SPELLING ERROR ANALYSIS ON WRITING VOCABULARIES IN DICTATION WORD BY THE TENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 4 SURAKARTA

THESIS

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for The Degree of Sarjana in English Language Education

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DEDICATION

This thesis is dedicated to:

1. My beloved parents
2. My beloved big family
3. My best friends
4. All of my friends in Mabes
5. All of my friends in English Education Department and UIN Raden Mas Said Surakarta
6. My mood booster person

MOTTO

“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya.”

(QS. Al-Baqarah, 2: 286)

“Janganlah kamu bersikap lemah dan janganlah pula kamu bersedih hati, padahal kamulah orang-orang yang paling tinggi derajatnya jika kamu beriman”

(QS. Al-Imran, 3: 139)

“Kalau ingin melakukan perubahan, jangan takut terhadap kenyataan, asalkan kau yakin di jalan yang benar, maka lanjutkanlah”

(Gus Dur)

“Payung tidak akan pernah bisa menghentikan hujan, namun payung mampu untuk melindungimu dari derasnya tetesan air hujan. Dan kesabaran tidak akan pernah membuatmu menjadi pemenang, namun sabar mampu melindungi dari segala permasalahan kehidupan”

(Fardiyandi)

“When things get though, look at the people who love you! You will get energy from them”

(J-hope BTS)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "SPELLING ERROR ANALYSIS ON WRITING VOCABULARIES IN DICTATION WORD BY THE TENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 4 SURAKARTA" 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.

Surakarta, June 9th 2023

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college to twists and turns during online college.

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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.

Surakarta, June 9th 2023
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ABSTRACT

Irsalia Agustine. 2023. "SPELLING ERROR ANALYSIS ON WRITING VOCABULARIES IN DICTATION WORD BY THE TENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 4 SURAKARTA". Thesis. English Education Department, Cultures and Languages Faculty.

In this study, the researchers found students' problems on writing in dictation word texts were: The students lack of vocabulary, the students often misspell a word, the students find it difficult to write the right word, lack of motivation among students to learn English, the students still has poor listening ability, the students are not accustomed to pronouncing vocabulary as they are learning. The aim of this study is to describe the types of spelling errors on writing vocabularies in dictation word and to describe the most dominant spelling errors on writing vocabularies in dictation word by the Tenth Grade Students of SMK Muhammadiyah 4 Surakarta.

The approach used in this study is qualitative research. The sample of this study are 18 students. Then, the researcher chose tenth grade, especially the combination of class X KI and X TKKR. The researcher use one kind of method in collecting data, this is documentation. In this study, researchers used investigator triangulation as a data validity technique. The data results were consulted and discussed with English Teacher of SMK Muhammadiyah 4 Surakarta.

After data has been analyzed the data, the findings the total number of errors in the students' worksheet of tenth grade majoring in industrial chemistry and majoring in cosmetology (X KI & TKKR) at SMK Muhammadiyah 4 Surakarta was 76 errors. That the researcher found 76 spelling errors from 18 students writing vocabulary. of the 76 spelling errors can be categorized into seven categories of errors which include omission of a letter, addition of a letter, double letter instead of single letter, substitution of one letter, interchange of two adjacent letters, erroneous splitting or joining of words (word segmentation error), two or more error of the same type or different type (multiple error). The students made spelling errors because they were still influenced by their first language in writing English. The researcher hopes that this research can awaken the students' awareness so that they practice more about spelling vocabulary of English words so that they can avoid spelling mistakes in their writing. In addition, the teacher also provides more spelling exercises in writing material to avoid spelling errors in student writing.

Keywords : Spelling errors, Dictation, Vocabulary.

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CHAPTER I

INTRODUCTION

A. Background of the Study

According to Harmer (2007), vocabulary is a central part of listening, speaking, reading, and writing. Vocabulary is very important for students who want to learn a language (Anissa & Imam Machfudi, 2022). English vocabulary as one of the components of language skills plays an important role in foreign language learning for young learners (Syafrizal & Haerudin, 2018). When presenting English, especially vocabulary, teachers need to be creative in choosing materials and able to arouse the interest of their students.

Students should have a comprehensive understanding of vocabulary. This includes meaning, spoken and written language, grammatical behavior, word derivation, word context, word recording (spoken and written), and word entailment or association word frequency (Thornbury, 2022). In assessing vocabulary in students, Schmitt and McCarthy (1997) state that receptive and productive knowledge may be the only realistic way to measure the depth of vocabulary knowledge when assessing students' vocabulary. Receptive knowledge is the words that the learner recognizes and understands when they occur in context, and product knowledge is the words that the learner understands, pronounces correctly, and is constructive in speaking and writing. refers to a word that can be used to.

Students should learn vocabulary as the first step before learning English (Anissa & Imam Machfudi, 2022). Vocabulary is very useful for communicating ideas. Reading simple sentences in English and mastering the vocabulary will help students grasp the information and content of the sentences. With your speaking and listening vocabulary, you can communicate directly with other English-speaking students. This shows that vocabulary is the foundation of learning English and is very important in language learning.

In addition to vocabulary, one of the most important basic skills in learning English is the ability to write English. Good writing skills cannot be learned just once. As an English learner, English is not my native language, so I need to get used to practicing English. Writing is one of the key skills that high school students must master. Writing allows you to express your thoughts, information, thoughts, experiences, and feelings regularly and thoroughly through the written word. Apart from that, writing can encourage students to focus on proper language use.

Writing is one of skills in English (Fitria, T. N. & Pratiwi, D. N., 2020). It is one of the challenge skills. Students/learners who want to master writing should be able to spell English well. Having poor spelling can cause student's academic performance (Westwood, 2018). Orthography contains the rules governing how to describe the symbols of phonetic sounds, how to describe the relationships between symbols of phonetic sounds, and how to describe the relationships between symbols of language separation or fusion. Spelling words correctly is very important, just as important as saying them correctly. If you don't spell English

words correctly, they may not be understood correctly. Perveen and Akram (2014) stated that spelling is a study of phonics as related to the grouping of words for spelling.

Spelling is one of the basic foundations for learning English skills that plays an important role alongside listening, reading and writing and positively influences other skills. Spelling is an essential part of developing literate readers and writers (Schonell, 2014). Spelling is therefore an important aspect of writing. One of the obstacles and difficulties he encounters while writing is his English spelling. Spelling is part of orthography, which includes a system for representing a language in writing. An error in orthography is only noticeable when we examine the written form (Casey, 2018).

Related to spelling because spelling is the art of combining letters to form words correct selection and placement of letters that make up words. According to Carney (2008) spelling is related to the arrangement of vowel and consonant letter. Spelling is a set of rules for describing language using letters, words, and punctuation as building blocks. These boundaries indicate the meaning of words that are spelled differently than the spelling of the word. Spelling is the activity of reciting letters, syllables, or words. Spelling, on the other hand, is a system of rules that involves more than just pronunciation issues. Spelling manages the overall spelling of the language.

These spelling errors can occur in the form of typing errors in a word or writing words in English vocabulary (Fitria, 2018). According to Richards and Schmidt

(2013) an error is the use of a word, speech act, or grammatical items unit such as part of speech which seems imperfect and significant of incomplete learning. The skill of spelling will help strengthen the relationship between sound and letters in writing English (Fitria T. N., 2019). Spelling is a rule that language users must follow for order and consistency, especially in written language. The order of forms affects semantic accuracy and clarity. Incorrect spelling changes the meaning of the sentence.

Nordquist (2019) states that a spelling rule is a guideline or principle meant to assist writers in the accurate spelling of a word. Also called spelling rules. Spelling rules are different from grammar rules. How to form plurals (plural), how to add suffixes (such as -ly and -ment), how to change verb forms (e.g. English spelling is not just a question of English spelling from A to Z Instead, English spelling involves adding or combining letters in words ending with certain letters.

Spelling refers to the learner's ability to spell words correctly and accurately. Accurate and precise spelling can improve the overall quality of your text writing. Studying learners' spelling errors provides an opportunity to understand and mitigate learners' spelling difficulties. It helps learners improve their writing and goes a long way in helping them become better writers. Spelling errors are often the result of serious mistakes in writing English. Having good spelling skills can develop over time, mainly through practices and experiences (Ott, 2014).

According to Benyo (2014) spelling errors cause any sound problems. One of the reasons spelling is difficult to learn has to do with the correspondence between

wording and correct spelling. Cook (1999) investigated the most common types of spelling errors in the written work of learners of English and the four types of spelling errors which commonly found in the students writing are: 1) omission (leaving a or more letters), 2) substitution (replacing a or more letters with incorrect ones), 3) transposition (reversing the position of a or more letters), and the last is 4) insertion /addition (including a or more letters).

Based on the above explanation, we can say that English teachers need to choose good techniques to arouse students' interest in writing. Additionally, teachers are expected to be able to create a more enjoyable teaching and learning process. When teaching writing, using the proper technique is very important to make writing classes more effective, interesting, and enjoyable for students. Teachers should make the process of learning to write more enjoyable and understandable for students. One of her techniques is to teach writing using her technique of dictation.

There are many techniques to motivate students and get them actively involved in the English teaching and learning process, especially in writing. One of these techniques is "dictation". Dictation is also a beneficial activity for young learners. Dictation can give students a lot of writing experience. Dictation is the activity of writing down what someone says or reads. Dictation techniques focus on teaching writing skills. Dictation techniques are a great technique for improving students' writing skills through correct spelling, punctuation, and grammar.

In The English Language Curriculum Guide book, Chung (2011) stated that dictation is an activity that helps learners develop phonological awareness and phonics skills, listening skills, and writing skills. From the above description, we can conclude that dictation techniques help build some of the students language learning skills, especially foreign language skills. This allows students to solve problems that arise when learning to write.

Furthermore, dictation can be interpreted as the process of hearing something (sentence, word, or part thereof) from a teacher or student, making mental notes, and then writing them down in notes. The student then strives to understand what is read, recognize all the words and phrases that are read, and translate auditory codes into written symbols. From the above definitions, we can conclude that dictation is a technique used to teach students to write directly orally.

Researchers argue that dictation techniques are suitable for writing activities. By conducting qualitative descriptive research that applies dictation techniques to vocabulary writing, teachers are expected to improve their students' writing skills. Because dictation is the process by which students try to remember what they hear and write it down.

A study by Aristya (2018) investigating secondary school students in Madiun District, East Java found that students struggled to acquire vocabulary. For example, I had a student who had trouble memorizing the vocabulary of some verbs. They found it difficult to understand sentence structure vocabulary. Some students had difficulty understanding the meaning of words. Other students said

they had trouble writing and pronouncing English words. It seems that the difficulty of vocabulary acquisition was different for each student.

A study by Surmanov and Azimova (2020) found that vocabulary acquisition and retention are considered to be the most influential factors in language learning. The focus of this study was to examine the nature of her five students' difficulties in learning vocabulary. Research results show that the problems and difficulties that students face in learning vocabulary are diverse. The problem faced by the students was that almost all of them had difficulty in pronouncing words. Different grammatical forms of words, so-called hyperbole, were one reason why students had difficulty mastering vocabulary.

Based on the experience of the internship in September-October 2022, the researchers found a problem, namely that it was found that students often misspelled several words in sentences of English texts in reading and writing practice activities. Researchers found several words that were often misspelled by students such as "Important" became "Importan", "Life" became "Live". Those are some examples of student cases when they make mistakes in spelling.

This condition is caused by the fact that most of the students of SMK Muhammadiyah 4 Surakarta have deficiencies in the ability to master vocabulary and finally students wrote their tasks using their gadgets to help themselves in finishing their tasks secretly. This condition made the students probably become less confident when they want to write spelling without the gadget. Students were confused about spelling in written form. Students were sometimes confused to

differentiate between irregularities of the vowels in the English word. They did not understand well how to say a word that has almost the same pronunciation, for example, the word “With” and “White”, “Know” and “Now” etc in writing.

The researchers chose SMK Muhammadiyah 4 Surakarta as the study subject. SMK Muhammadiyah 4 Surakarta is one of his in Surakarta vocational high school. It was on Jl. Slamet Riyadi Padang No.443, Pajang, Kec. Laweyan, Kota Surakarta, Jawa Tengah. This school was very easy to find as the location is strategic and the street regent and public transport are very available. SMK Muhammadiyah 4 Surakarta have four majors. They were pharmacy, cosmetology, and industrial chemical engineering. The researchers' reason for considering SMK Muhammadiyah 4 Surakarta as the source of data for this article is that students have problems with their writing abilities, especially spelling vocabulary.

Considering the above, the researcher was interested in conducting this research. The researcher would like to know if the teacher uses the dictation technique in teaching writing vocabulary and the types of errors in spelling vocabulary by the students. From the background above, the researcher decided to conduct a research entitled **"Spelling Error Analysis on Writing Vocabularies in Dictation Word by the Tenth Grade Students of SMK Muhammadiyah 4 Surakarta”.** The researcher hopes that this research would be useful for the reader.

B. Problems Identification

There are some reasons why the researcher chose the tenth grade students of SMK Muhammadiyah 4 Surakarta. It is considered that english is difficult to learn by them. The identification of problem of this research are:

1. The students lack of vocabulary.
2. The students often misspell a word.
3. The students find it difficult to write the right word.
4. Lack of motivation among students to learn English.
5. The students still has poor listening ability.
6. The students are not accustomed to pronouncing vocabulary as they are learning.

C. Limitation Problem

From the background above, the researcher focuses on the research on the use of dictation in teaching writing vocabulary in the tenth grade of SMK Muhammadiyah 4 Surakarta, and then the researcher will analyze spelling errors from the results of vocabulary writing assignments and also find out the factors that cause spelling errors in tenth grade students of combination classes Kimia Industri and Tata Kecantikan.

D. Problem Statement

Related to the description of the background of the research, the question of this research were as followed:

1. What are the types of spelling errors on writing vocabularies in dictation word by the Tenth Students of SMK Muhammadiyah 4 Surakarta?
2. What are the most dominant spelling errors on writing vocabularies in dictation word by the Tenth Students of SMK Muhammadiyah 4 Surakarta?

E. The Objective of the Study

The Objectives of the study were:

1. To describe the types of spelling errors on writing vocabularies in dictation word by the Tenth Grade Students of SMK Muhammadiyah 4 Surakarta.
2. To describe the most dominant spelling errors on writing vocabularies in dictation word by the Tenth Grade Students of SMK Muhammadiyah 4 Surakarta.

F. Benefit of the Study

The benefits of the study were divided into two, as followed:

1. Theoretical Benefits

The results of this study can provide benefits for readers and researchers. Not only that, but this research also contains information about students' spelling errors during writing activities. With this research, hopefully,

it can increase students' understanding of spelling vocabulary and increase their understanding of how to write vocabulary in the written form correctly.

2. Practical Benefit

a.) For the Students

From this study, the students wanted to find out the spelling mistakes they made in their writing. In addition, students can learn more about spelling vocabulary. Students will also be able to find out the mistakes that usually occur in spelling writing.

b.) For the Teachers

There were some benefits from this research for teacher:

First of all, SMK Muhammadiyah 4 Surakarta English teachers can check the English spelling ability of their students. Second, error analysis shows teachers some of the problems students are facing. Thirdly, SMK Muhammadiyah 4 Surakarta's English teacher finds the problem and tries to solve it.

c.) For the Researcher

After knowing in writing the types of spelling vocabulary mistakes made by SMK Muhammadiyah 4 Surakarta 10th-grade students, researchers can share them with their SMK Muhammadiyah 4 Surakarta English teachers. Teachers can then try to find solutions for their students. Researchers are happy if this helps others.

d.) For the other Researcher

The findings will help find references for further investigation.

G. Definition of Key Terms

1. Vocabulary

Vocabulary is a central to language and critical important to typical language learner (Fauziati, 2010). Hornby (1995) defines vocabulary as having three meanings a) words that make up a language; b) words that are known by someone or are in books, certain subjects, etc.; and c) a dictionary of words and their meanings. To effectively communicate, one needs a wide range of terms in their vocabulary.

2. Writing

Besides listening, speaking, and reading, writing is a language competence. Ridha (2012) stated that writing can be characterized as a complex process which request cognitive analysis and linguistic synthesis. Writing is a language skill that requires pupils to go through both physical and mental processes in order to convey their thoughts, feelings, experiences, messages, and opinions through word-by-word communication.

3. Spelling

Hornby (2000) stated that Spelling is defined as the act of forming words correctly from an individual letter. Spelling is a study of phonics that is connected to a collection of words that have the right order to generate meaningful sentences to improve reader and writer interactions. It involves knowledge of the rules and conventions of spelling, including the use of vowels, consonants, punctuation, and other orthographic symbols.

4. Spelling Errors

Spelling errors are part of the writing problem. Botley, et al (2007) stated that spelling errors are highly ubiquitous and contentious features of second language learners written performance. Spelling errors mean words that do not match the target word in part or in whole.

5. Analysis

According to Car (2017) stated that Analysis is the process of breaking a complex topic or substance into smaller parts in order to gain a better understanding of it. Analysis is a process or action used to address an issue that is being watched or investigated. It involves the careful examination, interpretation, and evaluation of information, data, or evidence to identify patterns, trends, and insights.

6. Dictation

Dictation is a helpful technique for learning a language. According to Herusatoto (2016), "Dictation is where learners receive some verbal input, store it in their memory for a short time, then write down what they hear and what is heard requires understanding the meaning of the material". Dictation is a writing activity after someone says or reads something.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Vocabulary

1. Definiton of Vocabulary

Richards and Renadya (2002) state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Vocabulary is an important aspect of language that students need to learn when learning a foreign language. Vocabulary helps learners acquire language learning skills. According to Hornby (1995) Ability a complete knowledge or complete skill. From these definitions, we can conclude that mastery means the ability to comprehend all knowledge. According to Schmitt and McCarthy (1997) vocabulary is a basic of a language. It is important to master first. If you don't master vocabulary, you won't be able to speak well or understand sentences. A lack of vocabulary prevents students from communicating and expressing their ideas effectively, both verbally and in writing.

In other words, the learner should have knowledge to use a language. In Nation and Newton, Furqon (2013) stated that vocabulary is knowledge of words and word meanings. Actually vocabulary is more complex, vocabulary mastery is not only knowing the words and its meanings, but also knowing about how the words sound and how the words are used in the context. In

addition, Thornbury (2002) summed up without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Sunarti (2010) stated that Vocabulary means a group of words, which have been mastered by the students after the process of teaching and learning. Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, foreign language learners will get some difficulties in developing the four language skills. Heinle (2008) also stated that vocabulary is the total number of words you know in a particular language. It means that vocabulary is a list of words that a person knows. While, Watkins (2005) stated that in an approach which values the ability to communicate, vocabulary is essential, and in recent years vocabulary has become increasingly central to language teaching.

Based on statements from expert above, it can be concluded that. Vocabulary is a stock of words in language, written or spoken with the meaning that considered as cultural meaning used by group or individual community because it uses of the people to communicate and interact to other people. Vocabulary is important part of language. Vocabulary has important roles in four English skills and in communication. It shows that vocabulary is the key to achieve all skin in language.

2. Kinds of Vocabulary

Thornbury (2002) stated that vocabulary can be divided into three kinds, they are:

a. Word Classes

Word classes are often called Part of Speech consists of noun, pronoun, verb, adjective, adverb, preposition, and conjunction.

1) Noun

Noun is one of the most important parts of speech. It usually used as a subject or object. It could be the name of person, place, and thing. For example: Taehyung (Name of Person), Market (Place), Umbrella (Thing).

2) Pronoun

Pronoun is a substitute of word. It was used to substitute person, thing, animal, and other. Personal pronouns substitute words of persons. It can used normative (subject), accusative (object), possessive adjective and possessive pronoun.

For example: She is a dancer, my name is Jennie, Her hair is long.

Table 2. 1

Personal Pronoun

Subject	**Object**	**Possessive Adjective**	**Possessive Pronoun**

I	Me	My	Mine
You	You	Your	Yours
They	Them	Their	Theirs
We	Us	Our	Ours
He	His	His	His
She	Her	Her	Hers
It	It	It	

3) Verb

Verb is the word which expresses an action or a help to make a statement. It is usually used as predicate in a sentence. For Example of verb: see, give, buy, and others.

Example in sentence: He gives rose for her.

4) Adjective

Adjective is a word used to qualify noun or pronoun.

For example: diligent, beautiful, lazy, patient, and others.

Example in sentence: Jerome is a diligent student in the school.

5) Conjunction

Conjunction is a word to related one word to another one, or another sentence to another one.

For example in sentence: I want to buy a new phone but I do not have money.

b. Word Families

- ❖ Affixes

  Affixes are a feature of the grammar in most language.

  For example: look, looking, looked

- ❖ Inflexions

  Inflexions are the different grammatical forms of a word.

  For example: plays, playing, played are inflexions of 'play'.

- ❖ Derivative

  Derivative is a word that results from the addition of an affix to a root, which has a different meaning from the root.

  For example: replay, player, and playful are derivatives of 'play'.

c. Word formation

In English language this was called composite from of word, such as:

1) Compounding, the combining of two or more independent words. Example: 'second-hand', 'word processor', typewriter', and so on.

2) Blending, two words can be blended to form one new one.

   Example: brunch' 'breakfast'+'lunch', 'infotainment' = 'information' + 'entertainment'.

3) Conversion, the process a word can be co-opted from one part of speech and used as another.

4) Clipping, a new words can be coined by shortening or clipping longer words.

Example: 'flu' (influenza), 'email' (electronic mail), and etc.

In this research, the researcher used dictation through word by word, did not phrase or sentence.

3. Vocabulary Learning

According to Grauberg (1997), there are four stages of learning a new vocabulary:

1) Discrimination

The first step is the ability to distinguish sounds, sounds of letters and letter sounds of adjacent words and similar words during listening and reading, and then distinguish between speaking and writing. As we will see later, lack of differentiation is often a source of error.

2) Understanding meaning

This step requires understanding the meaning behind the term or phrase in question. In this step is often considered simple. Because there is an English equivalent or because the word can be directly related to the subject.

3) Remembering

After introducing and explaining new content, the next step is to make sure it is retained. Once students have figured out a word's meaning, they no longer need to focus on it, and it will eventually be forgotten.

4) Extension and consolidation of meaning

If learning new words were a quick process and if presentation were the only important factor at play, then words wouldn't need to be relearned because they would never be lost.

This argument shows how important vocabulary is when learning a language, in this case English. To master the other four English skills, you must learn vocabulary and the parts that go with it. By maintaining a collection of vocabulary, it will be easier for us to try start a communication.

4. The Factor Difficulties in Vocabulary

Thornbury (2002) stated that there same aspects why learning vocabulary is rather difficult for second language learners. Some factors that make some words difficult for the students are:

a. Pronunciation

Research shows that words are difficult to pronounce more difficult to learn. The learners difficult to differentiate between the one word with another word which resemble the way to read its. For example: Bag, Back, Sea, See, She, Eat, It, George, Pigeon, Mountain, Mosque, etc.

b. Spelling

Sound and spelling mismatches are likely to be cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. For example: Headache, Agree, Bicycle, Language, etc.

c. Length and Complexity

Long words are more difficult to learn that short ones. And the variable stresses of polysyllabic words are also difficult. For example: necessary, necessity, necessarily.

d. Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent. Spanish learner of English, for example: tend to assume that explain follows the same pattern as both Spanish's explicit and English tell, and say he explained me the lesson.

e. Meaning

When two words overlap in meaning, learners are likely to confuse them. Or it called word with multiple meaning such as since and still, can also be difficulties for learners.

f. Range, Connotation, and idiomatic

Words that can be used in wide range of context will generally be perceived an easier than their synonyms with narrower range. For example: Thin is more used than skinny, slim and slander. The connotation of some

words may cause problem too. For example: Propaganda has negative connotation in English, but it is equivalent may simply mean publicity.

So, there are some difficulties in learning vocabulary, especially in vocabulary mastery itself. So, is not surprising that learners make mistakes/error with words. Because usually difficulty to learn vocabulary is not separated from spelling, pronunciation, context, etc. So, to learn vocabulary also needed the ability to master some of the factors that become difficult in studying vocabulary itself.

B. Dictation

1. Definition of Dictation

In the Longman dictionary of Applied Linguistics, Dictation is defined as a technique used in both language teaching and language testing in which a passage is read aloud to students or test takers, with pauses during which they must try to write down that they have heard as accurately as possible (Intan, 2017). Davis and Rinvocluri in Intan (2017), dictation as decoding the sounds of English and recording them in writing. In addition, Larsen (2000) stated that Dictation is when the teacher reads the passage three times. The first time the teacher reads at a normal speak, while the students just listen. The second time he reads the passage phrase by phrase, pausing long enough to allow students to write down that they have heard. The last time the teacher again reads at a normal speed, and students check their work

According to the definition above, the first meaning is that dictation is the process by which the teacher hears something (sentence, word, or passage) and the student records it in his or her mind and writes it down in notes. The second is that when dictating, students not only pay attention to the sound of the words read by the teacher but also understand the meaning and can copy the dictated sentences into their notebooks. If you don't focus on listening, you won't be able to quickly guess what you need to write.

2. Types of Dictation

Based on Oller (1979), there are five types of dictation procedures that have been used in a variety of ways as testing techniques. Those five ways are elaborated as follows:

a. Standard Dictation

The best-known is probably standard dictation. Students are required to write a set of oral materials spoken by the teacher or reproduced from a recording. The material should be presented at a normal conversational pace and presented in sequences of sufficient length to challenge the student's short-term memory.

b. Partial Dictation

Partial dictation is called dot dictation. This style is closely related to standard dictation, but students receive either a written or oral version of the text. Students must listen to spoken language and fill in gaps in written

language. It gives you more sensory information about your message, so it's easier to do. Partial and full audio versions.

c. Dictation with competing noise

This type of dictation is very difficult due to the added noise in the material. Dictation methods train students to become familiar with everyday communication situations in which speech is used under non-ideal acoustic conditions. For example, trying to have a conversation in someone's living room when there's a lot of noise from a competing TV and air conditioner, or trying to hear a message on a public address system in a busy situation.

d. Dicto-comp

This type of dictation is a combination of two of her forms: dictation and essay. Here, the teacher reads the entire passage to her three times, and the student is allowed to write a piece only after the teacher has finished reading her the third time. You have to memorize the whole story and write it reflecting what you hear.

e. Elicited imitation

In this case, the student listens to the material, but instead of writing the material down, the student is asked to repeat it or retell what was said.

3. Material's Preparation and Procedures to giving dictation test

Teachers must make sure they are ready before giving a dictation test to their students. According to Oller (1979), dictation must satisfy the naturalness conditions in order to be an integrative test.

a. The word or phrase sequences that need to be dictated are taken from everyday writing, dialogue, or another natural form of speech (or they may be made to look like everyday speech, as in a well-written function).
b. The material is delivered orally in a sequence that is long enough to challenge students' memory retention.

When teachers give dictation tests to their students, they need to make sure they're ready to do so in a way that sounds natural. There are several guidelines that must be observed, including:

a. Teachers have to select suitable materials to be dictated.
b. The word that dictated should have been taught to the students before.
c. The word dictated should be selected and chosen from simple word.
d. Teachers gave to select suitable procedures which are appropriated in giving dictation test.

There were two ways to run the dictation test: Teachers read the words directly themselves or use previously recorded dictated words. Teachers should read the entire text here, first normal; speed; then pauses between sentences or natural phrases to allow students to write

down what they just heard, and finally allow them to review their work again at normal speed.

C. Spelling

1. Definiton of Spelling

Spelling is an important aspect of writing skills. It is considered something that can be mastered through memorization and practice. The current view is that spelling is the study of words, alluding to how the English language works. To assess this ability, many researchers and linguists have attempted to define the concept of spelling.

According Arisona (2013) spelling is the one of the language aspects that cannot be neglected in teaching process. This is also part of the foreign language. This means that students must know the alphabet and recognize individual words using letters or cues (such as context) for word recognition.

A stated by Hornby (1995), Spelling is defined as the act of forming words correctly from an individual letter. Spelling is an essential and complex skill that includes several components such as visual memory, phonemic recognition, and orthographic and morphophonemic knowledge. Spelling is also the coding of linguistic form into written form. This means that the spelling student tries to code the spoken sound into the written word.

Spelling could be a part of mechanical component of writing. Just like the other ability, composing has mechanical components that incorporate

handwriting, spelling, punctuation, and the development of well-formed sentences, paragraph, and texts.

In an educational context, the value of spelling is greatly emphasized where students are taught spelling standards and are expected to demonstrate spelling ability. While learning to spell often requires learning spelling conventions and rules and practice through various activities, including writing projects and spelling tests (Graham & Hebert, 2010).

Spelling errors can take many forms, such as phonetic errors (spelling something according to how it sounds), letter order errors (reversing letters or removing letters), and rule-based errors (violating spelling norms) (AA Lunsford & KJ Lunsford, 2008). For people with dyslexia, a learning disorder that can impair reading and spelling abilities, misspellings can be especially difficult.

Authors may use a variety of tactics to reduce the likelihood of spelling errors, including editing, using spell-checking software, and checking dictionaries and other reference sources (Graham & Hebert, 2010). Having a solid understanding of spelling standards and rules can also help writers avoid mistakes. Spelling is essential for clear communication and is directly related to other language skills including vocabulary growth and reading comprehension. According to research, strengthening one's spelling ability can improve one's reading comprehension (Graham & Hebert, 2010).

2. Rules of Spelling

The most common spelling rules in English are elaborated as follows:

a. Spelling plural nouns

1) Most nouns add s to the root forms without any changes (book-books).

2) Nouns ending in s, z, ch, sh, and x, usually add es form the plural (bush-bushes).

3) Nouns s ending in a consonant and y, y is changed to i and add es (party-parties).

4) One-syllable nouns ending in a single f or fe, f is changed to v and add es (leaf-leaves).

5) Nouns ending in o, there are three possibilities:

(1) Add s (piano-pianos)

(2) Add es (potato-potatoes)

(3) Add s or es (cargo-cargos or cargoes)

6) Some singular nouns have different words for their plural form:

(1) en ending (ox-oxen, Child-children)

(2) Internal vowel change (toot-teeth, mouse-mice, man-men)

(3) No change (deer, sheep, series)

b. Suffixes

1) A letter or syllable placed after a word to form a new word is called a suffix. Some suffixes are s, es, ed, ing, er, est, ly, ful, ible, ment, ive, ance, ence, ion, tion, ition, ation, sion, ous, ious, less, and al. sometimes

a word will have two suffixes. For example, respectfully has two suffixes ful and ly added to the root word respect.

2) Many words are formed by adding ed and ing without any change (furnish-furnished-furnishing).

3) Words ending in -y:

(1) -ing form: keep-y and add -ing

(2) -ed form change -y to -I, add -ed

4) Words ending in -ie:

(1) -ing form: change -ie to -y, add -ing

(2) -ed form: add -d

c. Prefixes

A syllable placed before a word to change its meaning is called a prefix. Some prefixes are En-, Be-, Ac-, Im-, Un-, Dis-.

d. Doubling the final consonant

The final consonant of a word is often doubled when adding -ed, -ing, -er, -est as in the following cases:

1) Double final “b, d, g, l, m, n, p, r, and t" at the end of words:

Rob - robbing

Sad - sadder

Big - bigger

Travel - traveler

Skim - skimming

Win - winner

Pop - popping

Prefer - preferred

Hit - hitting

2) Double these final letters there is the following pattern "consonant - vowel - consonant" at the end of a word. For example: travel - 'vel' v- consonant - e- vowel I - consonant.

3) Words of more than one syllable have their consonants doubled only when the final syllable is stressed.

   Begin - beginning, but open - opening

   Defer- deferring, but offer - offering

4) When words have more than one syllable and end in 'I' British English always doubles the 'I', even in the case of unstressed syllables. American English, on the other hand, the 'I' is not doubled when the syllable is unstressed.

D. Spelling Error

1. Definition of Spelling Error

Spelling errors usually occur because students cannot distinguish between letters and sounds in words when writing. Agreeing to Perveen (2014) state that sounds, letters, word parts, word meaning, and word history are those components which play the vital part in learning to spell the words of English

language. Additionally, a single sound (or more accurately, a single phoneme) may have numerous diverse spelling (paw, poor, pore, pour, daughter, seen), and the same spelling may have numerous diverse sound (or word, data, worry, compare) (Harmer, 2001).

Spelling error still shows up in huge number in composing creating by learner, indeed drilling and training strategy did in each school or college (Botley, 2007). According to Benyo (2014) spelling errors are due to these sound issues. The other explanation, one of the reasons that spelling is difficult for students of English is that the correspondence between the sound of a word and the way it is spelt is not continuously obvious (Harmer, 2001). The other explanation given by Al Zoud and Kabilan (2013) state that numerous students create incorrectly spelled word, which result in disengaged sentence.

Spelling errors are part of the writing problem. The writing problems include grammatical problems, mechanical problems, sentence structure and problem of word choice, cognitive problems (punctuation, spelling error, and content problem), and problem organization (Alfaki, 2015). Spelling errors don't often interfere with the understanding of a written message, but they can impair a reader's judgment. According to Brown (2007), if incorrect spelling occurs frequently, all too often bad spelling is perceived as a lack of education and care. Besides, according to Croft (2016), the only possible justification for learning to spell is accurate spelling is necessary for effective writing. In other

words, spelling is a writing skill, and we learn to spell to communicate through writing.

According to Croft (2016) spelling is an aspect of written language so the teaching learning of spelling must take place as far as possible within the context of writing. In short, spelling is part of the mechanical building block of writing that plays a role in writing it. When writing, you need to be careful with your spelling so that the information you write is conveyed well. Harmer (2001) stated that an issue that makes spelling difficult for several students is the fact that not all varieties of English spell the same words in the same way. It can be inferred from the way students deal with spelling problems. It covers many issues that most students face. Moreover, he stated that one of the reason spelling is difficult for students of English is that the correspondence between the sound of a word and the way it is spelt is not always obvious (Harmer, 2001).

According to Benyo (2014), spelling error are due to the sound problems. The other definition of spelling error is given by Al-Jarf, he said that spelling error is any faulty words, faulty graphemes (single word), single consonant, vowel diagraphs, phonogram, suffix of prefix) within a word are counted as an error. Any graphemes that are added, deleted, substituted by another or reversed are counted misspelling (Botley, 2007). The similar stated is according to Perveen (2014) who said that sounds, letters, word parts, word

meaning, and word history are those elements which play the important role in learning to spell the word of English.

In summary, misspellings are combinations of letters that form a whole Wrong word. Spelling is important in writing. It can affect the meaning of the word itself, it can affect the meaning of Written messages delivered in composition, so messages Words and words that makeup sentences are formed from spelling.

2. Types of Spelling Error

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

Table 2. 2

Categories of Spelling Errors

Categories of Spelling Error	**Example**
Omission of a letter	Quicly – Quickly Mos – Most Beutiful – Beautiful Cill – Chill
Addition of a letter	Develope – Develop

	Launch – Lunch Cheate – Cheat Teample – Temple
Single letter instead of double letter	Hapy – Happy Sleping – Sleeping Hapen – Happen Ocurred – Occurred
Double letter instead of single letter	Butt – But Ellephant – Elephant Detailled – Detailed Atthough – Although
Substitution of One Letter	Life – Live Than – Then Fan – Van Bay – Buy
Interchange of Two Adjacent Letter	Tuorism – Tourism People – People Birht – Birth Puored – Poured
Involving an Apostrophe	Its – It's Didnt – Didn't

	Parents – Parent's Doesnt – Doesn't
Erroneous Splitting or Joining of Words (Word Segmentation Error)	Water fall – Waterfall Every day – Everyday Foot ball – Football Motor cycle – Motorcycle
Two or More Error of The Same Type or Different Type	Wore – Worry Mount – Month Woked – Walked Got thered – Gathered

3. Cause of Spelling Errors

There were several causes of spelling errors by some expert. There were two sources errors namely, interlingua errors and intralingua errors. The first cause stated by Richards (1974) that interlingua errors are errors caused by the interference of the learner's mother tongue. This type of error is common regardless of a learner's language background. Interlingua errors are therefore caused by the interference of the native language with the target language being learned. Always use native language concepts before mastering target language concepts. This is called an interlingua error.

The second cause stated by James (1998) that intralingua errors are the less the learners knows about the target language, the more he is forced to draw upon any other prior knowledge he possesses. It is mostly because the learners do not know much about the target language.

Norrish (1983) stated there are three causes of errors such as carelessness, first language and translation.

1) Carelessness

   Carelessness is often closely related to lack of motivation and affects a student's English performance. There are many factors that keep students from learning English. Teachers need to motivate and provide appropriate materials to motivate students to learn.

2) First language

   When someone tries to create habits, old habits get in the way of new habits. The cause of this error is known as first language interference. This means that the first language has a great impact on how students learn foreign and second languages. Therefore, most students interfere with speech when learning a second language.

3) Translation

   The translation is one source of errors. This is done by the student translating sentences or phrases in the first language word for word into the target language. This is probably the most common cause of errors. This

means that when learning a second language, the student made a mistake because he tried to translate the second language into his language.

E. Previous Study

The first 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 conducted a qualitative descriptive research by (Affandy Muchammad IAIN Surakarta 2020). The subject of the research above was conducted on the eleventh grade students of MA Al-Muayyad Surakarta on March 2020. Meanwhile, the subject of this research was tenth grade students of SMK Muhammadiyah 4 Surakarta. In this research the researcher focuses on spelling error writing vocabularies by the students. While, he only focused on spelling error writing recount text by the students.

The second previous study was conducted by Milenia Tri Rista Aryuni IAIN Ponorogo (2022) entitled THE USE OF DICTATION TECHNIQUE IN TEACHING WRITING AT MA MUHAMMADIYAH 03 KETRO PACITAN. This study conducted a qualitative descriptive research. The subject of the research above was conducted on the tenth grade students of MA Muhammadiyah 03 Ketro Pacitan. Meanwhile, the subject of this research was tenth grade students of SMK Muhammadiyah 4 Surakarta. This research has similarity with the researcher media, it is dictation. She focused on how do teachers use dictation techniques and what are the advantages and disadvantages of using dictation techniques in teaching

writing narrative text by the students. Meanwhile, the researcher focused in spelling error writing vocabularies by the students.

The Third previous study was conducted by Reni Dwi Agustin UIN Raden Mas Said Surakarta (2022) entitled SPELLING ERRORS IN STUDENTS' WRITING OF THE SECOND GRADE IN SMP N 2 GATAK IN THE ACADEMIC YEAR OF 2021/2022. This research is a quantitative descriptive study. The subjects of this study were students of the second grade at SMP N 2 Gatak. Meanwhile, the subject of this research was tenth grade students of SMK Muhammadiyah 4 Surakarta. This research has similarity, it is researching spelling error. She focused on spelling errors in writing text made by students'. Meanwhile, the researcher focused in spelling error writing vocabularies by the students.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

In this research the researcher used descriptive qualitative method. It means this research employed the descriptive and qualitative method of analysis. According to Cresswell (2014) qualitative research aims to explore and understand the meanings that individuals or groups attach to social or human issues. Using qualitative research methodologies, researchers want to gather information and gather a more detailed picture of a situation, case, or event.

The researcher chose a qualitative study because the data were collected in this study from documents, data was processed in one word. Qualitative research is descriptive research that collects data. Words and pictures instead of numbers. Qualitative analysis also allows you to explore why and how. Not just what, where, and when. This research aimed to describe of spelling error writing vocabularies by students' of SMK Muhammadiyah 4 Surakarta, so the qualitative design was suitable for this research.

B. Research Setting

1. Place of the research

This research was conducted at SMK Muhammadiyah 4 Surakarta. This school is a vocational school located in Surakarta. It was on Jl. Slamet Riyadi

Padang No.443, Pajang, Kec. Laweyan, Kota Surakarta, Jawa Tengah. This school was very easy to find as the location is strategic and the street and public transport are very available.

There were some reasons why the researcher chose SMK Muhammadiyah 4 Surakarta. The first because the researcher did teaching practice "Magang 3" during two week in SMK Muhammadiyah 4 Surakarta. The second reason is based on the observations of researchers when carrying out teaching practices at SMK Muhammadiyah 4 Surakarta, researchers found students who had some problems with writing skills, especially in writing vocabulary. Then, the researcher chose tenth grade, especially the combination of class X KI and X TKKR because the majority of these students made mistakes when students spelled vocabulary.

2. Time of the Research

This research was conducted in the academic year 2022/2023. The schedules for the activities are as follow:

Table 3. 1

Research Schedule

No.	Activity	September 2022	October 2022	March 2023	April 2023	May 2023	June 2023
1.	Pre-Observation						
2.	Thesis Proposal Seminar						

3.	Observation						
4.	Analyzing						
5.	Thesis Examination						

1. Subject of The Study

The subject of this research was the tenth grade students is SMK Muhammadiyah 4 Surakarta. There were three classes at tenth grade of SMK Muhammadiyah 4 Surakarta: they are (X Farmasi, X KI and X TKKR). The researcher chose a combined class of X KI and X TKKR as research subjects.

C. The Technique of Data Collection

Methods of collecting data in qualitative research include tests, questionnaires, interviews, observations, and documentation (Arikunto, 2006). In this research, the researcher use one kind of method in collecting data, this is documentation.

1. Documentation

Documentation is a data collection technique that is not directly aimed at research subjects but is done through documents. Documents are written materials or inanimate objects related to a particular event or activity. It can be written records or documents, such as database archives, correspondence,

recorded images, and relics related to an event (Imam Suprayogo, 2001: 164). Documents provide an excellent resource of text (words) for data qualitative research and have the advantage of being the language and words of the participants (Creswell, 2012). The researcher collected student worksheet data to write vocabulary for class X KI & X TKKR SMK Muhammadiyah 4 Surakarta.

Data collection steps at the time of the study:

1. The teacher give a writing vocabulary test using the dictation method for class X KI & X TKKR SMK Muhammadiyah 4 Surakarta.
2. Researchers collected worksheet data for students writing vocabulary from class X KI & X TKKR SMK Muhammadiyah 4 Surakarta.

Table 3. 2

Type of Errors in Students

Categories of Spelling Error	**Spelling Error Identification**	**Corrected Spelling Error**	**Students**

D. The Technique of Analyzing Data

After data is collected, it needs to be analyzed. The technique used to analyze the data is descriptive analysis. The data collected by researchers were

analyzed in student assignments. The steps of data analysis are identifying, categorizing, and drawing the conclusion (Hadi, 1983).

1. Identifying

   At these steps, researchers attempted to spot errors in the study sample by underlining the errors.

2. Categorizing

   After the researchers completed the steps above, the researchers classified the errors. The errors were categorized based on Bestgen and Granger's theoryin year of 2011.

3. Drawing the conclusion

   The final step the researchers took was to conclude. Concluding, researchers had to draw valid conclusions from the analysis, which consisted of a brief description of the study results.

Stages for analyzing data:

1. The researcher will identify spelling errors from the results of the students' vocabulary writing assignments.
2. The researcher will categorize the type of spelling error based on the results of the students' vocabulary writing assignments.
3. Researchers will draw conclusions from the factors that cause spelling errors by class X students of SMK Muhammadiyah 4 Surakarta.

E. Trustworthiness of Data

To check the validity of the conclusions of this study, researchers used a triangulation technique. Triangulation is the most commonly used method to increase the validity of qualitative research. According to Patton (1987) there are four types of triangulation: data triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation.

1. Data triangulation, is researchers must rely on many different data sources when collecting data.
2. Methodological triangulation, is the method by which researchers test the validity of data by collecting similar data but using different data collection techniques or methods.
3. Investigator triangulation, is research results, both data and conclusions about particular parts of the whole that can be validated by more than one researcher; and
4. Theoretical triangulation, in other words, tests the validity of data using multiple theoretical perspectives in discussing the problem under study so that more complete and comprehensive conclusions can be analyzed and drawn.

In this study, researchers used investigator triangulation as a data validity technique. The data results were consulted and discussed with English Teacher of SMK Muhammadiyah 4 Surakarta. Teachers observed and reviewed the data analyzed by researchers. The results were then documented and discussed in a research report once the data had been validated by an English teacher.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

In this section the researcher identified and described the errors made by the students during their spelling exam, which was conducted using teacher-dictation words. The following table contains the researcher's identification and description of errors.

Based on the findings above the researcher found seven types of spelling error made by the students' of the tenth grade majoring in industrial chemistry and majoring in cosmetology (X KI & TKKR) at SMK Muhammadiyah 4 Surakarta. The researcher categorized the seven types of spelling errors as seen in the table below:

Table 4. 1

Spelling errors category findings

No	Categories of Spelling Error	Number of Error
1	Omission of a Letter	31
2	Addition of a Letter	1
3	Single Letter Instead of Double Letter	0
4	Double Letter Instead of Single Letter	1
5	Substitution of One Letter	8
6	Interchange of Two Adjacent Letter	1
7	Involving an Apostrophe	0
8	Erroneous Splitting or Joining of Words (Word Segmentation Error)	2
9	Two or More Error of The Same Type or Different Type	32

Total	76

The table showed the total number of errors in the students' worksheet of tenth grade majoring in industrial chemistry and majoring in cosmetology (X KI & TKKR) at SMK Muhammadiyah 4 Surakarta was 76 errors.

1. Categories of spelling errors found in the student's written vocabulary.

There are seven categories of spelling errors found in students write vocabulary based on Bestgen and Granger theory from the ninth type of spelling error. That the researcher found 76 spelling errors from 18 students writing vocabulary. That the researcher found 76 spelling errors from 18 students writing vocabulary. of the 76 spelling errors can be categorized into seven categories of errors which include omission of a letter, addition of a letter, double letter instead of single letter, substitution of one letter, interchange of two adjacent letters, erroneous splitting or joining of words (word segmentation error), two or more error of the same type or different type (multiple error). Researchers used coding S.1-S.18 for students 1-18 to facilitate identification. In presenting the research findings, the researcher used a table showing the categories of spelling errors, an analysis of spelling errors based on the students' written vocabulary, and corrected spelling errors.

a. Omission of a Letter

Omission of a letter is a spelling mistake that happens when students leave out or forget to write a letter from a word. In this category, the researcher discovered 31 spelling mistakes.

Table 4. 2

Omission of a Letter category

Categories of Spelling Error	Spelling Error Identification	Corrected Spelling Error	Students
Omission of a Letter	• Merchant • Wreck • Curse	• Merchants • Wrecked • Cursed	S.1
	• Defeat • Merchant • Wreck • Curse	• Defeated • Merchants • Wrecked • Cursed	S.3
	• Defeat • Merchant • Curse	• Defeated • Merchants • Cursed	S.4
	• Defeat • Merchant • Wealty • Pass away • Curse	• Defeat • Merchant • Wealthy • Passed away • Cursed	S.5
	• Merchant • Wreck • Curse	• Merchants • Wrecked • Cursed	S.6
	• Merchant • Curse	• Merchants • Cursed	S.8
	• Merchant	• Merchants	S.9
	• Merchant • Wreck • Curse	• Merchants • Wrecked • Cursed	S.11
	• Wealty	• Wealthy	S.13

	• Wreked • Curs	• Wrecked • Cursed	S.16

From student 1, the first of error student wrote the word “Merchants” which was incorrectly written as “Merchant”. The students’ letter students do not add the letter “*s”.* The second of error student wrote the word “Wrecked” which was incorrectly written as “Wreck”. The students’ letter students do not add the letter “*ed”.* The third of error student wrote the word “Cursed” which was incorrectly written as “Curse”. The students’ letter students do not add the letter “*d”.*

From student 3, The first of error student wrote the word “Defeated” which was incorrectly written as “Defeat”. The students’ letter students do not add the letter “*ed”.* The second of error student wrote the word “Merchants” which was incorrectly written as “Merchant”. The students’ letter students do not add the letter “*s”.* The third of error student wrote the word “Wrecked” which was incorrectly written as “Wreck”. The students’ letter students do not add the letter “*ed”.* The fourth of error student wrote the word “Cursed” which was incorrectly written as “Curse”. The students’ letter students do not add the letter “*d”.*

From student 4, the first of error student wrote the word “Defeated” which was incorrectly written as “Defeat”. The students’ letter students do not add the letter “*ed”.* The second of error student wrote the word “Merchants” which was incorrectly written as “Merchant”. The students’

letter students do not add the letter "*s"*. The third of error student wrote the word "Cursed" which was incorrectly written as "Curse". The students' letter students do not add the letter "*d"*.

From student 5, the first of error student wrote the word "Defeated" which was incorrectly written as "Defeat". The students' letter students do not add the letter "*ed"*. The second of error student wrote the word "Merchants" which was incorrectly written as "Merchant". The students' letter students do not add the letter "*s"*. The third of student wrote the word "Wealthy" which was incorrectly written as "Wealty". The students' letter students do not add the letter "*h"*. The fourth type of error student wrote the word "Passed away" which was incorrectly written as "Pass away". The students' letter students do not add the letter "*ed"*. The fifth type of error is Omission of a Letter, the student wrote the word "Cursed" which was incorrectly written as "Curse". The students' letter students do not add the letter "*d"*

From students 6, the first of error student wrote the word "Merchants" which was incorrectly written as "Merchant". The students' letter students do not add the letter "s". The second of error student wrote the word "Wrecked" which was incorrectly written as "Wreck". The students' letter students do not add the letter "ed". The third of error student wrote the word

“Cursed” which was incorrectly written as “Curse”. The students’ letter students do not add the letter “d”.

From student 8, The first of error student wrote the word “Merchants” which was incorrectly written as “Merchant”. The students’ letter students do not add the letter “*s”.* The second of error is student wrote the word “Cursed” which was incorrectly written as “Curse”. The students’ letter students do not add the letter “d”.

From student 9, the first of error student wrote the word “Merchants” which was incorrectly written as “Merchant”. The students’ letter students do not add the letter “*s”.*

From student 11, the first of error is student wrote the word “Merchants” which was incorrectly written as “Merchant”. The students’ letter students do not add the letter “*s”.* The second of error student wrote the word “Wrecked” which was incorrectly written as “Wreck”. The students’ letter students do not add the letter “*ed”.* The third of error is student wrote the word “Cursed” which was incorrectly written as “Curse”. The students’ letter students do not add the letter “*d”.*

From student 13, the first type of error student wrote the word “Passed away” which was incorrectly written as “Pass away”. Students do not add the letter "ed" at the end of the word.

From student 16, the first type of error student wrote the word “Wrecked” which was incorrectly written as “Wreck”. The students’ letter students do not add the letter “ed”. The second type of error student wrote the word “Cursed” which was incorrectly written as “Curse”. The students’ letter students do not add the letter “ed”.

b. Addition of a Letter

Students added letters to words, which resulted in the spelling error "addition of a letter." In this area, the researcher discovered 1 spelling error.

Table 4. 3

Addition of a Letter category

Categories of Spelling Error	Spelling Error Identification	Corrected Spelling Error	Students
Addition of a Letter	• Cursede	• Cursed	S.13

From student 13, the first of error student wrote the word “Cursed” which was incorrectly written as “Cursede”.

c. Double Letter Instead Single Letter

Students placed a double letter in a term that should only have a single letter, resulting in the spelling error "double letter instead of single letter." In this area, the researcher discovered 1 spelling mistakes.

Table 4. 4

Double Letter Instead Single Letter category

Categories of Spelling Error	Spelling Error Identification	Corrected Spelling Error	Students
Double Letter Instead Single Letter	• Pleadedd	• Pleaded	S.13

From student 13, the first of error student wrote the word “Pleaded” which was incorrectly written as “Pleadedd”. Students add the letter d at the end of the word.

d. Substitution of One Letter

When students substitute one letter for another, they make a spelling mistake called substitution of one letter. In this area, the researcher discovered 8 spelling mistakes.

Table 4. 5

Subtitution of one Letter category

Categories of Spelling Error	Spelling Error Identification	Corrected Spelling Error	Students
Subtitution of one Letter	• Brevery • Pleaced	• Bravery • Pleaded	S.2
	• Brevery	• Bravery	S.3
	• Recognise • Pleated	• Recognize • Pleaded	S.11
	• Wredket	• Wrecked	S.15
	• Wredket	• Wrecked	S.17
	• Wredket	• Wrecked	S.18

From student 2, the first of error student wrote the word “Bravery” which was incorrectly written as “Brevery”. The students’ substitutes letter *e* as *a*. The second of error student wrote the word “Pleaded” which was incorrectly written as “Pleaced”. The students’ substitutes letter *c* as *d*.

From student 3, the first of error student wrote the word “Bravery” which was incorrectly written as “Brevery”. The students’ substitutes letter *e* as *a*.

From student 11, the first error student wrote the word “Recognize” which was incorrectly written as “Recognise”. The position where the letter *"s"* should be written with the letter *"z"*. The second of error student wrote the word “Pleaded” which was incorrectly written as “Pleated”. The position where the letter *"t"* should be written with the letter *"d"*.

From student 15, the first error student wrote the word “Wrecked” which was incorrectly written as “Wredked”. The position where the letter "d" should be written with the letter "c".

From student 17, the first error student wrote the word “Wrecked” which was incorrectly written as “Wredked”. The position where the letter "d" should be written with the letter "c".

From student 18, the first error student wrote the word “Wrecked” which was incorrectly written as “Wredked”. The position where the letter "d" should be written with the letter "c".

e. Interchange of Two Adjacent Letter

When students write a word with any letter in the incorrect location, they make the spelling mistake known as "interchange of two adjacent letters." One spelling error was discovered in this category by the researcher.

Table 4. 6

Interchange of Two Adjacent Letter category

Categories of Spelling Error	Spelling Error Identification	Corrected Spelling Error	Students
Interchange of Two Adjacent Letter	• Waelthy	• Wealthy	S.12

From student 12, the fifth of error student wrote the word “Wealthy” which was incorrectly written as “Waelthy”. The students’ substitutes letter ae as ea.

f. Erroneous splitting or joining of words (Word segmentation error).

Word segmentation errors, also known as incorrect splitting or joining of words, occur when pupils include a word that involves splitting or connecting two words with or without a space. In this area, the researcher discovered 2 spelling errors.

Table 4. 7

Word segmentation error category

Categories of Spelling Error	Spelling Error Identification	Corrected Spelling Error	Students
Erroneous splitting or joining of words (Word segmentation error)	• Passedaway	• Passed away	S.8
	• Bra very	• Bravery	S.15

From student 8, the type of error student wrote the word “Passed away” which was incorrectly written as “Passedaway”. The students do not provide space between the words passed and away.

From student 15, the first error student wrote the word “Bravery” which was incorrectly written as “Bra very”. The writing should be one word but this student writes separately into two words.

g. Two or More Error of The Same Type or Different Type (Multiple error).

Multiple error is a spelling mistake that occurred when pupils incorporated two or more errors inside a word, whether they were of the same type or a different type. In this area, the researcher discovered 32 spelling errors.

Table. 4.8

Two or More Error of The Same Type or Different Type (Multiple error) category

Categories of Spelling Error	Spelling Error Identification	Corrected Spelling Error	Students
Two or More Error of The Same Type or Different Type (Multiple error)	• Breafing • Record nice	• Bravery • Recognize	S.1
	• Reganize • Devided • Merchandise • The nite • Weak • Cash the way	• Recognize • Defeated • Merchants • Denied • Wrecked • Passed away	S.2
	• Denaid	• Denied	S.4
	• Recoignisezt • Denaid • Wrekyt	• Recognized • Denied • Wrecked	S.5
	• Breafing • Record nice	• Bravery • Recognize	S.6
	• Merchant • Playded • Wreeking • Pasteaway	• Merchants • Pleaded • Wrecked • Passed away	S.9
	• Breivet • Ricord nays • Divedet • Marchet • Pashway	• Bravery • Recognize • Defeated • Merchants • Passed away	S.12
	• Mercune • Wallte • Die naic	• Merchants • Wealthy • Denied	S.13

	• Breviery • Recook nice • Devided • Wrackth • Past tue • Cearse	• Bravery • Recognize • Defeated • Wrecked • Passed away • Cursed	S.14
	• Defiset	• Defeated	S.16

From student 1, the first error student wrote the word “Bravery” which was incorrectly written as “Breafing”. The second error is Two or More Error of The Same Type or Different Type, the student wrote the word “Recognize” which was incorrectly written as “Record nice”.

From student 2, the first type of error student wrote the word “Recognize” which was incorrectly written as “Reganize”. The second of error student wrote the word “Defeated” which was incorrectly written as “Devided”. The third of error student wrote the word “Merchants” which was incorrectly written as “Merchandise”. The fourth of error student wrote the word “Denied” which was incorrectly written as “The nite”. The fifth of error student wrote the word “Wrecked” which was incorrectly written as “Weak”. The sixth of error student wrote the word “Passed away” which was incorrectly written as “Cash the way”.

From student 4, the third error is Two or More Error of The Same Type or Different Type, the student wrote the word “Denied” which was incorrectly written as “Denaid”.

From student 5, the first error student wrote the word “Defeated” which was incorrectly written as “Defeat”. The second of error student wrote the word “Denied” which was incorrectly written as “Denaid”. The third of error student wrote the word “Wrecked” which was incorrectly written as “Wreckyd”.

From student 6, the first error, the student wrote the word “Bravery” which was incorrectly written as “Breafing”. The second error, the student wrote the word “Recognize” which was incorrectly written as “Record nice”.

From student 9, the first of error student wrote the word “Recognize” which was incorrectly written as “Record nice”. The second of error student wrote the word “Pleaded” which was incorrectly written as “Playded”. The third of error student wrote the word “Wrecked” which was incorrectly written as “Wreeking”. The fourth of error student wrote the word “Passed away” which was incorrectly written as “Pasteaway”.

From student 12, the first of error student wrote the word “Bravery” which was incorrectly written as “Breivet”. The second of error student wrote the word “Recognize” which was incorrectly written as “Ricord nays”. The third of student wrote the word “Defeated” which was incorrectly written as “Diveded”. The fourth of error student wrote the word “Merchants” which was incorrectly written as “Marchet”. The fifth of error

student wrote the word “Passed away” which was incorrectly written as “Pashway”.

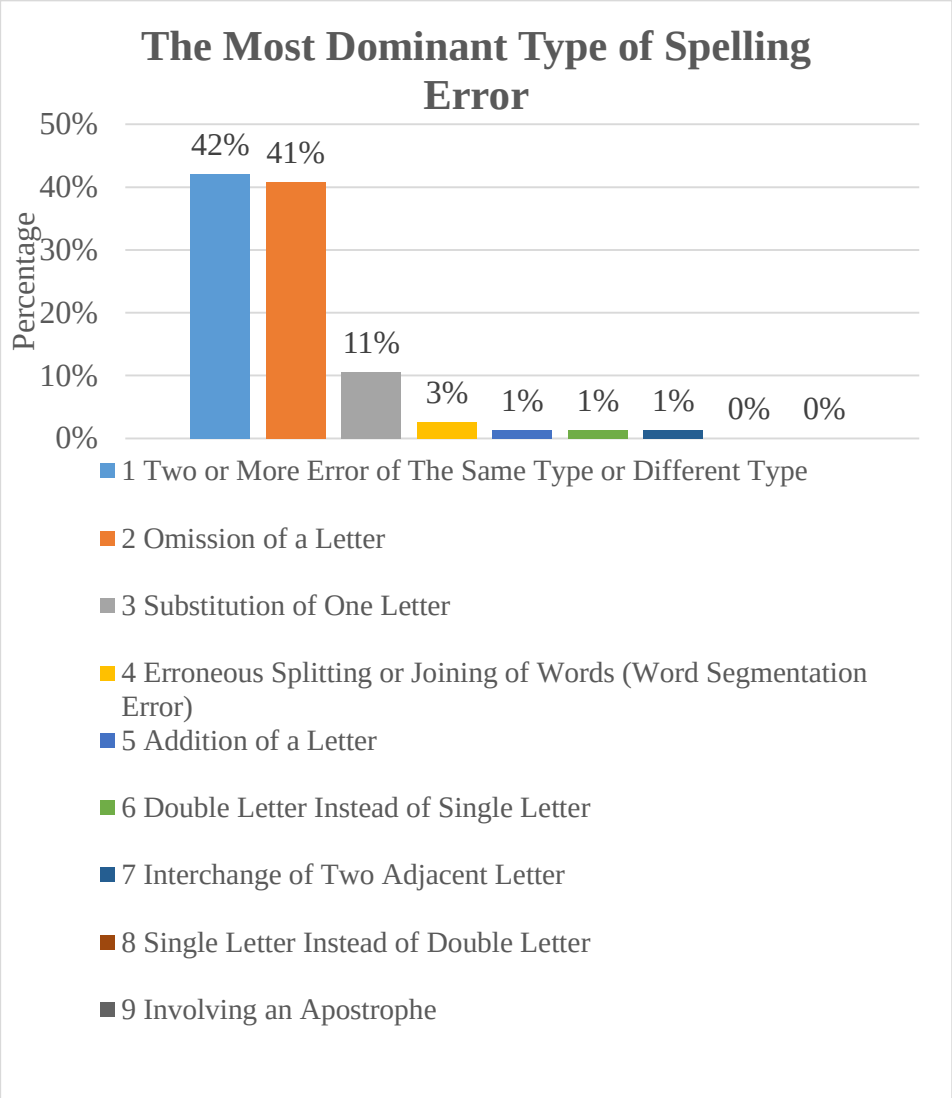
From student 13, the first of error student wrote the word “Merchants” which was incorrectly written as “Mercune”. The second of error student wrote the word “Wealthy” which was incorrectly written as “Wallte”. The third of error student wrote the word “Denied” which was incorrectly written as “Die naic”.

From student 14, the first of error student wrote the word “Bravery” which was incorrectly written as “Breviery”. The second of error student wrote the word “Recognize” which was incorrectly written as “Recook nice”. The third of error is student wrote the word “Defeated” which was incorrectly written as “Devided”. The fourth of error student wrote the word “Wrecked” which was incorrectly written as “Wrackth”. The fifth of error student wrote the word “Passed away” which was incorrectly written as “Past tue”. The sixth of error student wrote the word “Cursed” which was incorrectly written as “Cearse”.

From student 16, the first error is student wrote the word “Defeated” which was incorrectly written as “Defiset”.

2. The most dominant types of spelling error found in the student's written vocabulary.

Moreover from the chart, it could be seen that the dominant type of error was Two or More Error of The Same Type or Different Type (42% errors). Then, it was followed by Omission of a letter (41% errors), Substitution of One Letter (11% errors). Word Segmentation Error (3% errors), Addition of a letter (1% errors), Double Letter Instead Single Letter (1% errors), Interchange of Two Adjacent Letter (1% errors), and the lowest of the error frequency there was Single letter instead of double letter (0% errors) and Involving an Apostrophe (0% errors). From the data analysis in the table and the chart above, it can be gained the highest and the lowest frequency error's type. The data of dominant types of spelling error will be presented in the chart above :



Based on data analysis of the study results, we find that the most common error is two or more errors of the same or different types (multiple errors), with number 32 errors (42%). For example, the word "playded" was pronounced / plēdED/ and was misspelled as "pleaded". This example means

that the student makes the mistake of adding the letter 'y' and removing the letter 'ea'.

The second error is omission of a letter, with number 31 errors (41%). For the example the student wrote the word “Cursed” which was incorrectly written as “Curse”. The students’ letter students do not add the letter “d”. For the second example is the student wrote the word “Merchants” which was incorrectly written as “Merchant”. The students’ letter students do not add the letter “s”. The third example is, the student wrote the word “Defeated” which was incorrectly written as “Defeat”. The students’ letter students do not add the letter “ed”.

The third error is substitution of one letter, with number 8 errors (11%). For the example the student wrote the word “Bravery” which was incorrectly written as “Brevery”. The students’ substitutes letter e as a. For the second example is, the student wrote the word “Wrecked” which was incorrectly written as “Wredked”. The position where the letter "d" should be written with the letter "c". The third example is, the student wrote the word “Pleaded” which was incorrectly written as “Pleated”. The position where the letter "d" should be written with the letter "t".

The fourth error is word segmentation error, with number 2 errors (3% errors). For the example is the student wrote the word “Bravery” which was incorrectly written as “Bra very”. The writing should be one word but this

student writes separately into two words. The second example, the student wrote the word “Passed away” which was incorrectly written as “Passedaway”. The student connect two words into one word.

The fifth error is addition of a letter, with number 1 errors (1%). For the example is the student wrote the word “Cursed” which was incorrectly written as “Cursede”. The student add the letter 'e' at the end of the word.

The sixth error is double letter instead single letter, with number 1 errors (1%). For the example is the student wrote the word “Pleaded” which was incorrectly written as “Pleadedd”. Students add the letter d at the end of the word.

The seventh error Interchange of Two Adjacent Letter, with number 1 errors (1%). For the example is the student wrote the word “Wealthy” which was incorrectly written as “Waelthy”. The students’ substitutes letter ae as ea.

B. Discussion

1. Categories of spelling errors found in the student's written vocabulary

In these findings, the researcher found that students' errors in writing vocabulary included seven types of errors. Seven types of errors include omission of a letter, addition of a letter, double letter instead of single letter, substitution of one letter, interchange of two adjacent letters, erroneous splitting or joining of words (word segmentation error), and two or more errors of the

same type or different types. The researcher uses the theory of Bestgen and Granger (2011), which explains that there are nine types of spelling errors, namely omission of a letter, addition of a letter, single letter instead of double letter, double letter instead of 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 errors of the same type or different type.

However, in the findings of this study, students did not make mistakes in writing vocabulary for the two types, namely single letters instead of double letters and involving an apostrophe. Students do not make mistakes in the single letter instead of double letter type because when students write vocabulary, the teacher does not give vocabulary dictations that contain double letters in vocabulary. Then also, students do not make mistakes when involving an apostrophe type because when students write vocabulary, the teacher does not give vocabulary dictations that contain quotation marks in vocabulary.

2. The most dominant types of spelling error found in the student's written vocabulary

In the results of this study, the dominant category for the type of spelling error that was written by students when writing vocabulary was the first: Two or More Errors of the Same Type or Different Type. Then, it was followed by

the omission of a letter, the third substitution of one letter, the fourth word segmentation error, the fifth addition of a letter, the sixth double letter instead of a single letter, and lastly, the interchange of two adjacent letters. It is known that the dominant type of error is two or more errors of the same type or a different type, with 32 errors. This category has the highest number of errors produced by students. This can indicate that students have serious difficulties writing English. This category occurs when there are two or more word errors when writing a letter.

Then the second general error in the Omission of a Letter category is 31 errors. A letter omission error occurs when the required letter is neither present in well-formed speech nor in writing. The third common mistake students make is the substitution of one letter, with 8 errors. The students made this mistake because they were still influenced by their Indonesian when writing English. The researcher interpreted that the students wrote the wrong letters, especially in words that sounded the same.

The fourth common error in the word segmentation error category is that there are 2 errors. Students do not pay attention to whether words should use spaces or not. That way, if you don't pay attention, it can change its meaning. The fifth common error is in the Addition of a Letter category, where there is 1 error. This error occurred because the student added the wrong letter. The next common error that occurs in the double letter instead of single letter

category is 1 error. Students are confused when writing consonants, which should only be written with one consonant. The last error is in the Interchange of Two Adjacent Letters category, where there is 1 error. Students make mistakes because they are still confused about how to write English words clearly, even though their way of pronouncing the words is correct. The students made spelling errors because they were still influenced by their first language in writing English.

3. Evaluation to the Type of Spelling Errors

Spelling errors usually occur because students cannot distinguish between letters and sounds in words when writing. Agreeing to Perveen (2014) state that sounds, letters, word parts, word meaning, and word history are those components which play the vital part in learning to spell the words of English language. The researcher comes to the conclusion that students still lacked spelling proficiency, particularly when producing text. The pupils did not pay attention to how to correctly write English words because they believed that when they pronounced an English word, it was the same as the written word, and they were unable to distinguish between some letters or sounds.

According to Benyo (2014) spelling errors are due to these sound issues. The other explanation given by Al Zoud and Kabilan (2013) state that numerous students create incorrectly spelled word, which result in disengaged sentence.

Students do not focus on whether or not words have spaces. It may, however, alter the meaning. For instance, the word "passed away" often miswritten as "passedaway". Students don't include spaces when writing. For example, in the word "passed away", it is incorrectly written as "passedaway". Students write without using spaces. The word has a different meaning, "passed away" means "wafat", but if "passed" means "lulus" and "away" as "jauh".

Spelling error still shows up in huge number in composing creating by learner. Spelling errors are part of the writing problem. The writing problems include grammatical problems, mechanical problems, sentence structure and problem of word choice, cognitive problems (punctuation, spelling error, and content problem), and problem organization (Alfaki, 2015). Spelling errors don't often interfere with the understanding of a written message, but they can impair a reader's judgment. The researchers interpreted it as the students substituting the wrong letters for words that sounded particularly similar. For example, the word "recognize" is pronounced /ˈrekəgˌnīz/ and sounds like an s. Students write the word "recognise" and replace the letter z with the letter s.

Harmer (2001) stated that an issue that makes spelling difficult for several students is the fact that not all varieties of English spell the same words in the same way. It can be inferred from the way students deal with spelling problems. It covers many issues that most students face. Moreover, he stated that one of the reason spelling is difficult for students of English is that the

correspondence between the sound of a word and the way it is spelt is not always obvious. The error type Double letter instead of single letter is an example of doubling consonants which also includes the difficulty section for each learner to write English. This is dangerous for students or teachers who are not accustomed to paying attention to the presence or absence of double consonants or to make decisions about doubling consonants where there should be only one consonant. For example, the word “pleated” which is pronounced /ˈplēdəd/ which is incorrectly spelled as “pleatedd” shows a double d.

According to Benyo (2014), spelling error are due to the sound problems. The students are still confused about how to write English words clearly, even though they are correct in how to pronounce these words students make mistakes when writing. For example, in the word "wealthy" which is pronounced /ˈwelTHē/ incorrectly written as "waelthy", students do not pay attention to the letters e and a in the correct position. So, students make mistakes in ordering two letters from a then e.

Any graphemes that are added, deleted, substituted by another or reversed are counted misspelling (Botley, 2007). The similar stated is according to Perveen (2014) who said that sounds, letters, word parts, word meaning, and word history are those elements which play the important role in learning to spell the word of English. Many students are still confused about distinguishing the sound of letters, for example the letter s with the letter z, the letter k with

the letter c which sounds the same when pronounced. In this regard, spelling errors refer to phonological and orthographic problems.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research focused on the types of spelling errors made by students of class X combined Department of Industrial Chemistry & Department of Beauty (X KI & X TKKR) at SMK Muhammadiyah 4 Surakarta in a vocabulary spelling test by means of dictation. Based on the findings and discussion, it can be concluded that class X students combined Department of Industrial Chemistry & Department of Cosmetology (X KI & TKKR) in this study made seven categories of spelling errors. These categories include omission of a letter, addition of a letter, double letter instead of single letter, substitution of one letter, interchange of two adjacent letters, erroneous splitting or joining of words (word segmentation error), and two or more errors of the same type or different type. The category answers the first research question of this study. The error was found by collecting the task of writing spelling vocabulary from 18 students with dictation from class X combined Department of Industrial Chemistry & Department of Cosmetology (X KI & TKKR).

Related to the second question of this research, the dominant type of error is two or more errors of the same type or different types (32 errors). The example error of categories two or more errors of the same type or different types in students are *played, denaid, divedet* and any more. Then, it was followed by the omission of a

letter (31 errors). The example categories omission of a letter made by students are *merchant, wreck, curse,* and any more. The third is the substitution of one letter (8 errors). The example of categories substitution of one letter made by students are *brevery, recognize, pleated* and others. The fourth is the word segmentation error (2 errors). The example categories of word segmentation error made by students are *passedaway* and *bra very*. The fifth addition of a letter (1 error). The example of addition of a letter made by student is only write *cursede*. The sixth double letter instead of a single letter (1 error). The example categories of double letter instead of a single letter made by student is only write *pleadedd*. The last is interchange of two adjacent letters (1 error). The example categories of interchange of two adjacent letters made by student is only write *waelthy*.

B. Suggestion

Based on the above results, the researcher would like to propose the following suggestions:

1. For students

   The researcher hopes that this research can awaken students to be more active in learning English. Not only that, but in writing especially in spelling because spelling is important to make the right words or sentences to communicate well with others. The students should practice more about the

spelling of English words so that they can avoid spelling mistakes in their writing.

2. For teachers

The researcher suggests the teacher put more emphasis on teaching vocabulary, especially in spelling (writing) because the majority of students have low vocabulary. Then the teacher must know the problems students face in spelling vocabulary because vocabulary is important to learn. In addition, the teacher also provides more spelling exercises in writing material to avoid spelling errors in student writing.

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APPENDICES

Appendix 1
Instrument of Writing Vocabulary by Dictation

Dictation to Writing Vocabulary Practice

1. Bravery
2. Recognize
3. Pleaded
4. Defeated
5. Merchants
6. Wealthy
7. Denied
8. Wrecked
9. Passed away
10. Cursed

Appendix 2
List Attendances of Students
X KI & X TKKR

List of Attendance Students X KI

No		NAMA SISWA	JENIS KELAMIN	KETERANGAN
Urut	NIS			
1	982	Kafillah Fibri Indra Jaya	L	
2	1026	Deni Prasetyo	L	
3	1027	Fanny Analita	P	
4	1028	Firman Affandi	L	
5	1029	Hafiz Revi Prasetya	L	
6	1030	Haidar Ali Mahmud	L	
7	1031	Hanif Muhamad Al Fauzan	L	
8	1032	Laudya Fatma Puspita Ningrum	P	
9	1033	Leni Wulan Suci	P	
10	1034	Lintang Putri Pratama	P	
11	1035	Pandu Ahmad Adha Samameda	L	
12	1036	Respati Kasih Putraprasetya	L	
13	1037	Sekar Kinasih	P	

List of Attendance Students X TKKR

No		NAMA SISWA	JENIS KELAMIN	KETERANGAN
Urut	NIS			
1	1038	Aanisah Zahra Faizah	P	
2	1039	Aiisa Arysanti	P	
3	1040	Aruni Mar'atussolihah	P	
4	1041	Humairoh	P	
5	1042	Septiana Dea Puspitasari	P	
6	1043	Serly Rahmawati	P	
7	1044	Ulfiah Tsabita	P	
8	1045	Wanda Setiawati	P	

Appendix 3
Table Type of Spelling Error by the students

No	Name	Omission	Addition	Single Letter	Double Letter	Substitution	Interchange of 2 Adjacent Letter	Involving an Apostrophe	Word Segmentation Errors	Two or More Errors
1	Fanny	3	-	-	-	-	-	-	-	2
2	Firman	-	-	-	-	2	-	-	-	6
3	Hafiz	4	-	-	-	1	-	-	-	-
4	Haidar	3	-	-	-	-	-	-	-	1
5	Hanif	5	-	-	-	-	-	-	-	5
6	Leni	3	-	-	-	-	-	-	-	2
7	Putri	-	-	-	-	-	-	-	-	-
8	Pandu	2	-	-	-	-	-	-	1	-
9	Rispati	1	-	-	-	-	-	-	-	4
10	Sekar	-	-	-	-	-	-	-	-	-
11	Nadya	3	-	-	-	2	-	-	-	-
12	Aanisah	-	-	-	-	-	1	-	-	5
13	Aiisa	1	1	-	1	-	-	-	-	3
14	Aruni	2	-	-	-	-	-	-	-	6
15	Humairoh	-	-	-	-	1	-	-	1	-
16	Septiana	2	-	-	-	-	-	-	-	1
17	Serly	-	-	-	-	1	-	-	-	-
18	Ulfiah	2	-	-	-	1	-	-	-	-
Total		**31**	**1**	-	**1**	**8**	**1**		**2**	**32**

Appendix 4
Documentation Worksheet

Nama: Fanny anaulta
Jurusan: kemi a industri

No. (1)
Date :

X	1.	Breafing → Two or more error
X	2.	record nice → Two or more error
	3.	pleaded
X	4.	divide X Different vocabulary
X	5.	merchant → Omission of a Letter "s"
	6.	wealthy
	7.	denied
X	8.	wreck → Omission of a Letter "ed"
X	9.	Past away X Different Vocabulary
X	10	curse → Omission of a Letter "d"

2 Type of Spelling Error

1. Two or more error (2)
2. Omission of a Letter (3)

Firman A.
XTKJ 03

No.
Date : 2

X1	~~Brevery~~ Brevery → Substitution of one letter "a"
X2.	reganize → Two or more error
X3.	Pleaced → Substitution of one letter "d"
X4.	Devided → Two or more error
X5.	~~Merchandize~~ Merchandize → Two or more error
6.	~~wealthy~~ Mulin kundang became wealthy
X7.	The nite. → Two or more error
X8.	weak → Two or more error
X9.	Cash ~~away~~ the way → Two or more error
10.	Person. → Different vocabulary

2 Type of Spelling Errors

1. Substitution of one letter (2)
2. Two or more error (6)

10/5-2023

H2F12
4/X T(C)

3

No.: Date:

X	1.	Brevery → Substitution of One Letter "a"
	2.	Recognized
	3.	pleaded
X	4.	defeat → Omission of a letter "ed"
X	5.	merchant → Omission of a letter "S"
	6.	wealthy
	7.	denied
X	8.	wrecking → Omission of a letter "ed"
X	9.	pastaway × Different Vocabulary
X	10.	curse → Omission of a letter "d"

2 Type of Spelling Error

1. Omission of a letter (4)
2. Substitution of One Letter (1)

KIKY I can do all heavy things

No. Haidar Ali 05 x KI Date : (4)

1. Bravery
2. recognized
3. pleaded
4. defeat → Omission of a letter "ed"
5. merchant → Omission of a letter "S"
6. wealthy
7. denaid → Two or more error
8. rich × Different vocabulary
9. Past away × Different Vocabulary
10. Curse → Omission of a letter "d"

2 Type of Spelling Error

1. Two or more error (1)
2. Omission of a letter (3)

" Garis Hijaunya Nyaman dimata " Siswa

Hanif muhamad al.farzan
06 X KI

No. 5
Date :

1.	bravery
2.	recoignised → Two or more error
3.	pleaded
X 9.	defeat → Omission of a letter "ed"
X 5.	merchant → Omission of a letter "s"
X 6.	wealty → Omission of a letter "h"
X 7.	denaid → Two or more error
X 8.	wreckyt → Two or more error
X 3.	pass away → Omission of a letter "ed"
X 10.	~~cur~~ curse → Omission of letter "d"

2 Type of Spelling Error

1. Two or more error (3)

2. Omission of a letter (5)

SiDU

leni wulan suci

No. 6

Date :

X	1.	Breaking → Two or more error
X	2.	record nice → Two or more error
	3.	Pleaded
X	4.	~~[illegible]~~ divide X Different vocabulary
X	5	~~[illegible]~~ merchant → Omission of a letter "S"
	6.	wealthy
	7	denied
X	8	wreck → Omission of a letter "ed"
X	9	~~[illegible]~~ Past away X Different vocabulary
X	10	curse → Omission of letter "ed"

2 Type of Spelling Error

1. Two or more error (2)
2. Omission of a letter (3)

7

No.

Date:

Lintang Putri Pratama (9 X TKI)

1. Bravery
2. Recognized
3. Pleaded
4. Defeat
5. Merchant
6. Wealthy
7. Denied
8. Wreck
9. Passed away
10. Cursed.

Pardu Ahmad
10 XTK1

8

No.
Date:

1 bravery.
2 recognized.
3 pleaded.
4 ~~defeat~~ defeated.
X 5 Merchant. → Omission of a letter "s"
6 wealthy
7 denied.
8 wrecked
X 9 ~~pass away~~ passedaway. → Word Segmentation Error
X 10 curse → Omission of a letter "d"

2 Type of Spelling Error

1. Word Segmentation Error (1)
2. Omission of a letter (2)

Respati Kasih Putra X-TKI /11

9

MAGIC 4D ANIMATION

No.: Date:

	1.	bravery
X	2.	reconed nice → Two or more error
X	3.	Playded → Two or More error
X	4.	Devided X Different Vocabulary
X	5.	merchant → Omission of a letter "S"
	6.	Wealthy
	7.	denied
X	8	~~Wreck~~ Wreaking → Two or more error
X	9.	Pasteaway → Two or more error
X	10	Course X Different Vocabulary

2 Type of Spelling Error

1. Two or more error (4)
2. Omission of a letter (1)

KIKY Never give up, winner never stop trying

Setar (K1)

(10)

No. 12

Date: 16 - 05 - 23

- Setar kanann (12) K1

1.	Bravery
2.	Recognized
3.	Pleaded
4.	Defeat
5.	Merchant
6.	Wealthy
7.	Denied
8.	Wreck
9.	Passed away
10.	Cursed

Nadya. Candra Unggaunnatra No. absen = 13 x Total 11

1	Bravery
x 2	recognise → Substitution of one letter "s"
x 3	~~pleated~~ pleaded → Substitution of one letter "d"
x 4	divided x Different Vocabulary
x 5	merchant → Omission of a letter "s"
6	wealthy
7	denied
x 8	wreck → Omission of a letter "ed"
9	passed away
x 10	curse → Omission of a letter "ed"

2 Type of Spelling Error

1. Substitution of one letter (2)
2. Omission of a letter (3)

No. 1

Date :

Aanisah Zahra ₹ No. of ~~##~~ KSPA

X 1.	breiver → Two or more error
X 2.	ricord nays → Two or more error
3.	pleaded
X 4.	diveded → Two or more error
X 5.	marcher → Two or more error
X 6.	waelthy → Interchange of 2 Adjacent letter "ea"
7.	denied
8.	wreck
X 9.	pashway → Two or more error
10.	curse

2 Type of Spelling Error

1. Two or more error (5)
2. Interchange of 2 adjacent letter (1)

Nama : [redacted] Arisa Anysanti
Absen : 2

CAMBRIDGE CAMPUS

No.: Date:

1. tree ✗ Different Vocabulary
2. nice ✗ Different Vocabulary
✗ 3. pleadedd → Double letter instead of single letter "d"
4 dive ✗ Different Vocabulary
✗ 5. mercune → Two or more error
✗ 6. wall de → Two or more error
✗ 7 die naic. → Two or more error
8. red → Different Vocabulary
✗ 9 pass away → Omission of a letter "ed"
✗ 10 curseek → Addition of a letter "e"

4 Type of Spelling Errors

1. Double letter instead of single letter (1)
2. Two or more error (3)
3. Omission of a letter (1)
4. Addition of a letter (1)

(3)

Aruni Mar'atussolihah / 03 / X KSPA

No.: Date:

1. Breviery → Two or more error
2. recook nice → Two or more error
3. Pleaded
4. devided → Two or more error
5. merchant
6. wealty → Omission of a letter "h"
7. Denid → Omission of a letter "e"
8. ~~wretch~~ ~~wretch~~ wrackth → Two or more error
9. Past ~~the~~ → Two or more error
10. Cearse → Two or more error

2 Type of Spelling Error

1. Omission of a letter (2)
2. Two or more error (6)

Humairoh (04/KSPA) (4)

No.
Date :

1. bra very → Word Segmentation Error
2. recognized
3. Pleaded
4. defeat
5. merchant
6. wealthy
7. denied
8. wredked → Substitution of One Letter "c"
9. Passed away
10. Cursed

2. Type of Spelling Error

1. Substitution of One Letter (1)
2. Word Segmentation Error (1)

Nama : Septiana Dewi P.S

Kelas : X TKSPA

No. 5

Date :

	~~kee~~
1.	bravery
2.	recog ni zed
3.	pleaded
X 4.	~~Depried~~ → Two or more error
5.	merch ant
6.	wealthy
7.	denied
X 8.	~~cirsked~~ → Omission of a letter "c"
9.	Passed away
X 10.	curs → Omission of a letter "e"

2 Type of Spelling Error

1. Omission of a letter (2)
2. Two or more error (1)

KSPA

~~fety~~ Serly (6). 6

RAHMAWATI

1- bravery

2. recognized

3. pleaded

4. defeat

5. merchant

6. wealthy

7. ~~dennte~~ denied

X 8. ~~wreat~~ wredked → Substitution of One Letter "c"

9. passed away

10. cursed

wreacted.

1 Type of Spelling Error

1. Substitution of One Letter (1)

SIDU

7 No.

Date: 16-05-23

Nama :- Ulfah x KSPA

1. bravery
2. recognized
3. pleaded
4. ~~depeted~~ → Omission of a letter "a"
5. merchant
6. wealthy
7. demed
8. ~~wrecked~~ → Substitution of One Letter "c"
9. Passed away
10. curs → Omission of a letter "e"

1 Type of Spelling Error

1. Omission of a letter (2)
2. Substitution of One Letter (1)

Appendix 5
Letter of Permission

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH KOTA SURAKARTA

SMK MUHAMMADIYAH 4 SURAKARTA

TERAKREDITASI : B

NPSN 20341141

Kompetensi Keahlian :1. Farmasi 2. Kimia Industri 3. Tata Kecantikan

Jl. Slamet Riyadi No. 443 Telp/Fax. (0271) 712192 Surakarta *Email : smkmuh4ska@gmail.com*

SURAT KETERANGAN

No. 145/III.4.AU/D/VI/2023

Yang bertanda tangan di bawah ini :

Nama	:	**Tofiq Ckoliq, S. Farm Apt**
NIP.	:	-
Jabatan	:	Kepala SMK Muhammadiyah 4 Surakarta Jl. Slamet Riyadi No. 443 Surakarta

Menerangkan bahwa :

Nama	:	Irsalia Agustine
NIM	:	196121038
Program Studi	:	Pendidikan Bahasa Inggris / Universitas Islam Negeri Raden Mas Said Surakarta

Nama tersebut di atas telah Bahwa yang bersangkutan telah diijinkan untuk melaksanakan kegiatan penelitian di SMK Muhammadiyah 4 Surakarta pada Tanggal 16 – 19 Mei 2023 dalam rangka tugas Skripsi dengan judul "Spelling Error Analysis On Writing Vocabularies In Dictation Word By The Tenth Grade Students Of SMK Muhammadiyah 4 Surakarta".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagai mana mestinya.

Surakarta, 12 Juni 2023
Kepala Sekolah

Tofiq Ckoliq, S. Farm. Apt
NIP. -

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA
FAKULTAS ADAB DAN BAHASA
Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774
Website : www.uinsaid.ac.id E-mail : fab.iainsurakarta@gmail.com

Nomor : B-1648/Un.20/F.V/PP.00.9/04/2023 14 April 2023
Lamp. : -
Perihal : ***Permohonan Izin Penelitian***

Kepada Yth.
Kepala SMK MUHAMMADIYAH 4 SURAKARTA
di
Tempat

Assalamu'alaikum Wr. Wb.

Yang bertandatangan di bawah ini Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta memohon ijin atas:

Nama	: **IRSALIA AGUSTINE**
NIM	: 196121038
Program Studi	: Pendidikan Bahasa Inggris
Semester	: 8
Judul Skripsi	: SPELLING ERROR ANALYSIS ON *WRITING VOCABULARIES IN* DICTATION WORD BY THE TENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 4 SURAKARTA

Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin.
Adapun waktu penelitian pada tanggal 1 Mei 2023 sampai tanggal 31 Mei 2023.
Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

Dekan,

Prof. Dr. Toto Suharto, S.Ag.,M.Ag.
NIP. 19710403 199803 1 005

Appendix 6
Letter of Validator Assignment

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA
FAKULTAS ADAB DAN BAHASA
Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774
Website : www.iain-surakarta.ac.id E-mail : akademikfab.uinsaid@gmail.com

SURAT TUGAS
Nomor : B-2392/Un.20/F.V/PP.00.9/06/2023

Assalamu'alaikum Wr. Wb.

Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta dengan ini memberikan tugas kepada:

Nama	:	**Arga Bagus Handi P, S.Pd**
NIP	:	-
Sebagai	:	Validator Data

dalam proses penulisan skripsi mahasiswa :

Nama	:	**IRSALIA AGUSTINE**
NIM	:	196121038
Jurusan / Prodi.	:	Pendidikan Bahasa Inggris
Semester	:	8
Judul Skripsi	:	SPELLING ERROR ANALYSIS ON WRITING VOCABULARIES IN DICTATION WORD BY THE TENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 4 SURAKARTA

Demikian surat tugas ini disampaikan untuk dapat dilaksanakan sebagaimana mestinya.
Atas kesediaan Saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr.Wb.

Sukoharjo, 9 Juni 2023
Dekan,

Prof. Dr. Toto Suharto, S.Ag., M.Ag.
NIP. 19710403 199803 1 005

Appendix 7
Letter of Validation Data

VALIDATION

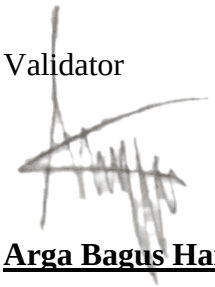
The thesis data of Irsalia Agustine (196121038) entitled "Spelling Error Analysis on Writing Vocabularies in Dictation Word by the Tenth Grade Students of SMK Muhammadiyah 4 Surakarta" has been validited by Arga Bagus Handi P, S.Pd in:

Day : Tuesday

Date : June 13th 2023

Sukoharjo, June 13th 2023

Validator



Arga Bagus Handi P, S.Pd

Appendix 8
Documentation Research

Teacher give dictation practice writing vocabulary

Students writing vocabulary practice