman sebaya sesuai dengan apa yang sudah diketahuinya.</p> <p>7.2 Siswa mampu menyimak dan memahami berbagai macam ungkapan salam / tegur sapa, perpisahan dan teks monolog tentang pengenalan diri, serta dialog tentang pengenalan diri orang lain (anggota keluarga) dalam berbagai macam konteks familiar yang formal dan informal.</p> <p>7.3 Siswa mampu mempraktikkan dan mendemonstrasikan berbagai macam ungkapan salam / tegur sapa, perpisahan dan teks monolog tentang pengenalan diri, serta dialog tentang pengenalan diri orang lain (anggota keluarga) dalam berbagai macam konteks familiar yang formal dan informal.</p> <p>7.4 Siswa mampu membaca dan merespon pertanyaan</p>	<ul style="list-style-type: none"> - Bernalar kritis - Gotong-royong - Mandiri - Berkebhinekaan global 	<p>8 JP</p>


Materi	Unsur Kebahasaan	Tujuan Pembelajaran (TP)	Profil Pelajar Pancasila	JP
		<p>dari teks monolog terkait informasi khusus tentang <i>Personal Identity</i> yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri.</p> <p>7.5 Siswa mampu menulis teks monolog terkait informasi khusus tentang <i>Personal Identity</i> dengan menggunakan struktur dan unsur kebahasaan yang telah dipelajari dan kosakata yang familiar secara mandiri.</p>		
<p>Unit 2 Students learn to:</p> <ul style="list-style-type: none"> ▪ Describe hobbies 	<ul style="list-style-type: none"> ➤ Verbs: <i>be(is, am, are), like, love and dislike</i> ➤ Singular and plural pronouns: <i>I, she, he, we, they, my, her, his, their, our</i> ➤ Vocabulary: name, hobby, frequency, tools. 	<p>7.6 Siswa mampu menyimak dan memahami berbagai macam <i>hobby / kegemaran dari anggota keluarga</i> dalam berbagai macam konteks familiar yang formal dan informal.</p> <p>7.7 Siswa mampu menyebutkan dengan benar <i>hobby / kegemaran dari anggota keluarga</i> dalam berbagai macam konteks familiar yang formal dan informal.</p> <p>7.8 Siswa mampu membaca dan merespon pertanyaan dari <i>hobby / kegemaran dari anggota keluarga</i> yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri</p> <p>7.9 Siswa mampu mengkomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam</p>	<ul style="list-style-type: none"> - Bernalar kritis - Gotong-royong - Mandiri - Berkebhinekaan global 	12 JP


Materi	Unsur Kebahasaan	Tujuan Pembelajaran (TP)	Profil Pelajar Pancasila	JP
		penggunaan kosa kata spesifik dan struktur kalimat sederhana tentang hobi / kegemaran dari anggota keluarga		
<p>Unit 3 Students learn to:</p> <ul style="list-style-type: none"> ▪ describe people's physical and personality traits ▪ Describe daily activities 	<ul style="list-style-type: none"> ➤ Structures of descriptive text: Identification, Description ➤ Vocabulary: Parts of body, physical features, personality traits (characters), job, regular activities ➤ Adverbs of frequency: <i>always, often, usually, sometimes, rarely.</i> 	<p>7.10 Siswa mampu menyimak dan memahami unsur kebahasaan (struktur teks) dari teks deskripsi tentang anggota keluarga/ teman dan atau rutinitas sehari-hari dalam berbagai macam konteks familiar yang formal dan informal.</p> <p>7.11 Siswa mampu membaca dan merespon pertanyaan dari teks deskripsi tentang anggota keluarga/ teman dan atau rutinitas sehari-hari yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri</p> <p>7.12 Dengan menggunakan contoh, Siswa mampu menulis teks deskripsi teks deskripsi tentang anggota keluarga/ teman dan atau rutinitas sehari-hari melalui paragraf sederhana terstruktur, yang menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat yang telah dipelajari.</p>	<ul style="list-style-type: none"> - Beriman dan bertakwa - Bernalar kritis - kreatif - Gotong-royong - Mandiri - Berkebhinekaan global 	12 JP

Materi	Unsur Kebahasaan	Tujuan Pembelajaran (TP)	Profil Pelajar Pancasila	JP
<p>CHAPTER 2</p> <p>Unit 1 Students learn to:</p> <ul style="list-style-type: none"> ▪ Describe one's favorite meal; food, drinks, snack, texture, taste ▪ Offer & order something (food or drink) 	<ul style="list-style-type: none"> ➤ Verbs: <i>have / has</i> ➤ Countable & Uncountable Noun ➤ Demonstratives: Singular (<i>this, that</i>) Plural (<i>these, those</i>) ➤ Would you like ...? Could I have .. ➤ Vocabulary: food, drinks, snack, Texture (<i>sticky, crunchy, crispy, greasy, salty, savory</i>) Tastes (<i>sweet, salty, spicy, sour, bitter</i>) 	<p>7.13 Siswa mampu menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar pengalaman tentang jenis-jenis makanan dengan guru dan teman sebaya sesuai dengan apa yang sudah diketahuinya.</p> <p>7.14 Siswa mampu menyimak dan memahami unsur kebahasaan (kosa kata) dari <i>teks percakapan yang mendeskripsikan tentang makanan favorite seseorang</i> dalam berbagai macam konteks familiar yang formal dan informal.</p> <p>7.15 Siswa mampu mempraktikkan dan mendemonstrasikan <i>teks percakapan tentang cara menawarkan atau memesan makanan atau minuman</i> dalam berbagai macam konteks familiar yang formal dan informal.</p> <p>7.16 Siswa mampu membaca dan merespon pertanyaan dari <i>teks percakapan yang mendeskripsikan tentang makanan favorite seseorang</i> yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri</p>	<ul style="list-style-type: none"> - Beriman dan bertakwa - Bernalar kritis - kreatif - Gotong-royong - Mandiri - Berkebhinekaan global 	<p>12 JP</p>

Materi	Unsur Kebahasaan	Tujuan Pembelajaran (TP)	Profil Pelajar Pancasila	JP
		<p>7.17 Siswa mampu mengkomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana tentang makanan favorite.</p>		
<p>Unit 2 Students learn to:</p> <ul style="list-style-type: none"> ▪ Describe grocery shopping 	<ul style="list-style-type: none"> ➤ Short Functional Text: Shopping List ➤ Use articles: <i>a, an</i> ➤ Vocabulary: grocery, foods, topping, unit/weight / volume, size, colors, decorations, tastes, and textures 	<p>7.18 Siswa mampu menyimak dan memahami unsur kebahasaan (kosa kata terkait makanan ringan) dari teks berupa gambar makanan ringan dalam berbagai macam konteks familiar yang formal dan informal.</p> <p>7.19 Siswa mampu membaca dan memahami teks khusus berupa shopping list dengan struktur yang telah dipelajari dan kosakata yang familiar secara mandiri</p> <p>7.20 Siswa mampu membaca dan merespon pertanyaan dari teks monolog tulis yang mendeskripsikan tentang makanan ringan favorite seseorang dengan unsur kebahasaan telah dipelajari dan kosakata yang familiar secara mandiri</p>	<ul style="list-style-type: none"> - Beriman dan bertakwa - Bernalar kritis - kreatif - Gotong-royong - Mandiri - Berkebhinekaan global 	<p>12 JP</p>

Materi	Unsur Kebahasaan	Tujuan Pembelajaran (TP)	Profil Pelajar Pancasila	JP
<p>Unit 3 Students learn to:</p> <ul style="list-style-type: none"> ▪ Inform recipe 	<ul style="list-style-type: none"> ➤ Structures of procedure text: <i>Goal, Ingredients, Steps, utensils/tools</i> ➤ Use of Imperative sentences ➤ Vocabulary: <i>heat, cut, stir, mix, pour, peel, etc.</i> Tools (<i>stove, pan, ladle, spoon, fork, etc</i>) 	<p>7.21 Siswa mampu menyimak dan memahami unsur kebahasaan <i>teks procedure</i> dalam berbagai macam konteks familiar yang formal dan informal.</p> <p>7.22 Siswa mampu membaca dan memahami <i>teks procedure tentang resep makanan</i> dengan struktur yang telah dipelajari dan kosakata yang familiar secara mandiri</p> <p>7.23 Siswa mampu membaca dan merespon pertanyaan dari <i>teks procedure tentang resep makanan</i> dengan unsur kebahasaan telah dipelajari dan kosakata yang familiar secara mandiri</p> <p>7.24 Siswa mampu mengkomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana dalam bentuk teks procedure.</p>	<ul style="list-style-type: none"> - Beriman dan bertakwa - Bernalar kritis - kreatif - Gotong-royong - Mandiri - Berkebhinekaan global 	<p>16 JP</p>

 = Materi yang diasumsikan sudah diberikan di Fase C (sewaktu kelas 5 - 6) Sehingga di awal Fase D (kls 7 SMP) materi tersebut bisa digunakan untuk materi asesmen diagnostik atau diajarkan kembali di awal Fase D dengan alokasi yang disesuaikan.

 = Materi awal sampai setengah semester gasal untuk Fase D kelas 7.

 +  = Materi PTSGs

APPENDIX 6

THE INSTRUMENT OF LEARNING MODULE

(TEACHER)

MODUL AJAR
UNIT 5
THEY'VE GOT BROWN EYES

MODUL AJAR

CHAPTER 5 – They’ve Got Brown Eyes

Nama	Siti Mukaromatun, S.Pd.	Jenjang/ Kelas	SMP/ 7
Asal Sekolah	SMP Negeri 1 Ngawen	Mata Pelajaran	Bahasa Inggris
Alokasi Waktu	8 JP	Jumlah Peserta Didik	32
Profil Pelajar Pancasila	Bernalar Kritis, Kreatif	Model Pembelajaran	Luring
Fase	D	Elemen	(Menyimak – Berbicara) (Membaca – Memirsa) (Menulis – Mempresentasikan)
Kompetensi Awal	<i>People and Place</i>	Sarana dan Prasarana	1. Laptop/Komputer/HP 2. Jaringan Internet 3. Power Point 4. Gambar

Tujuan Pembelajaran	1. Peserta didik mampu mendeskripsikan orang dan bangunan 2. Peserta didik mampu menanya dan memberikan informasi terkait karakteristik orang dan bangunan
Pemahaman Bermakna	Peserta didik dapat memahami dan menyampaikan informasi tentang deskripsi orang dan bangunan
Pertanyaan Pematik	<i>Do you have siblings? How do they look like? Do you live in a house? How does it look like?</i>

Kegiatan Pembelajaran :

Pertemuan	No.	Kegiatan	Konten Pembelajaran
1	1.	Pembuka	1. Mengingatkan peserta didik melalui WAG untuk bergabung ke zoom kelas dengan link yang telah dibagikan sebelumnya 2. Mengucapkan salam dan meminta salah satu peserta didik untuk memimpin berdoa 3. Menyapa dan berinteraksi dengan 2-3 peserta didik 4. Mengecek kehadiran dan mengondisikan kelas 5. Menyampaikan rencana pembelajaran pada hari ini



2. Inti

1. Memberikan pertanyaan pemantik dan meminta peserta didik menjawab sesuai pendapat mereka
 2. Memberikan pertanyaan tambahan tentang teks deskripsi
-

			<ol style="list-style-type: none"> 3. Meminta peserta didik secara bergantian membaca Teks 5.1 dan mengartikan kata-kata baru 4. Menganalisis struktur teks dengan penggunaan <i>Has/Have Got</i> 5. Meminta peserta didik menanya dan menjawab pertanyaan sesuai dengan deskripsi keluarga masing-masing. 	
	3.	Penutup	<ol style="list-style-type: none"> 1. Meminta peserta didik menyampaikan apa yang mereka pahami dari kegiatan pembelajaran hari ini 2. Meminta peserta didik membaca materi tentang <i>parts of body</i> 3. Salam Penutup 	
	Pertemuan	No.	Kegiatan	Konten Pembelajaran
2	1.	Pembuka	<ol style="list-style-type: none"> 1. Mengingatkan peserta didik melalui WAG untuk bergabung ke zoom kelas dengan link yang telah dibagikan sebelumnya 2. Mengucapkan salam dan meminta salah satu peserta didik untuk memimpin berdoa 3. Menyapa dan berinteraksi dengan 2-3 peserta didik 4. Mengecek kehadiran dan mengondisikan kelas 5. Menyampaikan rencana pembelajaran pada hari ini 	
	2.	Inti	<ol style="list-style-type: none"> 1. Memberikan beberapa pertanyaan untuk me-view materi sebelumnya dan pertanyaan pemantik untuk materi hari ini 2. Guru menunjukkan bagian tubuh dan meminta peserta didik menyebutkan Bahasa Inggrisnya 3. Menjelaskan cara menyebut karakteristik fisik menggunakan susunan <i>Adjective + Noun</i> 4. Meminta peserta didik untuk menyebutkan ciri fisik dan karakter dirinya masing-masing 5. Menunjukkan gambar rumah dengan bagian ruangan dan isinya kemudian peserta didik menyebutkan Bahasa Inggrisnya 	
	3.	Penutup	<ol style="list-style-type: none"> 1. Meminta peserta didik menyampaikan apa yang mereka pahami dari kegiatan pembelajaran hari ini 2. Meminta peserta didik untuk mempersiapkan gambar idola/bangunan/ruangan kesukaan untuk materi pertemuan berikutnya 3. Salam Penutup 	
	Pertemuan	No.	Kegiatan	Konten Pembelajaran

3

1. Pembuka

1. Mengingatkan peserta didik melalui WAG untuk bergabung ke zoom kelas dengan link yang telah dibagikan sebelumnya
2. Mengucapkan salam dan meminta salah satu peserta didik untuk memimpin berdoa
3. Menyapa dan berinteraksi dengan 2-3 peserta didik
4. Mengecek kehadiran dan mengondisikan kelas

			5. Menyampaikan rencana pembelajaran pada hari ini 6. Meminta peserta didik mereview pembelajarn sebelumnya dan mengklarifikasinya
	2.	Inti	1. Peserta didik menganalisis foto idola/bangunan (ruangan) yang sudah disiapkan. 2. Meminta peserta didik membuat teks deskriptif singkat mengenai tokoh idola/bangunan (ruangan) masing-masing 3. Menunjuk beberapa peserta didik untuk mempresentasikan hasil tulisannya. 4. Bagi peserta didik yang belum berkesempatan tampil, maka diminta membuat video singkat untuk mendeskripsikan idola/bangunan (ruangan) 5. Video dikumpulkan melalui Google Classroom
	3.	Penutup	1. Meminta peserta didik menyampaikan apa yang mereka pahami dari kegiatan pembelajaran hari ini 2. Salam Penutup
Pertemuan No. Kegiatan Konten Pembelajaran			
4	1.	Pembuka	1. Mengucapkan salam dan menginformasikan tentang kuis yang akan dilaksanakan hari ini 2. Mengecek kehadiran dan mengondisikan kelas
	2.	Inti	1. Menyampaikan link kuis <i>Google Form</i> dan memantau jalannya kuis 2. Mengecek hasil kuis dan memberi penilaian
	3.	Penutup	1. Salam Penutup

Asesmen :

- Asesmen Individu
- Asesmen Kelompok

- Asesmen Formatif
- Asesmen Sumatif

a. Penilaian Sikap

No	Nama	Pertemuan dan Nilai				Jumlah	Rata-rata
		Bernalar Kritis dan Kreatif					
		1	2	3	4		

Pendoman Penskoran : 4 = Sangat Baik 3 = Baik 2 = Cukup 1 = Kurang

*Peserta didik dinyatakan Tuntas apabila memiliki sikap minimal B (Baik)

b. Penilaian Keterampilan

No	Nama	Kriteria Penilaian				Jumlah	Rata-Rata
		G	V	C	P		

*Peserta Didik dinyatakan Tuntas apabila rata-rata nilainya minimal 78

c. Penilaian Pengetahuan

Guru memberi skor pada setiap tugas dan keaktifan peserta didik dalam menjawab dan berpartisipasi dalam kegiatan pembelajaran. Penilaian dilakukan secara kuantitatif dengan rentang 0 – 100

Pengayaan :

- a. Peserta didik membantu peserta didik lain yang belum tuntas dengan pembelajaran tutor sebaya.
- b. Guru memberikan tugas untuk mempelajari lebih lanjut tentang materi pokok dari berbagai sumber dan mencatat hal-hal penting.

Remedial :

- a. Mengulang materi pokok di luar jam tatap muka bagi peserta didik yang belum tuntas.
- b. Memberikan penugasan kepada peserta didik yang belum tuntas.
- c. Memberikan kesempatan untuk tes perbaikan.

Refleksi :

Guru bertanya kepada peserta didik :

- a. Apa yang kalian sukai dari pembelajaran ini?
- b. Kesulitan apa yang kalian hadapi dalam pembelajaran ini?
- c. Apakah pembelajaran ini dapat membantu kalian memahami topik yang sedang dipelajari?

Mengetahui,
Kepala Sekolah SMP N 1 Ngawen

Klaten, 02 Januari 2023
Guru Mata Pelajaran

Sri Raharjo, S.Pd., M.M.
NIP. 19650916 198803 1 012

Siti Mukaromatun, S.Pd.
NIP. 19750717 200312 2 005

LAMPIRAN :

A. Assesmen Diagnostik

1. Apakah kalian sudah siap belajar?
2. Apa yang kalian pelajari di bab sebelumnya?
3. Apakah kalian punya saudara? Berapa banyak?
4. Apa kalian memiliki persamaan atau perbedaan? Sebutkan!
5. Apa yang kalian sukai atau kurang sukai dari saudaramu?

B. Assesmen Formatif Terlampir

C. Assesmen Sumatif

1. INSTRUMEN PENILAIAN PENGETAHUAN

- a) Bentuk Tes : Tertulis
Butir Soal : Pilihan ganda (20), Benar Salah (10) dan Menjodohkan (10)
Kisi-kisi :

No.	Tujuan Pembelajaran	Materi	Indikator Soal
	<ol style="list-style-type: none">1. Peserta didik mampu mendeskripsikan orang dan bangunan.2. Peserta didik mampu menanya dan memberikan informasi terkait penampilan dan karakteristik orang dan bangunan.	Teks Deskripsi	<ol style="list-style-type: none">1. Disajikan pertanyaan tentang <i>fungsi sosial teks interaksi transaksional lisan</i> yang melibatkan tindakan memberi dan meminta informasi terkait dengan deskripsi orang dan bangunan.

- b) Rubrik penilaian pengetahuan tertulis

Rubrik penilaian pengetahuan tulis		
No	Deskripsi	Skor
1.	Jawaban benar:	
	Pilihan ganda	3
	Benar Salah	2
	Menjodohkan	2
2.	Jawaban salah/tidak menjawab	0

2. INSTRUMEN PENILAIAN KETRAMPILAN

- a) Bentuk Tes : Tertulis, Lisan
Butir Soal 1
Kisi-kisi 1

No.	Tujuan Pembelajaran	Materi	Indikator Soal
	1. Peserta didik mampu mendeskripsikan orang dan bangunan 2. Peserta didik mampu menanya dan memberikan informasi terkait penampilan dan karakteristik orang dan bangunan.	Teks Deskripsi	1. Disajikan pertanyaan meminta deskripsi orang atau bangunan di sekitarnya

- b) Rubrik penilaian Tertulis

Nilai	Uraian
93	Jika kosa kata dan grammar benar dan isi tidak biasa.
86-92	Jika kosa kata dan grammar benar dan isi biasa.
79-85	Jika kosa kata benar dan grammar kurang benar dan isi biasa.
78	Jika kosa kata dan grammar kurang benar dan isi biasa.

D. Bahan Bacaan Guru :

- English in Mind Second Edition Student's Book Starter
- English in Mind Second Edition Teacher's Book Starter
- Modul Bahasa Inggris Kelas 7

E. Bahan Bacaan Peserta Didik

- English in Mind Second Edition Student's Book Starter
- Modul Bahasa Inggris Kelas 7

F. Glosarium :

Description : explanation about something

Characteristic : the quality that someone/something has

Physical appearance : how someone or something looks

G. Daftar Pustaka

Puchta, Herbert & Jeff Stranks. 2021. *English in Mind: Second edition (Student's Book Satrter)*. Jakarta: Pusat Kurikulum dan Perbukuan Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan dan Kebudayaan

LAMPIRAN MATERI

A. PEOPLE

1. Asking and Giving Information about People

Asking for Information	Responses
<ul style="list-style-type: none"> • How does she/he look like? • What is she/he like? 	<ul style="list-style-type: none"> • She has a long curly hair and bright skin • He's got blue eyes and a pointed nose • They are clever and kind.

2. Parts of Body

head	mouth	stomach	knee
hair	tooth/teeth	elbow	heel
face	cheek	arm	foot/leg
forehead	jaw	hand	toe
eye	neck	finger	toe nail
eye brow	shoulder	nail	
nose	chest	waist	

3. Adjectives

HAIR : long, short, straight, wavy, curly, bald, black, blond, red, grey, thick, thin

FACE : round, oval, small, big, beautiful, pretty, cute, ugly, handsome

EYE : small, big, slanted, black, blue, brown, green

NOSE : small, big, pointed, flat

HEIGHT : tall, short, average

WEIGHT : fat, slim, big, bulky, thin

CHARACTERISTICS : kind, nice, clever, smart, helpful, arrogant, fierce, lazy, diligent, honest, easy-going, loyal, etc.

4. Noun Phrase

In order to describe someone or something, we usually use noun phrase where we combine adjectives and noun to describe them. Look at the formula below:

Formula: ADJECTIVE + NOUN

Example: a smart student > seorang murid yang pintar
 Article Adjective Noun

An honest actor > Seorang actor yang jujur
Article Adjective Noun

5. Has/Have Got

She's got long dark hair and brown eyes.

She hasn't got a big family.

They've got different family.

Positive	Negative	Question	Short Answer
I/You/We/They've (have) got ...	I/You/We/They haven't (have not) got ...	Have I/You/We/They got ...?	Yes, I/You/We/They have. No, I/You/We/They haven't (have not)
He/She/It's got ...	He/She/It hasn't (has not) got ...	Has He/She/It got ...?	Yes, He/She/It has. No, He/She/It hasn't (has not).

B. PLACES

1. Asking and Giving Information about Places around Us

Asking for Information	Responses
<ul style="list-style-type: none"> Do you live in a house? Do you know some rooms in your house? What are they? Do you know the things usually there in your rooms? What are they? 	<ul style="list-style-type: none"> Yes, I live in a house. Yes, I know. There are living room, bathroom, bedroom, etc. Yes, I know. There are knife, pillow, stove, etc.

2. Places around Us

a) Housing Area

House

Apartment

Castle

Palace

Villa

Ranch house

Office building

Skyscraper

Farmhouse

Town house

b) Public Place

School	Museum	City hall / Town hall
Hospital	Library	Prison / Jail
Supermarket	Movie theater	Church
Department store	Factory	Cathedral
Hotel	Plant	Temple
Bank	Police department	Chapel
Post office	Fire department	Mosque

c) Building and Things

Bathroom	Garage	Wardrobe
Bedroom	Garden	Toilet
Bolster	Kitchen	Towel
Desk	Knife	Stove
Dining room	Pillow	Sink
Frying pan	Plate	Rug

d) Preposition of place

In front of	Opposite / across from	On
Behind	Next to / beside	Above / over
Between	Near / close to	Under / below

EXERCISE (FORMATIVE ASSESSMENT)

(Menyimak – Berbicara)

A. Listen and repeat!



1. Look at the picture! Do you know who is he?
2. What is his profession?
3. Where did you see/find him the first time?
4. How does he look like?
5. What do you think about him?

Rich Brian

Brian Immanuel Soewarno is an Indonesia rapper, singer, song writer and record producer. He was born in Jakarta, September 3rd, 1999. He just turned 22 years old this year. He used to use Rich Chigga as his stage name, but then he changed it into Rich Brian.

Rich Brian comes from Chinese-Indonesia family and is the youngest of three siblings. He has dark short hair with undercut style and black eyes. He's got a small nose and a captivating smile. Before starting his career as a rapper, Brian used to help his family running their family's café. He's got another hobby than music which is playing rubric. Rich Brian started his debut with single "Dat \$tick" which became viral in March 2016. The music video has been viewed over 180 million times. Since his first appearance, Rich Brian has been getting more popularity and his songs have been widely listened by many people around the world. He becomes one of Indonesian musicians who shows real existence in international music industry.

B. List of parts of body – Repeat after me!

Head	Cheek	finger
Hair	Jaw	nail
Face	neck	waist
Forehead	shoulder	knee
Eye	chest	heel
eye brow	stomach	foot/leg
Nose	elbow	toe

(Membaca – Memirsa)

A. Reading – Study the Text 5.1 page 38

Vocabulary – Find the meaning of these words!

- | | |
|----------------|--------------|
| a. dark | f. twins |
| b. long | g. adopted |
| c. blond | h. different |
| d. intelligent | i. country |
| e. identical | j. travel |

Questions – Answer the questions based on the text!

6. Who is Anais and Ana?
7. How do Anais and Ana look like?
8. How are their characteristics?
9. Why Anais and Ana live in different countries?
10. Where does their biological mother live?

Grammar – Complete the sentence with the correct form of have (not) got!

1. My aunt _____ a house in the country. I often go and see her at the weekend.
2. Let's watch a DVD. I _____ lots of them.
3. _____ your brother _____ a bike?
4. They _____ a new drummer in their band. She's great.
5. This computer is too expensive for me. I _____ enough money to buy it.
6. _____ they _____ a cat?
7. I _____ your phone number. Can you tell me what it is?

B. Reading – Study the Text 5.8 page 42 Vocabulary – Find the meaning of these words!

- a. Coffee table
- b. Teapot
- c. Refrigerator
- d. Attic
- e. Toothbrush
- f. Curtain
- g. Toothpaste
- h. Pantry
- i. Spacious
- j. Quite

Questions – Answer the questions based on the text!

1. How many bedrooms are there in the house?
2. How many floors are there?
3. Where is the living room?
4. Where is Sandi's bedroom?
5. Does the house have an attic?
6. Why does Sandi like to be in the attic?
7. Where his father keep the car?

(Menulis – Mempresentasikan)

Writing – Write a short description about your idol / family / friend / place. Make the text by yourself and use the texts on your book to help you!

APPENDIX 7

THE INSTRUMENT OF LEARNING MODULE

(STUDENT)

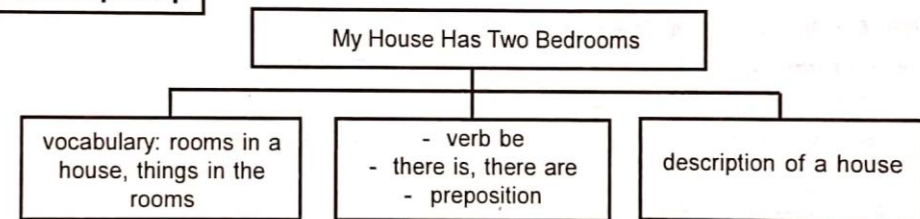
UNIT 1	My House Has Two Bedrooms	SEMESTER DUA
-------------------	----------------------------------	-------------------------

A. Learning Goals

Setelah mempelajari materi ini, siswa diharapkan dapat:

- Menggunakan kosakata bagian-bagian rumah dan benda-benda yang ada di sebuah rumah untuk berinteraksi dan bertukar pengalaman
- Mengidentifikasi penggunaan preposition in, on, under, next to, behind, in front of, above untuk menyebutkan letak benda
- Membaca dan merespon pertanyaan dari teks deskripsi tentang rumah dengan unsur kebahasaan yang telah dipelajari
- Menulis informasi dan deskripsi spesifik berdasarkan gambar, informasi personal, dan percakapan tentang rumah

Concept Map



Vocabulary Building

bathroom	: kamar mandi	knife	: pisau
bedroom	: kamar tidur	pillow	: bantal
bolster	: guling	plate	: piring
desk	: meja	rug	: karpet
dining room	: ruang makan	sink	: wastafel
frying pan	: penggorengan	stove	: kompor
garage	: garasi	towel	: handuk
garden	: kebun	toilet	: kloset
kitchen	: dapur	wardrobe	: lemari pakaian

B. Getting Started

Look at the picture of the house below. Answer the questions orally.

1. Do you live in a house?
2. Do you know some rooms in your house? What are they?
3. Do you know the things usually there in your rooms? What are they?



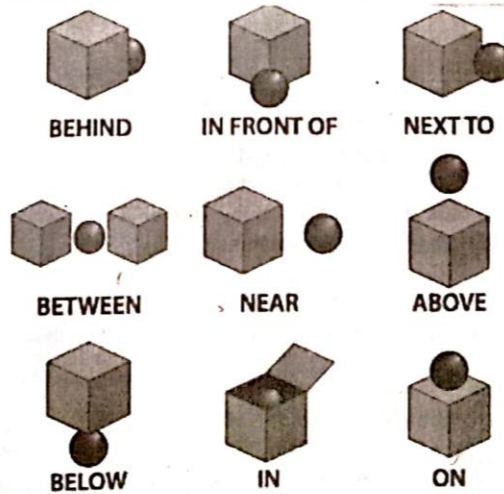
C. Exposure

1. Preposition of place

Prepositions of Place are used to show the position or location of one thing with another. It answers the question "Where?"

Below are some examples of Prepositions of Place:

- The ball is behind the box.
- The ball is in front of the box.
- The ball is next to the box.
- The ball is between the boxes.
- The ball is near the box.
- The ball is above the box.
- The ball is below the box.
- The ball is in the box.
- The ball is on the box.



Here are more

In front of

- ♦ A band plays their music in front of an audience.
- ♦ The teacher stands in front of the students.
- ♦ The man standing in the line in front of me smells bad.
- ♦ Teenagers normally squeeze their zits in front of a mirror.

Behind

Behind is the opposite of In front of. It means at the back (part) of something.

- " When the teacher writes on the whiteboard, the students are behind him (or her).
- " Who is that person behind the mask?
- " I slowed down because there was a police car behind me.

Between

Between normally refers to something in the middle of two objects or things (or places).

- ♦ There are mountains between Chile and Argentina.
- ♦ The number 5 is between the number 4 and 6.
- ♦ There is a sea (The English Channel) between England and France.

Across From / Opposite

Across from and Opposite mean the same thing. It usually refers to something being in front of something else BUT there is normally something between them like a street or table. It is similar to saying that someone (or a place) is on the other side of something.

- ♦ I live across from a supermarket (= it is on the other side of the road)
- ♦ The chess players sat opposite each other before they began their game.
(= They are in front of each other and there is a table between them)

Next to / Beside

Next to and Beside mean the same thing. It usually refers to a thing (or person) that is at the side of another thing.

- ♦ At a wedding, the bride stands next to the groom.
- ♦ Guards stand next to the entrance of the bank.
- ♦ He walked beside me as we went down the street.
- ♦ In this part of town there isn't a footpath beside the road so you have to be careful.

Near / Close to

Near and Close to mean the same thing. It is similar to next to / beside but there is more of a distance between the two things.

- ♦ The receptionist is near the front door.
- ♦ This building is near a subway station.
- ♦ We couldn't park the car close to the store.
- ♦ Our house is close to a supermarket.

On

On means that something is in a position that is physically touching, covering or attached to something.

- ♦ The clock on the wall is slow.
- ♦ He put the food on the table.
- ♦ I can see a spider on the ceiling.
- ♦ We were told not to walk on the grass.



Above / Over

Above and Over have a similar meaning. The both mean "at a higher position than X" but above normally refers to being directly (vertically) above you.

- ◆ Planes normally fly above the clouds.
- ◆ There is a ceiling above you.
- ◆ There is a halo over my head.
- ◆ We put a sun umbrella over the table so we wouldn't get so hot.
- ◆ Our neighbors in the apartment above us are really noisy.

Over can also mean: physically covering the surface of something and is often used with the word All as in All over.

- ◆ There water all over the floor.
- ◆ I accidentally spilled red wine all over the new carpet.

Over is often used as a Preposition of Movement too.

Under / Below

Under and Below have a similar meaning. They mean at a lower level. (Something is above it).

- ◆ Your legs are under the table.
- ◆ A river flows under a bridge.
- ◆ How long can you stay under the water?
- ◆ Miners work below the surface of the Earth.

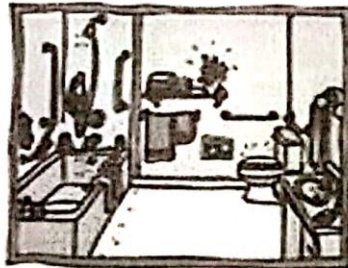
Sometimes we use the word underneath instead of under and beneath instead of below. There is no difference in meaning those they are less common nowadays.

Under is often used as a Preposition of Movement too.

D. Collaboration Session

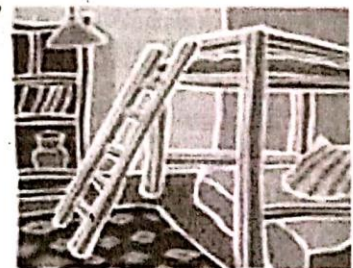
Task 1

Work in group of two or more people. Match the pictures to the correct name of the rooms.



laundry room

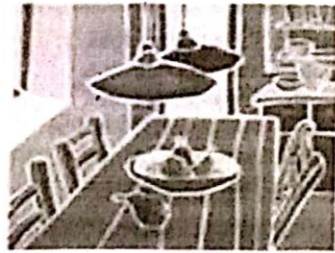
kitchen



living room

bedroom



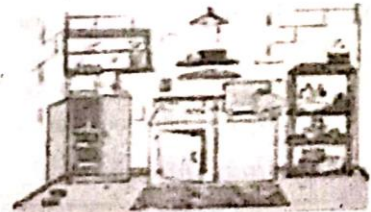
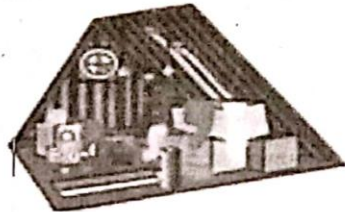


dining room

bathroom

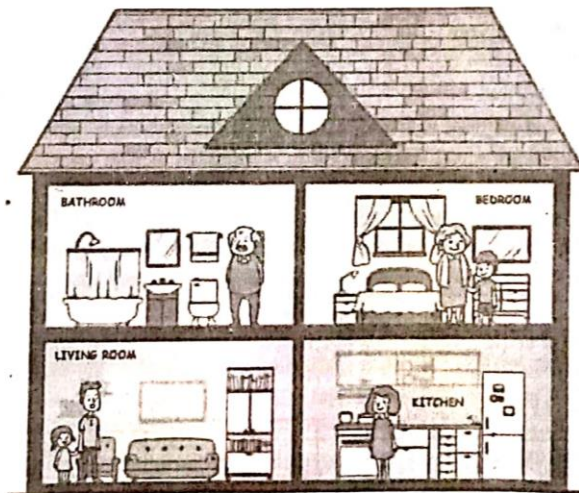
garage

attic



Task 2

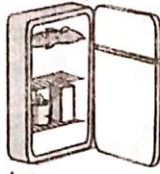
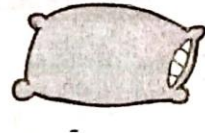
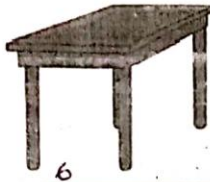
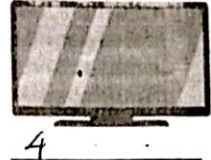
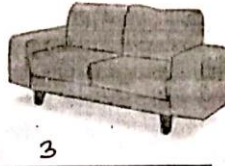
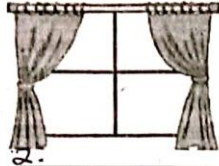
Work in pairs and have questions-answers about the rooms of a house.



1. Where is Mom? , . . .
She is in the
2. Where is brother?
He is in the
3. Where is Dad?
He is in the
4. Where is sister?
She is in the
5. Where is grandma?
She is in the
6. Where is grandpa?
He is in the

Task 3

Work in groups. Label the the pictures using the words in the box.



- a. coffee table
- b. chair
- c. carpet
- d. sofa
- e. towel
- f. blanket

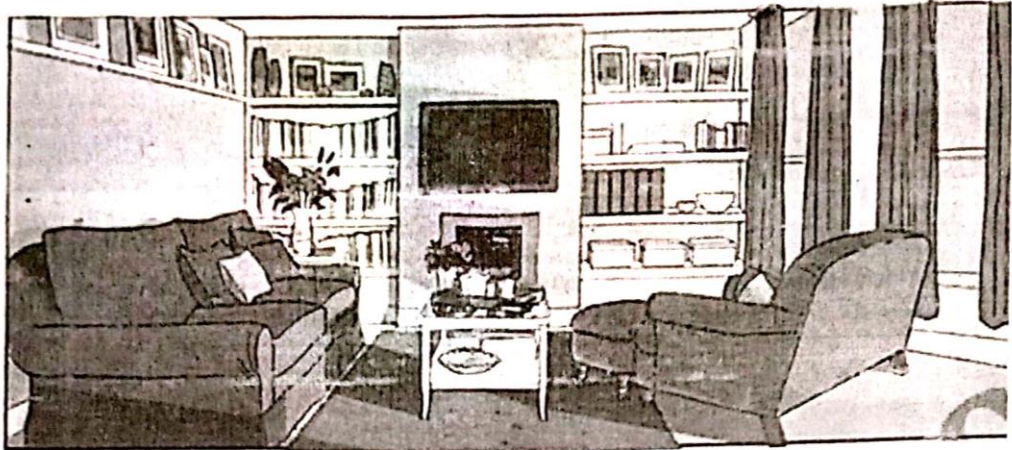
- g. soap
- h. pot
- i. shampoo
- j. curtain
- k. television
- l. teapot

- m. bookcase
- n. wardrobe
- o. bed
- p. stove
- q. toothpaste
- r. refrigerator

- s. bed
- t. lamp
- u. glass
- v. pillow
- w. kettle
- x. toothbrush

Task 4

Work with a partner. Complete the sentences using the correct preposition: in, on, under, or above.



1. Where are the pillows? They are
2. Where is the television? It is
3. Where is the rug? It is
4. Where are the books? They are
5. Where is the plant? It is
6. Where are the curtains? They are
7. Where is the table? It is
8. Where are the pictures? They are

Task 5

Complete and practice the dialogs with a partner. Use the name of rooms in a house: bedroom, bathroom, dining room, living room, and kitchen.

Example:

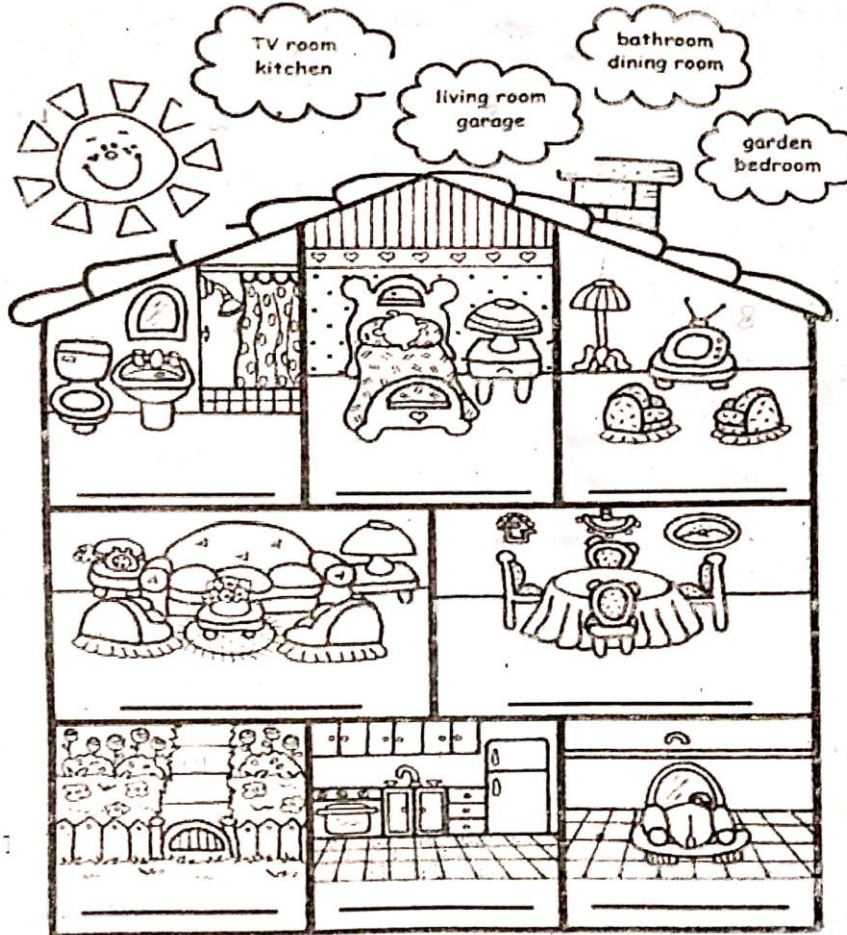
- A : Where is the table?
 B : The table is in the diningroom.

No.	Questions	Answers
1.	Where is the bed?	
2.	Where is the sofa?	
3.	Where is the stove?	
4.	Where is the blanket?	
5.	Where is the toothpaste?	
6.	Where is the plate?	
7.	Where is the wardrobe?	
8.	Where is the soap?	
9.	Where is the teapot?	
10.	Where is the knife?	

E. Independent Work

Task 6

Write the parts of the house. Use the words in the clouds.



Task 7

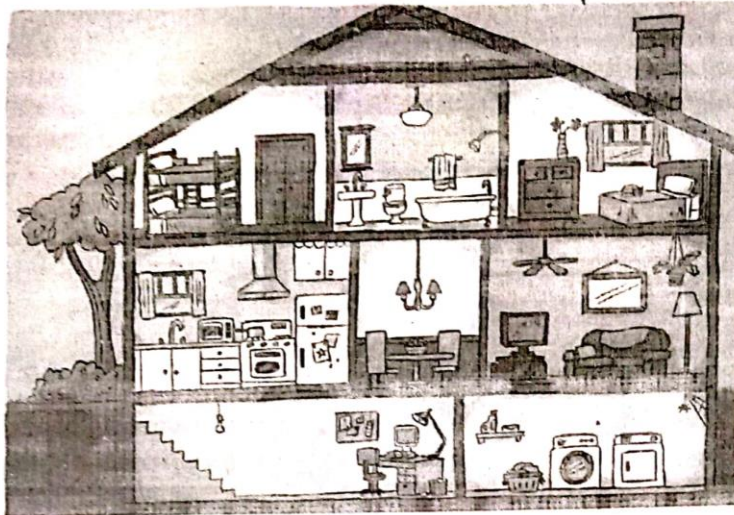
Write the appropriate rooms to complete the sentences.

kitchen	bathroom	garage	yard
bedroom	dining room	living room	guest room

1. I sleep in the
2. I take a shower in the
3. We watch TV in the
4. I eat breakfast in the
5. My mother cooks dinner in the
6. We play games in the
7. My father park the car in the
8. My sister meets the guest in the

Task 8

Write True or False based on the picture below.



1. There are two bedrooms.
2. There are four chairs in the dining room.
3. The sofa is next to the television.
4. There is a computer on the desk.
5. The sofa is between the lamp and the computer.
6. The study room is under the bathroom.
7. There is a cat in the garden.
8. There is not a garage.
9. The mirror is under the sofa.
10. There are not any bed in the house.

Task 9

Read the text and answer the questions.

My House

Hello! My name is Sandi. I live with my parents and two sisters. My house is quite big. It has two floors: a ground floor and a first floor. It has also an attic and a garage.

On the ground floor there are a hall, a kitchen, a pantry, a living room, a big dining room, and a toilet. On the first floor there are three bedrooms, one bathroom, and a big corridor. My bedroom is between my parents' bedroom and the bathroom. My sisters' bedroom is in front of mine. In the attic I keep some of my books and my old toys. I like to spend my time there because it is very spacious and there is a big sofa where I sometimes take a nap. While my father parks and keeps the car in the garage. I like my house. It is comfortable and cozy.

1. Is Sandi's house big or small?
Answer : _____
2. How many bedrooms are there in the house?
Answer : _____
3. How many floors are there?
Answer : _____
4. Where is the living room?
Answer : _____

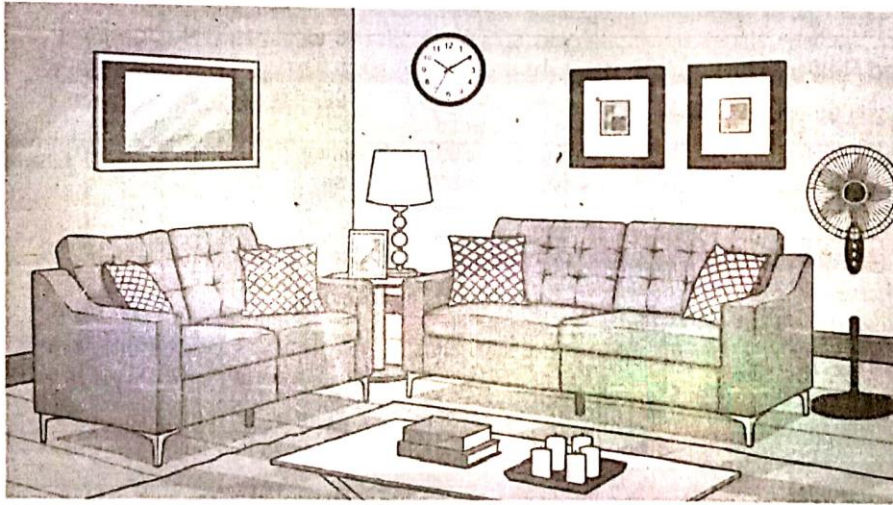
5. Where is Sandi's bedroom?
Answer : _____
6. Does the house have an attic?
Answer : _____
7. Why does Sandi like to be in the attic?
Answer : _____
8. Where his father keep the car?
Answer : _____

Task 10

Look at the picture and write 10 sentences using there is or there are, and correct preposition in, on, under, above, next to, behind, or beside

Example:

There is a lamp on the table.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Task 11

Describe about your house and the things in your house. You may follow the example.

I live in a house with may family. My house has _____ bedroom, _____ bathrooms, a living room, a dining room, a kitchen, and a garage.

F. Performance Assessment

Work in a group of four people. Each member of the group fill in the blank on the table below.

Name of student	Things in the bedroom
.....	bed,
.....
.....
.....

Describe the bedrooms of your group members in a paragraph. Tell the class about it.

G. Guided Reflection

Before you go on the next session, put a tick (√), on the suitable item.

	Very much	Much	Little
1. I can identify the vocabulary of rooms and things in a house			
2. I can use the preposition to describe parts and things in a house			
3. I can describe a house and things around it.			

Answer the question

- What is the most interesting part in this unit?
Answer : _____
- What do you want to know or study more about the materials in this unit?
Answer : _____
- Do you have any problem or difficulties in learning the material(s) in this unit? Mention it/ them.
Answer : _____
- Do you have any questions you need to ask to your teacher? Write it/them.
Answer : _____

H. Elaboration Session

You and you teacher will discuss the questions or difficulties that you have related to the materials in this unit. Do the following task:

- Ask the question(s) you have already written previously.
- Listen to your teacher's explanation or feedback.
- Write a summary of what the new thing(s) you learn.
- Make a connection between the new materials you learn in this unit with all materials that you have learned in previous units.

I. Project Assignment

Do the following task, together with your friends in class.

- On a piece of paper, write a paragraph containing a description of your house.
- Attach a picture or your own drawing of your house.
- Put it on a big sheet of manila paper together with the whole class' work.
- Create a wall display from it on your class wall.



APPENDIX 8

THE PICTURES OF DOCUMENTATION





