SPELLING ERRORS IN STUDENTS WRITING DESCRIPTIVE TEXT AT THE SEVENTH GRADE STUDENTS OF MTS AI-MUSLIMUN LAMONGAN IN THE ACADEMIC YEAR 2023/2024

THESIS

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



By:

CINTYAH NUR FEBRY

SRN. 20.61.2.1.015

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF CULTURE AND LANGUAGES
RADEN MAS SAID STATED ISLAMIC UNIVERSITY OF
SURAKARTA

2024

ADVISOR SHEET

Subject: Thesis of Cintyah Nur Febry

SRN : 206121015

To: Dean

Faculty of Cultures and languages UIN Raden Mas Said Surakarta

In Sukoharjo

Assalamu'alaikum Wr. Wb.

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

Name: Cintyah Nur Febry

SRN: 206121015

Title: Spelling Error in Students Writing Descriptive Text at the

Seventh Grade Students of MTs Al-Muslimun Lamongan in the

Academic Year 2023/2024

has already fulfilled the requirements to be presented before The Board of Examiners (Munaqosyah) to gain Undergraduate Degree in Raden Mas Said State Islamic University of Surakarta.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Sukoharjo, March 28 2024

Advisor,

Fitri Ana Ika Dewi, M.Hum

NIP.19900225 202321 2 037

RATIFICATION

This is to certify the undergraduate thesis entitle "Spelling Errors in Students Writing Descriptive Text at the Seventh Grade Students of MTs Al-Muslimun Lamongan in the Academic Year 2023/2024" by Cintyah Nur Febry has been approved by the Board of Thesis Examiners as the requirement for the degree of sarjana in English Language Education, Faculty of Cultures and Languages in Raden Mas Said State Islamic University of Surakarta.

Main Examiners : Dr. Rochmat Budi Santoso, S.Pd., M.Pd

NIP. 19691111 200212 1 001

Chairman

: Furqon Edi Wibowo, M.Pd

NIP. 19890124 202321 1 011

(.....)

Secretary

: Fitri Ana Ika Dewi, M.Hum

NIP. 19900225 202321 2 037

(...........)

Sukoharjo, 29th of April 2024

Approved by

Dean Faculty of Cultures and Languages

am Makruf, S.Ag., M.Pd.

19710801 199903 1 003

DEDICATION

This thesis is dedicated to:

- 1. Allah SWT the most kind and the most merciful who has given me the easiness to finish my thesis.
- 2. Our prophet Muhammad SAW who gives the best examples to human life.
- 3. My beloved person in my world, my mother Henik Nur Ainul Arifah, who gave birth to a child as great as a researcher, who always works hard to give the best to researchers, who always asks for prayers to give the best to researchers.
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MOTTO

Setiap langkah hidup adalah pelajaran.

Selalu menjadi orang baik, selalu memaafkan, dan jangan lupa untuk selalu memberi.

(Cintyah Nur Febry)

Jangan berduka, apapun yang hilang darimu akan kembali lagi dalam wujud lain.

(Jalaludin Rumi)

PRONOUNCEMENT

Name

: Cintyah Nur Febry

SRN

: 206121015

Study Program: English Language Education

Faculty

: Cultures and Languages

I here by sincerely state that the thesis title "Spelling Errors in Students Writing Descriptive Text at the Seventh Grade Students of MTs Al-Muslimun Lamongan in the Academic Year 2023/2024" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

> Sukoharjo, 26th of March 2024 Stated by,

Cintyah Nur Febry SRN. 206121015

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who can make my parents proud and be useful to those around me, thank

you to myself who never gives up no matter how difficult the things I

face. Keep fighting never give up because the journey is still long.

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 redears in general.

Sukoharjo, 20th April 2024

The researcher

Cintyah Nur Febry

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ABSTRACT

Cintyah Nur Febry. 2024. Spelling errors in Students Writing Descriptive Text at the Seventh Grade Students of MTs Al-Muslimun Lamongan in the Academic Year 2023/2024. Thesis, English language Education, Cultures and Languages Faculty. UIN Raden Mas Said Surakarta.

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Keywords: Error, Error Analysis, Spelling, Spelling Error, Writing, Descriptive

Text

This research focused on students errors in writing descriptive text. The aim of this research is to discover the type of errors on the students writing descriptive text and to find out the causes of students to make spelling errors in writing descriptive text at the seventh grade of MTs Al-Muslimun lamongan in the academic year 2023/2024.

This research was conducted using descriptive qualitative research method. The population of this research is 26 students. The techniques in collecting the data, researcher used documentation and interview. The researcher used triangulation for data validation and used data reduction, display the data, and drawing the conclusion in analysis the data.

The research finding shows that types of spelling errors made by students in writing descriptive text are two or more error of the same type or different type (multiple error) with 43 total errors or 27,92%, omission of letter with 32 total errors or 20,78%, substitution of one letter with 27 total errors or 17,53%, errorneous splitting of joining of words (word segmentation error) with 22 total errors or 14,28%, single letter instead of double letter with 12 total 7,79%, then addition of letter with 11 total errors or 7,14%, interchange of two adjacent letter with 4 total errors or 2,6%. double letter instead of single letter with 3 total errors or 1,94%, and involving an apostrophe with 1 total of error or 0,64%. However, the causes of students to make spelling error in writing descriptive text, such as the law of nature of writing, lack of motivation, lack of practice, and inadequate time.

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CHAPTER 1

INTRODUCTION

A. Background of the Study

As one of the language skills, writing has an important role because of its significance in students real life. According to Saggam Siahaan (2008) writing is an important thought in human life as a psychological activity of using language to provide information to other people in the form of written text. In real life, students can send letters, send direct massage, and also write on various social media platforms. There are two types of language skills, namely oral language skills and written language skills. Rayner et al (2009) stated that oral language skills include listening and speaking, while written language skills include reading and writing. So these two skills must be clear both verbally and in writing. In oral language we must pronounce as well as we spell the vocabulary in the written language. In this study, the researcher focuses on the written language, especially in spelling. Apart from that, writing skills at school will help students express ideas in carrying out assignments from their teachers. From these objectives, it is clear that seventh grade students are expected to be able to write in any form, especially descriptive text paragraphs.

Based on the 2013 curriculum, descriptive text is one type of text that must be studied by students in Indonesia. Descriptive text is one of the basic paragraphs that students must master to describe or explain everything. So descriptive text is important for students to learn. Emilia and Christie (2013) argue that descriptive text learning is very important so that students can

describe information clearly and precisely. However, learning English, which is a foreign language in Indonesia, has problems for students when writing, namely that most students think that pronunciation and writing in English are almost the same, even though in reality they are not. Because English is taught as a foreign language which in reality is not the mother tongue. This makes it difficult for students to write spelling in English.

In learning English, writing skills are one of the difficult skills for students because there are several things that make students find it difficult to write. As stated by Richards (1973), writing is one of the language competencies that is most difficult for students to master. Students not only have difficulty in generating and organizing their ideas, but also in translating ideas into readable text. so students must pay attention to skills in spelling, punctuation, word choice, and so on. so that someone can get good writing, they must have the correct form of English words so that their writing is effective by knowing the elements in writing such as grammar, punctuation, spelling, etc. However, in learning English, students often make spelling errors. According to Cook (1992) spelling is a way for writers to express their ideas clearly. Therefore, spelling is an important factor and basic element in successful writing in general English language learning.

Spelling is important in writing because good writing is effectively based on spelling. If a spelling error occurs it can affect the meaning of the word itself. A spelling error is when there is an error in spelling. The definition of spelling errors according to Al-jarf (2010:9) says that every defective word, defective grapheme in a word is checked as an error.

Therefore, students need to master spelling well and pay attention to each letter when using spelling. According to Al-zouod & Kabilan (2013) stated that students often face difficulties in writing, especially in spelling. Apart from that, students also have difficulty expressing their ideas because they cannot spell words correctly. This means that spelling can influence students in writing down their ideas. From this explanation, it can be concluded that spelling errors are an important thing to research in an effort to minimize spelling errors in students' writing by examining these errors in depth.

In researching spelling errors, we need to know that there are several types of errors, namely the error itself (mistake), error, and slip of tongue. Rod Ellis defines error as the distance between a learner's competency and the appropriate competency standard. Mistakes occur because a learner does not know the correct form of language. Meanwhile, an error, according to Ellis, is a speaker's failure to produce the correct language form because he or she fails to produce a form that should be formed correctly in line with his knowledge of that form, Rod, Ellis (1994). Spelling errors are not only an obstacle for students in language but also an obstacle for teachers when assessing students' work because there are several spelling errors made by students. As stated by Landauer (2003) that spelling errors are often seen as a factor that hinders the effectiveness of assessment. From this explanation it can be concluded that spelling errors are an important thing to research in an effort to minimize spelling errors in students writing and find out the types and causes of spelling errors, as well as to make it easier for teachers to assess

effectiveness in learning outcomes. This can be achieved by examining these errors in depth.

In studying spelling errors, there are several goals to be achieved, namely to find out the mistakes made by students in writing English. Sometimes teachers dictate when explaining lessons, then students write down what the teacher says, but many students make mistakes in writing down what the teacher says. They will delete, replace, add or reverse the word. There are several types of errors that are often made in English writing. Bestgen and Granger (2011) categorized 9 types of spelling errors. This serves as a standard rule for the types of spelling required in the sentence. With this we will find out what types of spelling are often made by students and to find out what causes or factors make students make these spelling errors. According to Albalawi (2016), the aim of this research is not just to analyze students' mistakes but also to find out the problems and try to understand them so that they can be addressed more effectively and provide suggestions on how to help students correct these mistakes.

Analyzing errors is something that needs to be done to find out what problems and causes make students make mistakes. Carl James (1998) defines error analysis as the process of determining an error in language production, its types, causes, and the consequences of unsuccessful language learning. So teachers and researchers can use the spelling error analysis process with the steps of collecting data, identifying errors, explaining errors, identifying errors based on factors or causes, and evaluating. To get a clear picture of students comprehension abilities, researcher not only looked at the

forms of language that students had made but also analyzed the errors they made by grouping types of spelling errors by Bestgen and Granger (2011) and also identify factors or causes of students spelling errors to minimize and overcome these problems. This is what researcher analyzed the work results of seventh grade students.

Researcher conducted at MTs Al-Muslimun Lamongan is one of the schools in Lamongan with "A" accreditation. As a formal institution, this school applies the 2013 curriculum for grade 9 and the Merdeka Curriculum for grades 7 and 8. This school provides English language lessons for its students. English is one of the subjects taught at this school. One of the texts that must be studied is descriptive text. Descriptive text is text that describes a person, place, or object in detail. Whether in terms of depiction of bodies, objects, characteristics, or anything else, in this case the researcher wants to focus on analyzing spelling errors in writing descriptive text, which is the basic structure in writing used for everyday communication. To conduct this research, the researcher first conducted observations and interviews with English teachers who taught at MTs Al-Muslimun Lamongan.

Based on preliminary research conducted by researcher at MTs Al-Muslimun Lamongan on September 12th, 2023. Researcher obtained information from English teacher through interviews. According to the English teacher for classes 7, 8 and 9 of the superior classes at MTs Al-Muslimun Lamongan. He stated that students often make mistakes in writing words in English. The results of interviews, researcher found several problems faced by students in writing. Researcher found that most students

said a few words in English but forgot how to spell what they wrote and students were also too hasty when writing. If students make mistakes continuously, it will make them get used to doing that, because they don't know if what they are doing is a mistake. In the other hand, spelling error in writing English make the different meaning, for example "though and thought". 'though' it means to describe the fact that: although, 'thought' it means an idea or opinion produced by thinking. Error in the placement or omission of the one letter, for the example letter 't' make the diffetent meaning in that word.

Based on the preliminary research above, it can be concluded that there are several causes of spelling errors made by students in writing descriptive texts for seventh grade students at MTs Al-Muslimun Lamongan. First, researcher found that some students made spelling errors in their writing. Second, there are several factors why students make spelling errors in their writing. Third, the researcher chose descriptive text because the researcher found that students had problems with spelling, especially in written work. This is also the reason the researcher chose MTs Al-Muslimun Lamongan as the location for this research.

Researcher present several previous studies related to spelling errors. The first research is entitled "Spelling Error Analysis In Students' Writing Recount Text At Eleventh Grade In MA Al Muayyad Surakarta In The Academic Year 2019/2020" by Afandy (2020). The research shows the types of spelling errors based on the Bestgen and Geanger categories. The results of this research show that students of the eleventh grade XI MIA 1 at MA Al-

Muayyad Surakarta committed nine categories of spelling errors. The result showed 170 errors from 32 students writing recount text. The research results show that the mistake that students often make is omission of a letter.

Another research entitled "An analysis on spelling errors made by students in writing descriptive text on the seventh grade students of MTs.N 2 Tanggamus in academic year 2019/2020. By Hidayah (2020). This research focuses on the type of spelling errors based on Carney's theory. The results show that the highest or the first frequency of spelling errors made by students is variant errors are (50.54%).

Based on previous research, both research findings have the same phenomenon regarding spelling error analysis. There are significant differences regarding research objects, typesof text, research designs and data collection techniques in this research. In this research, researcher is interested in conducting research that analyzes written descriptive texts. To examine the types of errors, researcher used the spelling error category theory of Bestgen and Granger (2011) and for the factors or causes of spelling errors of Alfaki (2015) theory. The researcher formulated the title of this research as "Spelling Errors of Students Writing Descriptive Texts at The Seventh Grade Students of MTs Al-Muslimun Lamongan Academic Year 2023/2024".

B. Identification of the Problems

Based on the background of the study above, it can be identified about students writing descriptive text at seventh grade students of MTs Al-Muslimun Lamongan in the Academic Year 2023/2024, such as:

- 1. Students still make some spelling errors in their writing descriptive text
- 2. Most of students are doubt in the letter that have similar sound
- Most of students often write Indonesian in writing English that have similar sound

C. Limitation of the Problem

Based on identification of the problem above, this research focused on an analysis the types of spelling error of Bestgen And Granger (2011) theory and Alfaki (2015) theory causes of spelling errors made by students in writing descriptive texts made by students at the seventh grade students of MTs Al-Muslimun Lamongan with a total of 26 students from 2 classes, namely classes VII A and VII B in the academic year 2023/2024.

D. Formulation of the problem

Based on the limitation of the problem the researcher formulate the problem as follows:

- 1. What are the types of spelling errors made by students in writing descriptive text at the seventh grade of MTs Al-Muslimun Lamongan in the academic year 2023/2024?
- 2. What are the causes of students to make spelling errors in writing descriptive text at the seventh grade of MTs Al-Muslimun Lamongan in the academic year 2023/2024?

E. Objectives of the Study

The objectives of this research is one of the important things so that research can achieve the goals expected by researcher, namely:

- To find out the types of spelling errors in the writing descriptive text students at the seventh grade students of MTs Al-Muslimun Lamongan in the academic year 2023/2024.
- 2. To find out what causes students to make spelling errors in writing descriptive text at the seventh grade of MTs Al-Muslimun Lamongan in the academic year 2023/2024.

F. Benefit of the Study

This research is expected to provide several benefits. These benefits are for MTs Al-Muslimun Lamongan students, for English teachers at MTs Al-Muslimun Lamongan, for other researchers and for the researcher herself.

1. Theoretical

Researcher is expected to be able to provide additional information and knowledge about the analysis of spelling errors in writing descriptive text and also provide some benefits from this research to and other researchers. Hopefully this research can improve students understanding of the spelling of English words and increase their understanding of how to write English words correctly.

2. Practical

a. For students

The benefit for students is knowing the types of spelling errors made by students. Spelling errors will be known by students that they make in their writing in this study. So that later MTs Al-Muslimun students can evaluate themselves in spelling, especially in writing descriptive texts.

b. For teachers

The benefit for the MTs Al-Muslimun Lamongan teacher is that they can find out their students ability to spell English, of course, in writing. Then, MTs Al-Muslimun Lamongan teachers can also assess their teaching, especially in teaching English spelling, whether their education is good enough or not or if there is a need for changes. For the latter benefit, it is hoped that the teachers themselves will try to analyze the problem.

G. Definition of Key Term

To avoid misunderstanding in this research there are several key terms to make the readers understand clearly. Those key terms as follows:

1. Error

Error is caused by a lack of knowledge in the target language or incorrect hypothesis in that language (Hubbard et al, 1983).

2. Error analysis

Error analysis is a consideration of student errors that can be observed, analyzed, and classified to reveal something from the system that works within students (Brown, 1947:227).

3. Spelling

Spelling is characterized as the act of shaping words accurately from a person letter (Homby, 2000).

4. Spelling error

Spelling errors mean words that do not match the target word partially or completely, spelling errors are common, they are often seen as a lack of education and attention (Harmer, 2001).

5. Writing

Writing can be characterized as a complex process which request cognitive analysis and linguistic synthesis (Ridha, 2012).

6. Descriptive Text

Descriptive text is a text which says what a person or thing is like. Description is about sensory experience how something look, sounds, tastes. Mostly it is about visual exprerience, but description also deals with other kinds of perception (Kane, 2000:352).

CHAPTER II

LITERATURE REVIEW

A. Theoritical Review

1. Concept of Error and Mistake

a. Definition of Error

Brown's (1994) concept is the same as Crystal's(1987), he defines that "error is a technique for systematically identifying, classifying and interpreting unacceptable forms produced by someone who learns a foreign language, using one of the principles and procedures provided by linguistics". Richards (1973) said that error is the study of mistakes made by second and foreign language learners. From these errors it can be done to find out how far a person knows and learns a language and obtain information about common difficulties in language learning, in order to assist in teaching or in the preparation of teaching materials". From some of the definitions above, it can be concluded that error is an activity to identify, classify, and interpret the form of errors that someone makes in writing and is carried out in order to obtain information about the general difficulties faced by someone in writing second language/English sentences.

b. Definition of Mistake

In learning a second language students tend to make mistakes. Errors will arise when students do not know the language system in managing learner competence. Brown (1947:227) states that

learners do make mistakes and these mistakes can be observed, analyzed, and classified to reveal something from the system that runs in the learning process.

Brown (1941:227) conveys that mistake refers to a performance error that is either a random guess or a "slip", in that it is a failure to utilize a known system correctly. Native speakers normally capable of recognize and correct such "lapses" or mistakes, which are not the outcome of a deficiency in competence but the outcome of some sort of temporary breakdown or imperfection in the process of producing speech. These hesitations, slips of the tongue, random ungrammaticalities, and other performance lapses in native-speaker production also happen in second language speech. Mistakes can be self-corrected when students paid more attention.

According to James (1998:83) an error can not be self-corrected, while mistakes can be self-corrected if the deviation is pointed out to the speaker. Bell (1981:172) supports that both first and second language learner make mistake-social gaffs of varying degrees of seriousness, but the native is far more likely to realize that his behavior has been judge to be socially unacceptable and is also far more likely to take steps to remedy the mistake than is the second language learner. It can be inferred that native can be able to correct their mistakes by themselves, while second language learner does not.

c. The differences between error and mistake

There are several types of errors, namely the error itself (mistake), error, and slip of tongue. Rod Ellis defines error as the distance between a learner's competency and the appropriate competency standard. Mistakes occur because a learner does not know the correct form of language. Meanwhile, an error, according to Ellis, is a speaker's failure to produce the correct language form because he or she fails to produce a form that should be formed correctly in line with his knowledge of that form, Rod, Ellis (1994).

The difference between error and mistake according to Hubbard et al (1983), error is caused by a lack of knowledge in the targer language or incorrect hypothesis in that language, while mistakes are caused by temporary lapse of memory, confusion, slip of the tongue and so on. In other word Brown (2007) also holds similar opinions about error and mistake. According to him, errors are a form of deviation from the adult grammar of a native speaker, which reflects the lerners competence. And mistakes ae a slip, a failure to utilize a known system correctly. An error cannot be self corrected, while mistake can be self corrected if the deviation is pointed out to the speaker.

Based on the several opinion above, it can be concluded that errors are caused by a lack of knowledge, students do not know what they have written and cannot know unless someone else corrects them and cannot correct themselves. While mistakes occur due to

temporary memory and mistakes in speaking, in fact students already know what they wrote but they just made mistakes in speaking and they can admit and acknowledge their own mistakes.

2. Definition of Error Analysis

a. Definition of Error Analysis

In learning a foreign language, one of the inhibiting factors is the fear of making mistakes. These mistakes are a sign that students have not mastered the rules learned in language learning. Brown (1947:227) says that error analysis is a consideration of student errors that can be observed, analyzed, and classified to reveal something from the system that works within students. This concludes that error analysis is very valuable for teachers.

Error analysis will show the teacher some of the problems students face in learning a language. It is an advantage that the error analysis can be followed up with the significance of student errors. According to Johansen (1975:248), "Analysis of learner errors provides evidence to educators about learner competence in a foreign language." Educators will also collect data about the challenges of students at various levels.

Apart from that, error analysis is also an important thing to talk about in teaching foreign languages. Foreign language teachers should be familiar with error analysis as it is a valuable key to understanding foreign language procurement methods. They must know how the target language is learned or acquired and what methodologies students use to master the target language. By conducting correct error studies, educators can improve their teaching strategies and try to solve some of the problems faced by students.

From the definition above, it can be concluded that error analysis can be a technique used to test a learner's competency in acquiring a second language or a foreign language. It describes the learner's associative language and can be used to identify potential errors or mistakes in students.

3. Definition of Spelling

a. Definition of Spelling

Spelling is the student's ability to spell words correctly. Accurate spelling improves the writing quality of the entire text. Examining students writing errors provides an opportunity to understand and alleviate students' writing difficulties. This improves student writing and can greatly help students become good writers. Spelling errors refer to major spelling mistakes in English. Spelling can be part of the mechanical part of writing. Like all other skills, writing has a mechanical component which includes handwriting, spelling, punctuation, and the development of well-formed sentences, paragraphs, and text (Harmer, 2004). When we write, we need to know our spelling in order to convey information correctly.

According to Croft (1983:9), the only possible justification for learning to spell is that accurate spelling is necessary for effective

writing. If you don't need to communicate by writing, you don't need to learn to spell. Based on the above understanding, it can be concluded that spelling is spelling which is characterized by the formation of the right words from the letters and spelling is very important in writing activities.

4. Spelling Error

a. Definition of Spelling Error

According to Harmer (2001), while spelling errors are common, they are often seen as a lack of education and attention. Moreover, according to Croft (1983), the only possible justification for learning to spell is that accurate spelling is necessary for effective writing. In other words, no need to communicate by writing, no need to learn to spell. This means that spelling is a writing skill, we learn to spell to communicate through writing.

According to Benyo (2014) bad spelling is an obstacle for readers to get meaning from written language. Awareness of spelling in writing is very necessary. According to Harmer (2004:53) learning English needs to be aware of how we use different spellings to distinguish between homophones (words that sound the same but are spelled differently) such as throw and through.

In relation to errors, spelling errors refer to phonological and orthographic problems. Al-jarf (2010:6-7) says that spelling problems can be classified into phonological and orthographic problems. The

phonological problem pertains to an error in which the misspelled word does not sound like the target word because the total word, consonant, vowel, syllable, prefix, suffix, grapheme cluster are not heard at all or are misheard, or are included with something else, whereas orthographic problems pertain the occasions where the misspelled word sounds like the constructed target word, but the constructed form or grapheme used for the misspelled part does not match the target word or target grapheme.

Furthermore, there are two kinds spelling problems based on Al-Jarf (2010). First, phonological is spelling errors that occurs when the whole word, a consonant, a vowel, a syllable, a prefix, a suffix, etc do not hear at all such as "named" "watched". Second, orthography is when the words have same sound, doubling of consonant or vowels, reducing double consonant or vowels, etc. such as "book" become "bok" "loosing" becomes "Losing".

The definition above makes it clear that an error is a recognizable action. By classifying and interpreting or describing the mistakes that a person makes in his writing, it is done to study the common difficulties that a person faces when writing English sentences.

b. Types of spelling Error

The error that happen on students are divided into a few categories. According to Elliot and Johnson (2008) who stated that

there are several types of spelling errors are: Sound-based (homophones, incorrect consoant, and *e* for *y*, vowel sound error, and morpheme error). Rules based error (doubling/singling, and text-speak). Omission, commission and transposition (single or paired letters added, omitted or transposed). Writing error (spacing end of word missing). And multiple errors. The other opinion comes from Bestgen and Granger (2011) there are nine categories error in spelling as seen in the following:

1.) Omission of a letter

Omission of a letter is a type of spelling error in which occurs when students deleted or mssed a letter of a word. For example:

- a) Frend Friend
- b) Beutiful Beautiful

2.) Addition of a Letter

Addition of a letter is a type of spelling error in which occurs when students include a letter in a word. For example:

- a) Develope Develop
- b) Teample Temple

3.) Single Letter Instead of Double Letter

Single letter instead of double letter is a type of spelling error in which occurs when students miss a letter in a word that contains double letter. For example:

- a) Especially Especially
- b) Realy Really

4.) Double Letter Instead of Single Letter

Double letter instead of single letter is a type of spelling error in which occur when students

- a) Detilled Detailed
- b) Allthough Although

5.) Substitution of One Letter

Substitution of one letter is a type of spelling error in which occurs when students substituting of one letter for another. For example:

- a) Life Live
- b) Than Then

6.) Interchange of Two Adjacent Letter

Interchange of two adjacent letter is a type of spelling error in which occurs when students write a word that any letter in the false position. For example:

- a) Tuorism Tourism
- b) Poeple People

7.) Involving an Apostrophe

Involving an apostrophe is a type of spelling error in which occurs when students erroneously put an apostrophe on a word and also when students not included or disregard to put an apostrophe. For example:

- a) Its It's
- b) Didnt Didn't

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

Errorneous splitting or joining of words is a type of spelling error in which occurs when students included a word that includes splitting or joining two words with or without space. For example:

- a) Foot ball Football
- b) Every day Everyday
- 9.) Two or More Error of The Same Type or Different Type
 (Multiple Error)

Two or more of the samee type of different type is a type of spelling error in which occurs when students included two or more errors contains in a word. For example:

- a) Wore Worry
- b) Mount Month

Table 2.1
Types of Spelling Error

Categories	Example
Omission of a letter	Completely-Completely
	Distinc – Distinct
Addition of a letter	Develope – Develop
	Envolves - Evolves
Single letter instead of the double	Especialy – Especially
letter	Carots – Carrot
The double letter instead of the	Loosing – Losing
single letter	Proffessors – Professors
Substitution of one letter	Lifes – Lives
	Dependend - Dependent
Interchange of two adjacent letter	Concieved – Conceived
	Peopels - Peoples

Involving an apostrophe	Its – it's
	Womans – Woman's
Errorneous splitting of joining of	Business man – Businessman
words (word segmentation error)	Every one - Everyone
Two or more error of the same	Politic – Political
type or different type	Payed – Paid

c. Causes of spelling Error

To identify causes of error, conclusions must be made based on the result of the data obtained. To identify causes of error, conclusions must be made based on the results of the data obtained. Identifying the cause of the error is very important to understanding students cognitive abilities related to the linguistic system. Writing is a complex activity for students who often have difficulty. Students difficulties in writing cannot be separated from the sharing of the contributing factors. According to Alfaki (2015), there are five factors that can cause students difficulties in writing. The following is the explanation:

1.) The Nature of Writing Process

Writing is an activity that requires mastery of writing knowledge so that it is not difficult to do. According to Pratiwi (2015), the basic thing that becomes difficult for someone in writing lies in a person's ability to use aspects of language in writing such as punctuation, spelling, grammatical, vocabulary, and so on. Pratiwi (2015) added that writers can describe their ideas in structured writing if the writer masters writing skills. This

means that students who do not have good writing knowledge will have difficulty in writing. In addition, the lack of writing knowledge can make students get errors because they will not be able to present writing well.

2.) Lack Learners Motivation

Motivation is an important thing that students need to have as a supporting factor for writing skills. Harmer (2007) states that motivation is an inner state that can provide encouragement and regulate attitudes directly. According to Harmer (2007), motivation is a kind of control within a person that spurs a person to achieve certain goals by doing something. It can be concluded that students' writing skills that are not accompanied by good writing motivation are not perfect. This will allow students to be lazy in writing, so it will affect the development of their interests and writing skills.

3.) Inadequate Time

Hedge (1988: 11) states that the idea of time needs to be given attention because writing activities by nature have different stages which need ample time. Learners need time for gathering ideas, organizing their ideas, writing drafts, proof reading and rewriting. If students need to write in inadequate time, it will be difficult. According to Brown (2001), the right time for writing can make students write well, while limiting writing time can make students demanded in writing. It can be concluded that

writing in a small amount of time can make students feel under pressure. This can make them find it difficult to write so that writing cannot be done optimally. Writing in a limited time must become a habit first by students.

4.) Lack of Practice

Writing is a skill that requires practice to be able to master. According to Abdulwahed Ahmed Ismail (2011), when students devote their interest and take the time to practice writing, their writing skills can develop. According to Oshima & Hogue (1999), writing is a skill, so the more writers practice writing, the better their writing will be. This statement proves that the lack of writing practice can affect students' writing skills. Students will feel that writing is difficult because their writing skills are not honed. It will make their writing ability stuck.

5.) Teachers Feedback

Brown (2001) states that giving feedback to students is an important thing to do in the writing process to improve students' writing skills. According to Wahyuni, (2017) giving feedback will make students pay more attention to their strengths and weaknesses in writing so that they will also be able to take advantage of their strengths to improve their weaknesses. This means that if the writing feedback provided by the teacher is lacking, then this can hinder students from reducing their difficulties in writing.

5. Review on Writing

a. Definition of Writing

Writing is a social technology designed to communicate among people. It is learned and produced in social circumstances, establishes social relationships, changes the writer's social presence, creates shared meanings, and accomplishes social action. Brown (1993) states that writing is important in our lives and as a communication act that transmit information and link people togheter. This is related to opinion of writing according to Raymond (1980), writing is more than a medium of communication. It is way of remember and way of thinking well. Writing is also a way of finding out what we know and we need to learn. Writing is also a way of learning. Writing partakes of and contributes to the social circumstances in which it arises and bears the characteristics of the cultures it participates in and the histories it carries forward. The social value of writing motivates the difficult learning of the material and symbolic technologies of writing and the strenuous psychological effort of writing.

Writing ability for outside learners is the foremost challenging movement since it is complex ability that includes information, concepts and writings rules. Besides, for foreign language learners, the problem in writing does not as it were life in making and organizing ideas but too translating the ideas into readable writing. Richards and Renandya (2002) explain that: there is no doubt that

writing is the most difficult skill for second language, learners to master. The difficulty lies not only in generating and organizing ideas, but also translating these ideas into readable text. The skills involved in writing are highly complex. Second language writers have to pay attention to higher level skills of planning and organizing as well as lower level skill of spelling, punctuation, word choice and so on. It mean that composing may be a difficult ability for remote students since the learners do not as it were concentrate in communicating and comparing the idea into comprehended writing but too must pay consideration to the writings rule.

According to Uusen (2006) writing has two components, the first is contents or composition which include thoughts, idea, and the purpose of writing, vocabulary, and clarity. The second if from or secretarial aspect includes handwriting, spelling and syntax. Harmer (2007) stated that writing does not only put the words in a blank paper, but it needs some process. There are several processes in writing such as planning what we are going to write, drafting it, reviewing and the last is editing what we have written and then producing a final version. Yhere are some purpose of writing that many expers have explained, according to Diestch (2003) clarify that the common purpose of writing may be essential to advise, to persuade, to specific and to engage. The particular reason includes reacting to certain require for writing. It can be summed up that the purpose of writing is to precise the thought or engaging the audience.

According to Tricia Hedge (1998: 95-96) states that the types of writing above can be specified into table as below:

Table 2.2 Types of Writing

Personal Writing • Diaries • Journals • Shopping • Reminders for oneself • Packing list • Addresses • Recipes	• Letter of: 1) Enquiry 2) Complain 3) Request • From filling • Application/ Membership	Creative Writing • Poem • Stories • Rhyme • Drama • Song
Social Writing • Letters • Invitation • Notes: 1) Of condolence 2) Of thanks 3) Of congratulation • Telegram • Telephone message • Instruction to 1) Friends 2) Family	Study Writing Making notes while reading Taking notes from lectures Making card index Summaries Synopses Reviews Experiment Workshops Visits Essay Bibliographies	Institutional Writing Agendas Minutes Memoranda Repots Reviews Contracts Business letters Public letters Advertisements Posters Instruction Speeches Application Curriculum vitae Specifications Notes making (doctors and professional)

Miller (1998, in Cahyono and Widiati (2009)) explain that there are models of writing that underlie most of research studies and teching methodology. The are:

1) Writing as Product

Writing is irritated to be last item of composing action. Hence, the word composing alludes to composed content or a composition which is unmistakable as prints, hand written items, or advanced records. The content delivered is decides by emphasizing components of the communication triange, they are essayist, gathering of people, and information of the word (Cahyono and widiati, 2009).

2) Writing is Process

In this handle, studets require inspiration with positive way toward writing by doing a few exercises such as collaborative work. The model of writing as handle realizes on that writing is no single movement, but there are numerous stages ought to do until the ultimate item. According Harmer (2007) state that there are four components in composing process, they are; planning, drafting, editing, and final version.

3) Writing as social activity

An act of writing result in the production of texts shared in comunity that conforms to the types of the text. The notion of text types called genres. Oshima and Hogue (1999) said there are roughly four steps in writing process, namely; prewriting, organizing, writing, and polishing.

6. Review on Descriptive text

a. Definition of Descriptive Text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. In a broad sense, description, as explained by Kane (2000: 352), is defined like in the following sentence: Description is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

b. Generic Structure of Descriptive Text

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. The arrangement is:

- Identification: (contains about the introduction of a person, place, animal or object will be described.)
- 2) Description: contains a description of something such as animal, things, place or person by decribing its features, forms, colors, or anything related to what the writer describe.

c. Language Feature of Descriptive Text

- Specific participant : has a certain object, is not common and unique (only one).
- 2) The use of the adjective (an adjective) to clarify the noun.

- 3) The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- 4) Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc.

B. Previous Related Studies

To conduct the research, the researcher has some references. The references are useful for making the researcher easier to conduct a research. In this research, the researcher is taking similar research as references.

The first previous study 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 research is a qualitative research by Muhammad Affandy (2020). The objective of this study are to know and clarify about (1) what are the types of spelling error made by the students' at eleventh grade of MA Al-Muayyad Surakarta and (2) which types of spelling error that most frequently occurs in students' writing recount text at eleventh grade of MA Al-Muayyad Surakarta. The research used descriptive qualitative research method. The researcher collecting the data used documentation. The results showed that students of class XI MIA 1 MA Al-Muayyad Surakarta made nine categories of spelling mistakes. The results show 170 errors from 32 students writing recount text. The most frequent mistakes made by students in writing recount texts were omitted letters with 42 of the total errors or 25%.

In this study, the researcher conducted a similar study on the analysis of spelling errors and as a method used descriptive qualitative, but different

about the research subject, the object of the students writing recount text and how the data was obtained. The equation is about the formulation of the problem and data collection techniques.

The second previous study entitled "Error Analysis on the Studets' Writing Descriptive Text (A Case Study at Second Grade Students' of SMP PGRI 2 Ciputat)". This research is a qualitative research by Sasmiasih, Eka (2014). This research was carried out about to find out what types of error made by students' of second grade of SMP PGRI 2 Ciputat in using adjective in descriptive text writing and what caouses of the students' error in using adjective in descriptive text writing. This research is chategorized as a case study done to 25 students' of SMP PGRI 2 Ciputat. This study was conducted following peocedures of the error analysis: data colection, identification, description, explanation and diagnosis, evaluation, and prevention and feedback. The data were gathered through writing test and interview. The finding of this study showed the highest frequency of error is mis-formation error (53.33%). The lowest frequency of error is mis-ordering error (6.67%). On the other hand, the highest cause of error is First Language (52,54%), while the lowest cause of error is Translation (6.78%).

From the research above, the difference is about the subject, the object of the students writing adjectives in descriptive text, and data analysis. The similarities are about problem formulation, research design and data collection. The research design is a qualitative research. Document data collection.

The third previous study was entitled "An Analysis of Spelling Error Made by Students' in Writing Descriptive Text on the Seventh Grade of MTs.N 2 Tanggamus in Academic Year 2019/2020". This research is a descriptive qualitative research by Hidayah, Renty (2020). This study focuses on the spelling error analysis to evaluate student's error in spelling the English word in the direction of know the types of spelling error and the causes of error. In taking the sample of the research, the researcher used purposive sampling technique. In collecting the data, the researcher used documentation. The source of analyzing the data in this study through documentation was taken from students' writing that was written by the seventh grade students of MTs.N 2 Tanggamus. The result shows that the highest or the first frequency of spelling error made by students is variant error are (50.54%), other types is slips (17.58%), split (14.28%) malapropisms (12.08%), and the last jumbling (9.68%) which confirm spelling is intricate for the students. Many students did spelling because the lack of knowledge of formation words. The different systems of first and second languages make learning become dense to make a new language.

In this study, the researcher conducted a similar study on spelling error analysis. In the research above, the similarities are about research design, data collection. The difference is about the use of theory, subject matter and data analysis techniques.

The fourth previous study was entitled "An Analysis of Students' Spelling Errors in Writing at 8th Grade of SMP N 2 Kamang Magek". This research is a combined method research of a combination of quantitative and

qualitative research by Paramitha, Indah (2020). The aim of the research was to find out students' spelling errors and the causes of spelling errors in writing. Writing especially spelling correctly is important in order to not make misunderstanding for the reader and writer. In this research, the researcher used mix method research by using descriptive design. Quantitative research was used to answer the kind of students' spelling error in writing and most common of error in writing. Qualitative research was used to know the causes of students' spelling error in writing. The data was got through documentation and interview. Documentation was used to get quantitative data and interview was used to get qualitative data. The result of the research showed that there were 184 spelling errors from 22 students. Therefore, the most common spelling error was substitution of letter which students changed letter incorrectly.

From the research above, the researcher conducted a similar study on spelling error analysis. The differences lies in the subject, the object of student writing, and the research method. The similarities are about document data collection techniques, spelling mistakes.

The fifth previous study entitled "An Analysis of Students' Errors in Writing Descriptive Text at Tenth Grade of SMAN 1 Tulungagung in Academic Year 2018/2019" this research is a qualitative research by Dewi, F.S. and Huda, M.C. (2020). This research aims to find out the types of grammatical errors based on (Caroline Mei Lin Ho, 2005) theory of taxonomy grammatical errors, the most frequently error occurred, and the causes of errors made by the tenth grade students of MIPA 4 at SMAN 1

Tulungagung. Based on the error analysis conducted, the researcher found that errors regarding sentence structure are the most dominant errors, with the biggest number of errors are inincomplete or fragmented sentences (36,20%). Then it is followed by errors regarding verb and verb groups with the biggest number of errors are in omission of suffix –s, -es, -ed, and -ing (20,69%). Then, it is followed by errors regarding preposition with the biggest number of errors are in in appropriate selection or usage of preposition (6,03%). Last, the errors regarding noun and noun groups with the biggest number of errors are in inappropriate selection of quantifier, article, determiner (2,58%). The findings show that the students have difficulties in using correct sentence structure, especially in incomplete or fragmented sentences. This problem may occur due to their lack understanding of grammatical rules.

From the research above, the difference lies in the subject and object of the study, grammatical errors. These similarities are about research design, data collection, and spelling errors. The research design is descriptive qualitative. Data collection is documentation and interview.

In addition, the researcher gives a figure of the distinctions between the previous studies and the research study. The figure that used to simplify the reader to see the differences and to prove the researchers study is a novel in the table.

Table 2.3
Previous Studies

No	Title	Similarity	Difference
1.	Spelling Error Analysis In	1. This research	1. The researcher
	Students' Writing Recount	focused on the	conducted research on
	Text At Eleventh Grade In	analysis of spelling	eleventh grade students
	MA Al-Muayyad Surakarta	errors in students	in MA Al-Muayyad
	In The Academic Year Of	writing	Surakarta
	2019/2020	2. This research use	2. This research only
	Affandy (2020)	descriptive	used documentation to
		qualitative	collecting the data
2.	Error Analysis on the	This research	1. The researcher
	Studets' Writing	focused on the	conducted research on
	Descriptive Text (A Case	analysis of spelling	Second Grade Students'
	Study at Second Grade	errors in students	of SMP PGRI 2 Ciputat
	Students' of SMP PGRI 2	writing	2. The researcher use
	Ciputat		case study of qualitative
	Sasmiasih (2014)		research method
			3. The researcher use
			writing test and
			Interview to collecting
			the data
3.	An Analysis of Spelling	This research	1. The researcher
	Error Made by Students' in	focused on the	conducted research on
	Writing Descriptive Text	analysis of spelling	Seventh Grade of
	on the Seventh Grade of	errors in students	MTs.N 2 Tanggamus
	MTs.N 2 Tanggamus in	writing	2. The researcher only
	Academic Year 2019/2020		use documentation to
	Hidayah (2020)		collecting the data
4.	An Analysis of Students	This research	1. The researcher
	Spelling Errors in Writing	focused on the	conducted research on
	at 8th Grade of SMP N 2	analysis of spelling	8th Grade of SMP N 2
	Kamang Magek	errors in students	Kamang Magek
	Paramitha (2020)	writing	2. The researcher use
			Quantitative and
			Qualitative Research
			method
5.	An Analysis of Students'	This research	1. The researcher
	Errors in Writing	focused on the	conducted research on
	Descriptive Text at Tenth	analysis of spelling	Tenth Grade of SMAN
	Grade of SMAN 1	errors in students	1 Tulungagung
	Tulungagung in Academic	writing	
	Year 2018/2019		
	Dewi and Huda (2020)		

CHAPTER III

RESEARCH METHODOLOGY

A. 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 meaning that individuals or groups attach to social or human issues. Using qualitative research methodologies, researcher want to gather infromation and gather a more detailed picture of a situation, case, or event.

The researcher chose qualitative study because the data were collected in this study from documents and interview, data was processed in word. Qualitative research is descriptive research that collects data. Words and picture instead of numbers. According to Creswell (2012) qualitative research is used to determine the importance of a central idea for exploring problems and developing individual understanding of social issues. This research aimed to describe the types and causes of spelling errors in students writing descriptive text at seventh grade students of MTs Al-Muslimun Lamongan in the academic year 2023/2024, so the qualitative design was suitable for this research.

B. Research setting

1. Place of Research

The research was conducted at MTs Al-Muslimun Lamongan. The research was conducted on seventh grade students of MTs Al-Muslimun Lamongan in the academic year 2023/2024.

2. Time of Research

This research was conducted on September 2023 – April 2024. This research is conducted in the first semester of seventh grade students in MTs Al-Muslimun Lamongan. Based on the syllabus of the Merdeka curriculum for seventh grade, MTs Al-Muslimun Lamongan in the first semester. In this research, the researcher did planning, collecting the data, analyzing the data and reporting the data.

C. Research Subject and Informant

The subject of this research was the seventh grade students of MTs Al-Muslimun Lamongan. There were three classes at the seventh grade of MTs Al-Muslimun Lamongan: they are (VII A, VII B, and VII Santri). The research only took two class of seventh grade students as the subjects of the research. The researcher did the study in the VII A and VII B class as the object of this research. There are 26 students and their English teacher. The population of this study is the task of writing descriptive texts of students. In the first semester in seventh grade. This

study chose writing descriptive text as the object of research, because descriptive text is usually given by the teacher as a writing activity.

D. Data and Source of the Data

Data is information or facts used in discussing or deciding answers to research questions. Sources of data in research are subjects whose data must be collected for research purposes. According to Creswell (1994:148) qualitative data can be collected through analysis of documents or visual materials. Data is information in raw or unorganized form (such as letters, numbers, or symbols) that refers to, or represents, conditions, ideas, or objects. The data in this research is about an analysis of spelling error in students writing desscriptive text at the sevent grade students of MTs Al-Muslimun Lamongan in the academic year 2023/2024.

The source of data is collected from the seventh grade students VII A and VII B of Mts Al-Muslimun Lamongan. The researcher wants to analyze the errors made by students. The researcher collects data by documentation the students to explain their experiences in worksheets. Students writing is in a written form. Therefore, the data of the research includes in descriptive qualitative data.

E. Techniques of Collecting the Data

Arikunto (2006) state that there are some techniques to collect the data in the qualitative research, namely test, questionnaire,

interview, obsevation, and documentation. In this study, researcher collected data using documentation and interview.

1. Documentation

In this research, researcher collected students worksheet data to write descriptive texts for seventh grades of MTs Al-Muslimun Lamongan in the Academic Year 2023/2024. The writer also uses data from interview to analyze the causes of students' spelling errors in writing descriptive texts. Then the writer makes an analysis of student errors from the students worksheet writing descriptive text data given in the table. Each table contains one type of error made by students. After the table is finished, the writer explains what mistakes the students made and makes conclusions based on the data that has been analyzed.

2. Interview

Interview is used by the researcher until the researcher get information related to the research question. The researcher also took the interview at 26 students. The interview pusposes to find what source of the reason why the students made error in writing descriptive text.

F. Research Instrument

In this study requires instruments in the implementations.according to Moleong (2014) in qualitative research, human (researcher itself) as well as a planner, executor, data collector, analysis, interpretator of data and finally the researcher itself becomes a reporting research results. The

instrument used in this study to find the types and causes of spelling problem carried out by seventh grade of MTs Al-Muslimun Lamongan in writing descriptive text, namely:

- To obtain data, the researcher use instruments in the form of documentation. Documentation is a data collection technique by studying documented data. In carrying out the documentation method, the researcher investigated the types of spelling mistakes made by students from their work archives.
- 2. To obtain data, the writer also conducted interviews with seventh grades of MTs Al-Muslimun Lamongan. Interviews are a way to get information directly from informants orally. The interview method aims to explore and obtain information for a particular purpose. This interview is used to find the source of errors made by students and to find out the reasons students make spelling mistakes in writing descriptive text.

Table 3.1 Documentation Checklist

No. Aspect		Condition		Description
110.	Aspect		No	Description
1.	The omission of a letter			
2.	Addition of a letter			
3.	The single letter instead of the double letter			
4.	The double letter instead of the single letter			
5.	Substitution of one letter			
6.	Interchange of two adjacent letter			
7.	Involving an apostrophe			
8.	Errorneous splitting of joining of words			
	(word segmentation erro)			
9.	Two or more error of the same type or			
	different type (multiple error)			

Table 3.2 Interview Guide

Topic	Question
Spelling error in students writing descriptive text	 What causes you difficulty in spelling? Do you like writing English?
Causes of spelling error in students writing descriptive text	 Do you like to learn English? What is the main cause of your writing difficult? Does inadequate time effect your writing difficulties? Do you have the teacher feedback?

G. Trustworthiness of the Data

To check the validity of the conclusions of this study, researcher 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.

- Data triangulation, is researcher must rely on many different data sources when collecting data.
- 2. Methodological triangulation, is the method by which researcher 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 research, the researcher use Metodhological triangulation. This type use either same method in difference occasion or different method in the same object of the study. Methodological triangulation oinvolves the use of multiple qualitative methods. Thus, this research will be done by comparing the data obtained from documentation and interview.

H. Techniques of Analysis the Data

After the data is collected and the validity of the data can be trusted, the next step is data analysis. Data analysis or data interpretation is the process of systematically searching for and organizing records of research findings through documentation and interviews and others to increase the researcher's understanding of the focus being studied and make it a finding for others, editing, clarifying, reducing and presenting (Tohirin, 2012: 141). The researcer use Miles and Huberman Data Anaysis. There are 3 ste for Miles, Huberman, Saldana (2014:31-33) as follows:

1. Data Consideration or Data Reduction

Data condensation is a process for selecting, focusing, simplifying, abstracting, or transforming the data of written up

interview, field notes, transcripts, document, and other empirical information.

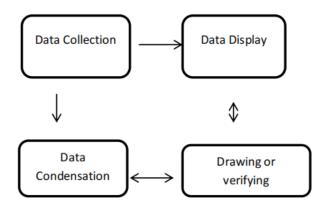
2. Data Display

Data display is a process of an organized, compressed assembly of information which allows drawing a conclusion and or does an action. From the data display, it will help us to understand what happening to do.

3. Drawing and Verifying Conclusion

Drawing and verifying conclusion are brief explanation with a short excursion back to field notes, or it may be thorough and elaborate with lengthy argument and review.

Components of Data Analysis:



For analysis the data the researcher accounting the errors and identifying the dominant of the error. In the case, the researcher used quality method of Sudjiono, the percentage of the errors. The researcher used for the formula as follow:

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

Which are:

P = Percentage number

F = Frequency of error

N = Number of case

After accounting the rate of the errors, the researcher identified the foremost visit error made by students based on the classification of the data. The researcher utilized the ungrouped data recurrence distribution table to list the frequencies of errors. At that point the researcher moreover utilized a relative recurrence distribution table by utilizing Sudijono Anas formulas as expressed in chapter two to show the frequencies of error percentage. It was aimed to reply the primary research question.

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

A. Research Finding

This chapter, the researcher the data from the research. The data collected were committed to replying the research of what are the categories of spelling errors and what causes occur at seventh grade students writing descriptive text in MTs Al-Muslimun Lamongan. The findings of this research were taken from the analysis of descriptive text from 26 students of VII A and VII B in MTs Al-Muslimun Lamongan. To show the result of the resracher clearly, those findings are chategorized based on the research question follow:

 Types of spelling errors made by students in writing descriptive text at the seventh grade of MTs Al-Muslimun Lamongan in the academic year 2023/2024

There are nine categories of spelling errors found in students writing descriptive text based on Bestegen and Granger's theory. The researcher found 156 spelling error from 26 students writing descriptive text. The researcher used coding to make identification easier. The result of the resrach findings the researcher used the table that showed cateories of a spelling error, spelling error analysis based on the students writing descriptive text, and corrected spelling error based on the Cambridge dictionary (US).

a. Ommision of a letter

Ommission of a letter is a error which occurs when students delete or miss a letter of a word. The researcher found 32 spelling errors in this category.

Table 4.1 The error of Omission of a Letter in Students Writing

Descriptive Text

Code	Spelling Error Analysis	Corrected Spelling error
Code TSE/OML/S.1/001 TSE/OML/S.1/002 TSE/OML/S.2/003 TSE/OML/S.2/004 TSE/OML/S.3/005	 She always helps her parents and <u>frends</u> She has an oval face, <u>ronded</u> eyes. Let me introduce to my best <u>fried</u> She always helps her parents and <u>frieds</u> 	 She always helps her parents and <u>friends</u> She has an oval face, <u>rounded</u> eyes. Let me introduce to my best <u>friend</u> She always helps her parents and <u>friends</u>
	She joins the dance club as her extracurricular activity at shool	She joins the dance club as her extracurricular activity at school

Based on the table above, students spelling errors in the type of omission of a letter can be analized as follows:

1.) TSE/OML/S.1/001

She always helps her parents and <u>frends</u>

From the data above, the researcher found the student wrote the word "friends" which was incorrectly as "frends" should be added letter i after letter r. This error includes type of omission of a letter. The omission error was happening because of the elimination of one or more letters.

2.) TSE/OML/S.1/002

She has an oval face, ronded eyes.

From the data above the researcher found an error in the type of spelling error omission of a letter. The student wrote in the word "rounded" which was incorrectly as "ronded" the student should be added letter u after letter o. The omission error was happening because of the elimination of one or more letters.

3.) TSE/OML/S.2/003

Let me introduce to my best fried

In this data the researcher found that the student made error in the word "friend" which was incorrectly as "fried" should be added letter n after letter e. The second error in the word "friends" which was incorrectly as "frieds" should be added letter n after letter e. This error includes type of omission of a letter. The omission error was happening because of the elimination of one or more letters.

4.) TSE/OML/S.2/004

She always helps her parents and <u>frieds</u>

From the data above the researcher found type of spelling error, namely omission of a letter. The student wrote in the word "friend" which was incorrectly as "frieds" the student should be added leter n after letter e. The omission error was happening because of the elimination of one or more letters.

5.) TSE/OML/S.3/005

She joins the dance club as her extracurricular activity at shool

From the data above, the rsearcher found that the student made type of spelling error, it is an omission of a letter. The student wrote the word "school" which was incorrectly as "shool" the student should be added letter c after letter s. This error includes type of omission of a letter because the omission error was happening because of the elimination of one or more letters.

b. Addition of a letter

Addition of a letter is a type of spelling error in which occurs when students include a letter in a word. The researcher found 11 spelling errors in this category.

Table 4.2 The error of Addition of a Letter in Students Writing

Descriptive Text

Code	Spelling Error Analysis	Corrected Spelling error
TSE/ADL/S.1/001	She is a diligent and	She is a diligent and
	obedient setudent	obedient student
TSE/ADL/S.1/002	• She is <u>semart</u>	• She is <u>semart</u>
TSE/ADL/S.1/003	She often helps me todo	• She often helps me todo
	my homework and	my homework and
	alwanys respect the elders	always respect the elders
TSE/ADL/S.9/004	• He has a slaim body	• He has a slim body
TSE/ADL/S.9/005	He has a slaim <u>boday</u>	• He has a slim <u>body</u>

Based on the table above, students spelling errors in the type of addition of a letter can be analized as follows:

1.) TSE/ADL/S.1/001

She is a diligent and bedient setudent

From the data above, the researcher found the student made spelling error, namely addition of a letter. The student wrote in the word "student" which was incorrectly as "setudent" the student added leter e after letter s. The student should not have to add the letter e after the letter s. This includes the spelling errors of type addition of a letter, because this occurs when an extra letter added in a word.

2.) TSE/ADL/S.1/002

She is semart

From the data above, the researcher found the student made spelling error in the word "smart" which was incorrectly as "semart" the student added leter e after letter s. The student should not have to add a letter e after a letter s. This includes the spelling errors of type addition of a letter, because this occurs when an extra letter added in a word.

3.) TSE/ADL/S.1/003

She often helps me todo my homework and <u>alwanys</u> respect the elders

In this data the researcher found that the student wrote in the word "always" which was incorrectly as "always" the student added letter n after letter a. The student should not have to add a letter n after a letter a. This includes the spelling errors of type addition of a letter, because this occurs when an extra letter added in a word.

4.) TSE/ADL/S.9/004

He has a slaim body

From the data above, the researcher found the student made spelling error in the word "slim" which was incorrectly as "slaim" the student added leter a after letter s. The student should not have to add the letter a after the letter s. This includes the spelling errors of type addition of a letter, because this occurs when an extra letter added in a word.

5.) TSE/ADL/S.9/005

He has a slaim boday

In this data, the researcher found that the student made spelling error in the word "body" which was incorrectly as "boday" the student added letter a after letter d. The student should not have to add the letter a after the letter d. This includes the spelling errors of type addition of a letter, because this occurs when an extra letter added in a word.

c. Single letter instead a double letter

The single letter instead a double letter is a spelling error in which occurs when students miss a letter in a word that contains double letter. The researcher found 12 spelling errors in this category.

Table 4.3 The error of Single Letter Instead of a Double Letter in Students Writing Descriptive Text

Code	Spelling Error Analysis	Corrected Spelling error
TSE/SLIDL/S.2/001	 Huda <u>realy</u> loves to 	• Huda <u>really</u> loves to
	sing and dance.	sing and dance.
TSE/SLIDL/S.6/002	• He is my classmate in	• He is my classmate in
	junior high <u>schol.</u>	junior high <u>school.</u>
TSE/SLIDL/S.6/003	• He is thirten years old.	• He is <u>thirteen</u> years
TOTAL IDI. IO CIOO I	 Sultan is so <u>prety</u> 	old.
TSE/SLIDL/S.6/004	• In <u>adition</u> he has a	• Sultan is so <u>pretty</u>
TSE/SLIDL/S.6/005	slim body.	• In <u>addition</u> he has a
		slim body.

Based on the table above, students spelling errors in the type of the single letter instead of the double letter can be analized as follows:

1.) TSE/SLIDL/S.2/001

Huda realy loves to sing and dance.

From the data above, the researcher found the student made spelling error, namely single letter instead of a double letter. The student wrote in the word "really" which was incorrectly written as "realy" the student only write single l it should be double l in the word "really". So this is includes a type of spelling error of single letter instead of a double letter.

2.) TSE/SLIDL/S.6/002

He is my classmate in junior high schol.

In this data the researcher found the student made spelling error, namely sinle letter instead of a double letter. The student wrote in the word "school" which was erroneously written as "schol" it should be double o not single o in the word "school". So this is includes a type of spelling error of single letter instead of a double letter.

3.) TSE/SLIDL/S.6/003

He is thirten years old.

In this data the researcher found that student made error in the word "thirteen" which was erroneously written as "thirten" it should be double e not single e in the word "thirteen". So this is includes a type of spelling error of single letter instead of a double letter.

4.) TSE/SLIDL/S.6/004

Sultan is so prety

From the data above, the researcher found that the student made spelling error in the word "pretty" which was errormneously written as "prety' it should be double *t* not single *t* in the word "pretty". So this is includes a type of spelling error of single letter instead of a double letter.

5.) TSE/SLIDL/S.6/005

In adition he has a slim body

From the data above, the researcher found the students made error in the word "addition" which was erroneously written as "adition" it should be double d not single d in the word "addition". So this is includes a type of spelling error of single letter instead of a double letter.

d. Double letter instead a single letter

The double letter instead a single letter is a type of spelling error in which occurs when students included double letter in a word that ought to be a single letter. The researcher found 3 spelling errors in this category.

Table 4.4 The error of Double Letter Instead of a Single Letter in Students

Writing Descriptive Text

Code	Spelling Error Analysis	Corrected Spelling error
TSE/DLISL/S.1/001	• In addition, she has a	• In addition, she has a
	slim <u>boddy</u>	slim <u>body</u>
TSE/DLISL/S.2/002	• Her skin <u>collor</u> is fair	• Her skin <u>color</u> is fair
TSE/DLISL/S.15/003	• Apart <u>froom</u> that, she	• Apart <u>from</u> that, she has
	has a fat and short body.	a fat and short body.

Based on the table above, students spelling errors in the type of the double letter instead of the single letter can be analized as follows:

1.) TSE/DLISL/S.1/001

In addition, she has a slim boddy

From the data above, the researcher found the student made spelling error, namely double letter instead of a single letter. The student wrote in the word "body" which was erroneously written as "boddy" it should be single *d* not double *d* in the word "body". So this is includes a type of spelling error of double letter instead of a single letter.

2.) TSE/DLISL/S.2/002

Her skin collor is fair

From the data above, the resracher found the student made spelling error in the type of double letter instead of a single letter. The student wrote in the word "color" which was erroneously written as "collor" it should be single r not double r in the word "color". So this is includes a type of spelling error of double letter instead of a single letter.

3.) TSE/DLISL/S.15/003

Apart froom that, she has a fat and short body

From the data above, the researcher found that the student made spelling error in double letter instead of a single letter type of error, the student wrote the word "from" which was erroneously written as "froom" it should be single o not double o in the word "from". So this is includes a type of spelling error of double letter instead of a single letter.

e. Substitution of one letter

Substitution of one letter is a type of spelling error in which occurs when students substituting of one letter for another. The researcher found 27 spelling errors in this category.

Table 4.5 The error of Substitution of One Letter in Students

Writing Descriptive Text

Code	Spelling Error Analysis	Corrected Spelling error
TSE/SOL/S.1/001	• She hasan oval face,	• She has an oval face,
	ronded eyes, <u>end</u> bea ut iful blialh long hair.	rounded eyes, <u>and</u> beautiful black long hair.
TSE/SOL/S.1/002	• She has a slim boddy and goite tall.	• She has a slim body and quite tall.
TSE/SOL/S.3/003	• She is 160 <u>cantimeters</u> tall	• She is 160 centimeters tall
TSE/SOL/S.3/004	• She is my classmate is	• She is my classmate <u>in</u>
TSE/SOL/S.4/005	junior high school • He is diligent and	junior high school • He is diligent and
	obedient studend.	obedient <u>student.</u>

Based on the table above, students spelling errors in the type of the double letter instead of the single letter can be analized as follows:

1.) TSE/SOL/S.1/001

She hasan oval face, ronded eyes, end bea ut iful blialh long hair.

From the data above, the researcher found the student made spelling error in the type of substitution of one letter. The student wrote in the word "and" which was errorneously written as "end". The student subtitute a letter a with a letter e. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

2.) TSE/SOL/S.1/002

She has a slim boddy and qoite tall.

In this data, the researcher found the student made error in the type of error substituion of one letter. The student wrote in the word "quite" She which was errorneously written as "qoite". The student subtitute a letter u with a letter o. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

3.) TSE/SOL/S.3/003

She is 160 cantimeters tall

In this data, the researcher found the student made spelling error in the word "centimeters" which was errorneously written as "cantimeters". The student subtitute a letter e with a letter a. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

4.) TSE/SOL/S.3/004

She is my classmate is junior high school

From the data above, the researcher found the student wrote the word "in" which was errorneously written as "is". The student subtitute a letter n with a letter s. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

5.) TSE/SOL/S.4/005

He is diligent and obedient studend.

In this data, the researcher found the student made error in the word "student" which was errorneously written as "studend". The student subtitute a letter t with a letter d. So this is includes a

type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

f. Interchange of two adjacent letter

Interchage of two adjacent letter is a type of spelling error in which occurs when students write a word that any letter in the false position. The researcher found 5 spelling errors in this category.

Table 4.6 The error of Interchange of Two Adjacent Letter in Students

Writing Descriptive Text

Code	Spelling Error Analysis	Corrected Spelling error
TSE/ITAL/S.8/001	• He often help me to do	He often help me to do
TICE /ITE A I /C 0 /002	my <u>homerwok</u>	my <u>homework</u>
TSE/ITAL/S.9/002	• Alway rosts <u>teh</u> eldes.	• Always respects the elders.
TSE/ITAL/S.17/003	• Hafidz is very <u>handomse</u>	Hafidz is very <u>handsome</u>
TSE/ITAL/S.20/004	• Always respects the	J 1
13E/11AL/3.20/004	<u>eldres</u>	<u>elders</u>
TSE/ITAL/S.24/005	• It is his character that	• It is his character that
152/11712/5.24/005	makes me comfortable to	makes me comfortable
	be friend whit him	to be friend with him

Based on the table above, students spelling errors in the type of interchange of two adjacent letter can be analized as follows:

1.) TSE/ITAL/S.8/001

He often help me to do my homerwok

In this data, the resracher found the student made spelling error, namely interchange of two adjacent letter. The student wrote in the word "homework" which was incorrectly written as "homerwok". The student did missordering between the letter h.o.m.e.w.o.r.k became h.o.m.e.r.w.o.k.. So this is includes a type

of spelling error of interchange of two adjacent letter, because the students write a word that any letter in the false position.

2.) TSE/ITAL/S.9/002

Alway rosts teh eldes.

From the data above, the researcher found the student made error in the word "the" which was incorrectly written "teh". The student did missordering between the letter t.h.e became t.e.h. So this is includes a type of spelling error of interchange of two adjacent letter, because the students write a word that any letter in the false position.

3.) TSE/ITAL/S.17/002

Hafidz is very <u>handomse</u>

From the data above, the researcher found the student made spelling error in the type of error interchange of two adjacent letter. The student wrote in the word "handsome" which was incorrectly written "handomse". The student did missordering between the letter h.a.n.d.s.o.m.e. became h.a.n.d.o.m.s.e.. So this is includes a type of spelling error of interchange of two adjacent letter, because the students write a word that any letter in the false position.

4.) TSE/ITAL/S.20/004

Always respects the eldres

In this data, the researcher found the student made error in the word "elders" which was incorrectly written "eldres". The student did missordering between the letter e.l.d.e.r.s became e.l.d.r.e.s.. So this is includes a type of spelling error of interchange of two adjacent letter, because the students write a word that any letter in the false position.

5.) TSE/ITAL/S.24/005

It is his character that makes me comfortable to be friend whit him. In this data, the researcher found the student made error in the word "with" which was errorneously written "whit". The student did missordering between the letter w.i.t.h became w.h.i.t.. So this is includes a type of spelling error of interchange of two adjacent letter, because the students write a word that any letter in the false position.

g. Involving an apostrophe

Involving an apostrophe is a type of spelling error in which occurs when students errorneously put an apostrophe on a word and also when students not included or disregard to put an apostrophe. The researcher found 1 spelling errors in this category.

Table 4.7 The error of Involving an Apostrophe in Students

Writing Descriptive Text

Code	Spelling Error Analysis	Corrected Spelling error
TSE/IVA/S.24/001	• Adel's son is very cheerful	• Adel is a very cheerful

Based on the table above, students spelling errors in the type of involving an apostrophe can be analized as follows:

1.) TSE/IVA/S.24/001

Adel's son is very cheerful

From the data above, in involving an apostrophe type of spelling error the researcher found that the student made error in the word "Adel" which incorrectly written as "Adel's". The student added an apostrophe in the word "Adel". When the student added an apostrophe it could be influenced the meaning of the word itself.

h. Errorneous splitting of joining words (word segmental error)

Errorneous splitting of joining words is a type of spelling error in which occurs when students included a word that includes splitting or joining two words with or without space. The researcher found 22 spelling errors in this category.

Table 4.8 The error of Errorneous Splitting of Joining Words in Students Writing Descriptive Text

Code	Spelling Error Analysis	Corrected Spelling error
TSE/WSE/S.1/001	• She is my <u>class mate</u> in junior high sehul	• She is my <u>classmate</u> in junior high school
TSE/WSE/S.2/008	Let me introduce tomy best friend	Let me introduce <u>to my</u> best friend
TSE/WSE/S.4/009	• He <u>hasan</u> oval face	• He has an oval face
TSE/WSE/S.5/012	• Let me introduce to my	Let me introduce to my
TSE/WSE/S.8/013	 bestfriend He has an oval face, rounded eyes, pointed nose, and handsome black long hair. 	 best friend He has an oval face, rounded eyes, pointed nose, and handsome black long hair.

Based on the table above, students spelling errors in the type of errorneous splitting of joining of words (word segmentation error) can be analized as follows:

1.) TSE/WSE/S.1/001

She is my class mate in junior high sehul

In this data, the researcher found the student made spelling error in the word "classmate" which was incorrectly written as "class_mate" the student put the space in the word "classmate" it was actually one word, there was no space. So this is includes a type of spelling error of Errorneous splitting of joining words.

2.) TSE/WSE/S.2/008

Let me introduce tomy best friend

From the data above, the researcher found the student made spelling error in the word "to_my" wich was incorrectly written as "tomy". The student should put a space between the

letter o and m became "to_my". So this is includes a type of spelling error of Errorneous splitting of joining words.

3.) TSE/WSE/S.4/009

He hasan oval face

In this data, the researcher found the student made spelling error in the word "has_an" which was incorrectly written as "hasan". The student should put a space between the letter s and a became "has_an". So this is includes a type of spelling error of Errorneous splitting of joining words.

4.) TSE/WSE/S.5/012

Let me introduce to my bestfriend

In this data, the researcher found the student made spelling error in the word "best_friend" which was incorrectly written as "bestfriend". The student should put a space between the letter t and f became "best_friend". So this is includes a type of spelling error of Errorneous splitting of joining words.

5.) TSE/WSE/S.8/013

He has an oval face, rounded eyes, <u>pointed nose</u>, and handsome black long hair.

From the data above, the researcher found the student made spelling error in the word "pointed_nose" which was incorrectly written as "pointednose". The student should put a space between the letter d and n became "pointed nose". So this

is includes a type of spelling error of Errorneous splitting of joining words.

i. Two or more error of the same type of different type (multiple error)

Two or more errot of the same type of different type is a type of spelling error in which occurs when students included two or more errors contains in a word. The researcher found 43 spelling errors in this category.

Table 4.9 The error of Two of More of the Same Type of

Different Type in Students Writing Descriptive Text

Code	Spelling Error Analysis	Corrected Spelling error
TSE/MTE/S.1/001	• <u>Efaryone</u> loves her	• Everyone loves her
TSE/MTE/S.2/002	• He jon dance club as	He joins dance club as
	her extracurricular	her extracurricular
	activity	activity
TSE/MTE/S.2/003	• He is smart and <u>fridly</u>	• He is smart and <u>friendly</u>
TSE/MTE/S.4/004	• He is sinart and	• He is smart and
	friendly.	friendly.
TSE/MTE/S.5/005	• <u>Persority</u> trait	• <u>Personality</u> trait

Based on the table above, students spelling errors in the type of two or more error of the same type or different type (multiple error) can be analized as follows:

1.) TSE/MTE/S.1/001

Efaryone loves her

In this data, the researcher found the student made spelling error in the word "everyone" wich was errorneously written as "efaryone". It was multiple error because there are two errors in the word. The first is omission of a letter they are v and e. Then

subtitution of one letter v with a letter f and subtitute a letter g with a letter g. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

2.) TSE/MTE/S.2/002

He jon dance club as her extracurricular activity

In this data, the researcher found the student made spelling error in the word "joins" wich was errorneously written as "jon". It was multiple error because there are two errors in the word. That is omission of a letter they are *i* and *s*. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

3.) TSE/MTE/S.2/003

He is smart and **fridly**

In this data, the researcher found the student made spelling error in the word "friendly" wich was errorneously written as "fridly". It was multiple error because there are two errors in the word. That is omission of a letter they are e and n. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

4.) TSE/MTE/S.4/004

He is sinart and friendly.

In this data, the researcher found the student made spelling error in the word "smart" wich was errorneously written as "sinart". It was multiple error because there are two errors in the word. The first is addition of letter. The student added some letter i. The second is subtitution of one letter. The student subtitute a letter o with m letter n. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

5.) TSE/MTE/S.5/005

Persority trait

In this data, the researcher found the student made spelling error in the word "personality" wich was errorneously written as "persority". It was multiple error because there are two errors in the word. The first omission of a letter they are n and a. The second subtitution of one letter. The student subtitute a letter r with a letter l. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

Based on explanation above, the rearacher found nine types of spelling errors made by students of seventh grade students at MTs Al-Muslimun Lamongan. The researcher categorized the nine types of spelling error as seen in the table below:

${\bf Table~4.10~Cateories~of~Spelling~Errors~Found~in~Students} \\$

Writing Descriptive Text

No.	Categories of spelling Errors	Occurence of Error
1.	The omission of a letter	32
2.	Addition of a letter	11
3.	The single letter instead of the double letter	12
4.	The double letter instead of the single letter	3
5.	Substitution of one letter	27
6.	Interchange of two adjacent letter	5
7.	Involving an apostrophe	1
8.	Errorneous splitting of joining of words (word segmentation erro)	22
9.	Two or more error of the same type or different type	43
	Total	156

Most common error made by students

Table 4.11 Most common error made by students

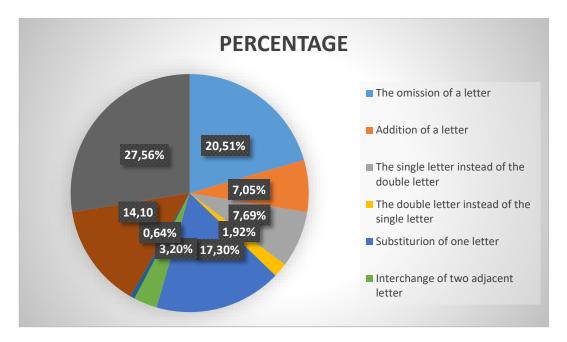
S.1 2 3 - 1 2 - 7 13 S.2 2 - 1 - 1 2 S.3 1 - - - 1 2 S.4 1 - - - - - - S.5 1 - - - - - - - - S.6 1 - </th <th>Student</th> <th>Omission of letter</th> <th>Addition of letter</th> <th>Single letter instead of double letter</th> <th>Double letter instead of single letter</th> <th>Substitution of one letter</th> <th>Interchange of two adjacend letter</th> <th>Involving an apostrophe</th> <th>Errorneous splitting or joining of the words</th> <th>Two or more error</th>	Student	Omission of letter	Addition of letter	Single letter instead of double letter	Double letter instead of single letter	Substitution of one letter	Interchange of two adjacend letter	Involving an apostrophe	Errorneous splitting or joining of the words	Two or more error
2 - 1 1 - - 1 - - 1 -	_	2	3	,	1	2		,	7	13
1 - - 2 - - - - - - - - - - - - - - - - - - - 3 -	2	2		1	1	1		•	1	2
1 - - 1 - 3 11 - - - - - 1 1 - - - - - 1 2 - - - - - - 3 2 1 - - 1 - 2 - - - - 3 - 1 2 - - - - - - 1 2 -	3	1				2			•	
1 - - - - 1 - 1 -	4	1				1		•	3	1
1 - 10 -	5	1	•		-	2	•	•	1	1
2 -	9	1	-	10	-	-	-	-	-	2
3 2 1 - 9 1 - 3 2 - - 9 1 - 3 1 2 - - 2 - - - 1 2 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -	7	2	-	-	-	1	-	-	-	4
3 2 1 - 9 1 - 3 2 - - - - - - - 1 2 - - - - - - - - - - - - - - - - - -	8	-	1			2	1	•	1	1
2 -	6	3	2	1	-	6	1	-	3	15
1 2 - - - - - - - -	0	2	-	-	-	2	-	-	-	-
- -	1	1	2	-	-	-	-	-	-	-
- -	12	-	-	-	-	-	-	-	-	-
- - - - - - 4 - - 1 3 - - - - - - - -	13	-	-	-	-	-	-	-	-	-
4 - - 1 3 - - - - - - - -	4	-	-	-	-	-	-	-	-	-
	5	4	-	-	1	3	-	-	-	-
	91	-	•	-	-	-	-	•	1	-

43	-	2	-	-	•			1	-	1
22		-	-	1		1			1	2
1		-	1	-						,
2		-	1	-			1			-
27	2	-	-	-	•	1				,
3		-	-	-						
12	-	-	-	-	-	-	-		-	•
11		1		1	1					-
32	1	1	-	-	•	3	1	1	2	3
TOTAL	S.26	S.25	S.24	S.23	S.22	S.21	S.20	S.19	S.18	S.17

From the table above, the result of the error that occur was 156. The first, the total of Two or More Error of the Same Type or Different Type (Multiple Error) was 43 from 26 students. The second is Omission of Letter was 32 from 26 students . Third is Substitution of One Letter was 27 from 26 students. Then, followed by Errorneous Splitting of Joining of Words (Word segmentation Error) was 22 from 26 students. The next is Single Letter Instead of Double Letter was 12 from 26 students. Then, followed by Addition of Letter was 11 from 26 students. Next is Interchange of Two Adjacent Letter was 5 from 26 students. The next is Double Letter Instead of Single Letter was 3 from 26 students. And the last Involving an apostrophe was 1 from 26 students. It can be concluded that each error classification by Bestgen and Granger was made by students seventh grade students of MTs Al-Muslimun Lamongan.

The most common error that made by student's writing descriptive text of seventh grade students at MTs Al-Muslimun Lamongan as seen in the table 4.11. Based on the data analysis, it can be obtained the highest common type of error. To know the highest and lowest kinds of errors the researcher presents a chart in chart 4.1

Chart 4.1 Type of Error Based on the Highest and Lowest
Occurrence



The chart shows the percentage of each error based on the chategories from Bestgen and Granger. The reasecher found that spelling error of Two or More Error of the Same Type or Different Type (Multiple Error) is the common error made by seventh grade students at MTs Al-Muslimun Lamongan with 43 total errors or 27,92%. The second is Omission of Letter with 32 total errors or 20,78%. Next is Substitution of One Letter with 27 total errors or 17,53%. Then, followed by Errorneous Splitting of Joining of Words (Word segmentation Error) with 22 total errors or 14,28%. The next is Single Letter Instead of Double Letter with 12 total 7,79%. Then, followed by Addition of Letter with 11 total errors or 7,14%. Next is Interchange of Two Adjacent Letter with 4 total errors or 2,6%. The next is Double Letter Instead of Single Letter with 3 total errors or

1,94%. And the last Involving an apostrophe with 1 total of error or 0,64%.

2. Causes of students to made spelling errors in writing descriptive text at the seventh grade of MTs Al-Muslimun Lamongan in the academic year 2023/2024

The causes of errors identified from the interview results come from various sources. The researcher held this interview intending to find more information about the causes of students making errors in writing descriptive text. In this study the resracher uses factors according to Alfaki (2015) there are five factors that can cause students difficulties in writing. The following discussion explained the finding of factor that cause of spelling error.

Table 4.12 Causes of Students Spelling Error

No	Categ	ory Causes of Error		Data of Students
1.	The Low of Nature of writing	 Students feel that writing rules is difficult Students do not have a lot of vocabulary Students do not undertanding of grammar Students felt more confident when the write using a dictionary or google translate 	•	8 students 9 students 3 students 8 students
2.	The Lack of Motivation	 Students feel that writing is an unusual activity to do Students do not like the English language Students feel lazy because they think that writing is a difficult activity. Students do not care abut the results of their writing 	•	5 statemes

3.	The Lack of Practice	• Students do not have the motivation to write.	•	5 students
		• Students are not confident because students are afraid of making mistakes in writing.	•	3 students
		• Students write only when it is required	•	2 students
4.	Inadequate of Time	• Students need a process to complete their writing.	•	1 students
		• Students find it difficult to think ideas and writing when the time is limited	•	3 students
		• Students feel pressured by limited writing time.	•	3 students
		• Students feel out of focus because of the limited	•	1 students
		writing time		
5.	The Lack of Te	acher Feedback	•	0 students

Based on the table of interview results above, there are several aspects that underlie students writing difficulties which are focused on the four factors that cause writing difficulties.

1. The Low of Nature of Writing

The first factor is the low nature of writing. The results of the interview showed that students who had difficulty writing because of this factor. According to the 26 students who are interviewed,

The rules of writing are difficult to understand. There are 8 students feel that writing rules is difficult. According to the eight students who are interviewed, they said that the rules of writing are difficult to understand. For example S.17 said

"menulis dalam bahasa Inggris itu susah apalagi membuat descriptive text",

And also S.6 said that

"karena susah tidak tau bagaimana menulisnya".

It is considered to have very complex rules, and English is very different from Indonesian. Furthermore, they realize that writing requires good knowledge and mastery of grammar.

b) The lack of vocabulary. There are 9 students said that they do not have a lot of vocabulary. The limited vocabulary makes them difficult to convey their ideas in wrting. For example, when the researcher ask students why they made these spelling error, S.9 said "karena tidak tau bahasa inggrisnya, dan saya tanya teman saya langsung saya tulis seperti apa yang saya dengar".

From the answer it can be concluded that because the lack of vocabulary so the students immediately write according to the pronunciation.

c) Dificulty using grammar. There are 3 students do not undertanding of grammar. This causes students to feel confused and doubt making sentences. Therefore, they also find it difficult to apply the correct usage of grammar in writing. In addition, the lack of vocabulary also supports students' nature of writing. For example S.15 said

"karena gugup saat nulis dan tidak tau cara menyusunnya, jadi saya suka pakai google translate agar tidak salah".

From the answer the student don not knowhow to arrange a sentence, so they prefer to use google translate. The limited vocabu lary makes them difficult to convey their ideas in writing.

d) Using a Dictionary or Google Translate. In this cause there are 10 students felt more confident when they write using a dictionary or google translate. For example S.19 said that

"karena buru-buru, jadi tidak teliti saat nulisnya. Biasanya saya lebih suka mengerjakan dengan mentranslate lewat google".

Based on the answer it can be concluded, as the solution, they admit that they often use a dictionary or a translator to help their weaknesses. students felt that writing using a dictionary or a translator made them more confident. It makes them feel helpful.

3. The Lack of Motivation

The second factor is the lack of writing motivation. The results of the interview showed that students had difficulty writing because of this factor. There are several factors, namely students admitted that they do not have the motivation to write because they do not have the habit of writing, students feel that writing is unusual activity, student do not like to learn English, students feel lazy because writing is a diffcult activity, and student do not caree about the results of their writing.

a) Writing is unusual activity. The result of the interview in this factors there are 3 students argue that writing is unusual activity. They only write when there is an assignment must be done. This can make students feel lazy to write. For example S.1 said "Tidak, karena nggak biasa dan tidak bisa bahasa Inggris".

Based on the answer the studen can be concluded that, students are not used to writting in English, so this is one of the factors that students make errors in writing.

b) Lack of interest in English. In addition, there are 8 students who do not have the motivation to write admit that they do not like English lessons. For example S.7 said

"Nggak suka, terus juga saya nggak biasa nulis bahasa Inggris".

They do not like English because they are not used to writing spelling in English. Moreover, their low ability in mastering grammar also supports their difficulty in conveying ideas into writing.

c) Lack of antusiasm in writing. There are 3 students feel lazy and have low motivation in writing. Meanwhile, one student argue that learning English is exciting. They argued that because writing english is difficult, so they feelt lazy to write. for example Student 19 said

"karena buru-buru dan males meneliti tulisan lagi, yang penting sudah mengerjakan."

Based on the student's answer it can be concluded that. These factors are students experience spelling errors because they feel lazy to correct spelling again.

d) Lack of clarity in the results of their writing. In this case there are 4 students do not care about the results of their writing. They only think that they have done their assignments without worrying about the results. For example S.19 said "karena buru-buru dan males meneliti tulisan lagi, yang penting sudah mengerjakan."

Based on the answer of the student can be concluded to this factor, the students think that the important thing is that they have done the assignment, no matter it is wrong or right.

4. The Lack of Practice

The third factor is the lack of writing practice. The results of the interview showed that there are three causes from students who had difficulty writing because of this factor.

a) Students do not have motivation. According to this factors, there are 5 students lack of motivation to write is one of the things that supports the lack of writing practice in students. For example student said

"karena nulisnya kurang teliti, jadi ya yang penting ngerjain tugas."

Students feel that the lack of writing practice is caused by their low writing motivation. They seem lazy because writing is considered an activity that takes a long time. They argue that the important thing has completed their assignment.

b) Student are not confident. In this factor there are 3 students feel insecure in writing because they consider that they do not have good writing skills. Therefore, they are afraid of making errors when writing. For example S.15 said

"karena bacaan dan tulisannya berbeda jadi sulit. Saya juga takut disalahin sama guru saya".

Based on the answer the student can be concluded that student find it difficult to write English spelling, so that he feels afraid to blame by his teachers because he feels unsure f the proceeds of his assignments.

c) Students write only when it is required. In addition, two students admit that they only write when writing is required and when they are asked to write by the teacher. Student 2 said

"saya menulis kalau ada tugas saja",

and also student 12 said that

"kalau ada tugas saja".

It is means writing practice is very rare. Based on the answer above, it can be concluded that the students do English writing word only when there is an assignment.

5. Inedequite of Time

The fourth factor is inadequate time. The results of the interview showed that there are four reasons students who had difficulty writing because of this factor.

a) Students need a process to complete their writing. Writing is an activity that requires adequate time because it can affect students' writing results. Based on interview data, one student admit that he need a process to finish their writing. It also realize that writing is an activity that takes a lot of time to do. There are many steps to be done to write, Alfiani (2022).

- b) Students find it difficult to think ideas. In this cause there are 3 students, they say that they need to think of an idea before they try to write it down. For example, student 10 said "jadi nggak bisa berpikir karena buru-buru dikejar waktu"

 For the example it can be concluded that the students feel havig difficult thinking when they do their assignments are limited.
- c) Students feel pressured by limited writing time. In this cause there are 3 students feel that inadequate writing time can make them difficult to think well. For example, student 21 said

"karena waktu yang terbatas, jadi ragu-ragu sudah benar atau belum pekerjaan saya."

Based on the student's answer it can be concluded that students feel hesitant in writing because the time is limited. in addition it can also put them under pressure.

d) Students feel out of focus. In this cause, one students feels that if the time to do a limited task then it can make it not focus when working on it. So, it often makes students not focus on what they want to write.

B. Discussion

 Types of spelling errors in writing descriptive text at the seventh grade of MTs Al-Muslimun Lamongan in the academic year 2023/2024

Based on the data analysis of the data analysis above, the researcher found 156 in 26 students in student's writing descriptive text. The types of error devided on nine chategories based on Bestgen and

Granger's theory such as 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 Letter, Involving an Apostrophe, Erroneous Splitting or Joining of Words (Word Segmentation Error), Two or More Error of The Same Type or Different Type (Multiple Error).

From the data above, it can be seen that the most common error are made by students in *Two or more error of the same type or different type (Multiple Error)* with 43 error or 27,92%. The researcher concludes that the students still had difficulty in spelling skill especially in writing texts. How to write in English words correctly. This chategory occurs when two or more errors are contained in a word. Similarly, Fachrezzy et al (2022) the finding is Multiple errors letter occurred because there is more than one type of error in a single word. In multiple errors, there are three factors that can be the main cause of spelling error. The first is the influence of Indonesian spelling, the second is lack of vocabulary, and the last is spelling difficulties which means that the students do not know how to spell the English words accurately.

The second common was *omission of letter* with 32 total error or 20,78%. The researcher concludes that student still lacked in spelling skill. The students thought that when they pronounced an English word it was the same in written word. The students did not know how the differentiate some letters or sounds. For example in the letter C makes the same sounds a S and K, that had the same sound when they were

pronounced. Similarly, Fachrezzy et al (2022) the finding is omission happened in 16.67% in the students writing test result. This error occurred when one or more letters of a word was not written by the students. AlJarf (2010) stated in relation with error, spelling error refer to phonological and orthographical problem.

The third is *Substitution of One Letter* with 27 total errors or 17,53%. This error is made by students because of the influence of their first language in writing English. Researcher interpret that students subtitute the wrong letters, especially in words that have the same sound. Similarly, Fachrezzy et al (2022) the result is ubstitution error occurred 24.07%. This happened because of the influence of the mother tongue. In other word, students who are already familiar with the similarity on how to write and read Indonesia words.

The fourth, followed by *Errorneous Splitting of Joining of Words (Word segmentation Error)* with 22 total errors or 14,28%. Students do not pay attention to whether the words use spaces or not. According to fachrezzy et al (2022) This type of error occurred because the students have lack of vocabulary so that they do not know how to write the word correctly.

The fifth is *Single Letter Instead of Double Letter* with 12 total 7,79%. It happens when students only write single letter in a word that contains double letter. Based on the analysis, this error occurred because it is related students first language. Similarly, Paramitha and Syahrul (2021) found this error occurred because it is related students first language.

The sixth, followed by *Addition of Letter* with 11 total errors or 7,14%. This error occurred when the students wrote one or more additional letters in a word. Similarly, Fachrezzy et al (2022) This error occurs because the student wrote the word wrong (spontaneous error). Spontaneous errors can happen to everyone even though they have heard or wrote the correct spelling word before.

The seventh is *Interchange of Two Adjacent Letter* with 4 total errors or 2,6%. The students committed the errors because were still confused how to English word correctly, although they were right in how to prononced the words. Similarly, Paramitha I and Syahrul (2021) the result about this errors because the students were still confused how to English word correctly. It makes students did error in ordering two letters o and r. Further more, the students are not able to remember spelling of the word.

The eighth is *Double Letter Instead of Single Letter* with 3 total errors or 1,94%. It happends when the students confused to make decision when they doubling the letter or not because they are difficult to remember the spelling. It make them wrote double letter instead of single letter. Similarly, Paramitha and Syahrul (2021) found the students are still confused to make decision when they doubling the letter or not because they are difficult to remember the spelling. It makes them wrote double letter instead of single letter. Bebout (1985) stated, althought consonant doubling is a difficulty for any learner or writer of English.

And the last types of error is *Involving an apostrophe* with 1 total error or 0,64%. It is a type of spelling error in which occurs when students errorneously put an apostrophe on a word and also when students not included or disregard to put an apostrophe. Similarly, Paramitha and Syahrul (2021) found the students committed this because they wrote apostrophe position incorrectly and they were still confused how to use it in possessive forms.

Based on the researcher analysis, those nine type of errors occured because the students first language was one of influences on students spelling errors. Apart from that some words in English have the same sound made students find it difficult to remember the spelling because they are irregular.

2. Causes of students to made spelling errors in writing descriptive text at the seventh grade of MTs Al-Muslimun Lamongan in the academic year 2023/2024

Based on the results of interviews, it shows that the causes of students' spelling errors according to Alfaki (2015) are 5 factors, namely, The Low of nature of writing, The Lack of Motivation, The lack of Practice, Inadequate of Time, and The Lack of Teacher Feedback. But from the interview results, there were only 4 causes of spelling errors made by students. The study found many factors behind the students' difficulties.

The results show that the main cause most often committed by students is The Low of Nature of Writing. Several aspects that support

these factors make it difficult for students to write. students admitted that they had not mastered many skills in learning English, such as a lack of vocabulary. Alisha et al. (2019) shows that students have difficulty expressing ideas due to limited vocabulary. The next step is mastery of grammar, which makes it difficult for students to write in English. Apart from that, Ismayanti & Kholid (2020) also found the same results, namely that difficulties in writing descriptive text were caused by students not mastering grammar and not knowing how to construct sentences. Based on these factors, it can be concluded that the low of nature of writing has an important role in writing. If students can write well they will also have skills in writing texts. Similarly, Novariana et al (2018) the result is that the most internal problems challanged the students in writing are grammatical problem and lack of motivation. On the other hand, students also need to have vocabulary knowledge to support writing. Grammar and vocabulary will complement each other.

The second factor is lack of motivation which is also a factor in students' difficulties in writing texts. Toba et al. (2019) found that lack of motivation to write is an obstacle for students in writing. Similarly, Novariana et al (2018) The result found that the second of the most internal problems challenged the students in writing is lack of motivation. Apart from motivation, students' disinterest in learning is also the cause of students' difficulties in writing. Apart from that, the lack of motivation is caused by students feeling lazy because they feel that learning English is difficult and complicated. Based on the discussion of these factors, it can

be concluded that students' lack of motivation in writing is based on their dislike of English lessons. Therefore, they feel lazy and have no motivation to write.

The third cause of students' writing difficulties is the lack of practice. With regard to the previous factor, lack of motivation to write was found to be one of the things that supports a lack of writing practice as a cause of students' difficulties in writing. Similarly, Novariana et al (2018) the result of the students' external problems found in writing are because of lack of practice. It has been revealed that the reason that the students is lazy and lack of motivation to practice. They stated that one of the causes of students' writing difficulties is due to a lack of writing practice which is caused by low student motivation, which makes students lazy. Based on students' opinions, it can be concluded that lack of writing practice is a factor that has quite an influence on students' writing difficulties. The last cause of student spelling errors is Inadequate of Time. In this factor, writing is an activity that requires sufficient time because it can influence students' writing results. Similarly, Novariana et al. (2018) find a result that inadequate time is one of the students' external factorrelated writing problems. These results are the same as the findings in this research interview, namely that students admitted that they had difficulty writing because they had limited writing time. Based on these results, it can be said that writing in limited time can make writing activities difficult. This happens because students can feel pressured. Therefore, their minds become unfocused, and it is difficult for them to think about what they want to write, making it difficult to convey their ideas through writing.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on finding and discussion, it can be concluded that student at seventh grade student of MTs Al-Muslimun Lamongan in this study have committed nine type of spelling errors. Those types include 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 Letter, Erroneous Splitting or Joining of Words (Word Segmentation Error), Two or More Error of The Same Type or Different Type (Multiple Error). Those types answer the first research question of this study. Related to the second question of this study, the errors that the most common occurs in the students spelling were Two or More Error of The Same Type or Different Type (Multiple Error) with the percentage of 27,92%.

According to the analysis, the results of this research found four factors that cause students difficulties in writing descriptive texts. The first is the low nature of writing. The findings show that students lack skills related to grammar and vocabulary mastery. The second is a lack of motivation. This factor makes students not interested in English lessons due to the difficulty of English spelling as well as the difference between spelling and pronunciation, making students feel lazy. The third is a lack of practice. Students stated that writing was not something they usually did because they only wrote when necessary, such as only when there was a writing assignment, and the fourth is Inadequate of time. The results show that limited time for writing makes

students feel stressed, unfocused, and have difficulty thinking, so they have difficulty writing.

B. Suggestions

Based on the conclusion related to the researcher stated above, the researcher gives some suggestions:

1. For the students

In oder to increase students mastery in spellings, the researcher suggest them to be aware in writing. Especially in spelling. Particularly for students of VII Grades of MTs Al-Muslimun Lamongan as the prospective teachers. The students or the readers should practice more concerning spelling English words, so they can avoid spelling errors in their writing.

2. For the teachers

The teacher should know the problem in spelling, especially in writing English word and also give more practice about spelling in writing course to avoid spelling errors in students writing.

3. For the other researcher

For the other researcher who wants to conducted the same research that the present research discuss about spelling error in writing. It would be better to observe the other object, other language skills, the other type of text and compare with another theory of spelling error.

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APPENDICES

APPENDIX 1

CODING SCHEME

1. Types of spelling error : TSE

OML : Omission of a letter

ADL : Addition of a letter

SLIDL: Single letter instead of the double letter

DLISL: Double letter insteadof the single letter

SOL : Substitution of one letter

ITAL : Interchange of two adjacent letter

IVA : Involving an apostrophe

WSE : Errorneous splitting of joining words (Word segmentation error)

MTE : Two or more error of the same type or different type (Multiple error)

2. Causes of spelling error : CSE

NWP : The nature of writing process

LLM : Lack of motivation

IT : Inadequate time

LOP : Lack of practice

TF : Teacher feedback

3. Student code

S.1 : Student 1

S.2 : Student 2

S.3 : Student 3

S.4 : Student 4

S.5 : Student 5

S.6 : Student 6

S.7 : Student 7

S.8 : Student 8

S.9 : Student 9

- S.10 : Student 10
- S.11 : Student 11
- S.12 : Student 12
- S.13 : Student 13
- S.14 : Student 14
- S.15 : Student 15
- S.16 : Student 16
- S.17 : Student 17
- S.18 : Student 18
- S.19 : Student 19
- S.20 : Student 20
- S.21 : Student 21
- S.22 : Student 22
- S.23 : Student 23
- S.24 : Student 24
- S.25 : Student 25
- S.26 : Student 26

4. Data number

001 and so on

Example of writing data analysis

TSE/OML/S.1/001

APPENDIX 2

DOCUMENTATION CHECKLIST

No	Agnost		lition	Dogovintion
No.	Aspect	Yes	No	Description
1.	The omission of a letter	✓		32 error
2.	Addition of a letter	✓		11 error
3.	The single letter instead of the double letter	✓		12 error
4.	The double letter instead of the single letter	✓		3 error
5.	Substitution of one letter	✓		27 error
6.	Interchange of two adjacent letter	✓		5 error
7.	Involving an apostrophe	✓		1 error
8.	Errorneous splitting of joining of words (word segmentation erro)	✓		22 error
9.	Two or more error of the same type or different type (multiple error)	✓		43 error

APENDIX 3

DATA ANALYSIS OF TYPES OF SPELLING ERROR

1. Omission of a Letter

Code	Spelling Error Analysis	Corrected Spelling Error
TSE/OML/S.1/001	She always helps her	She always helps her
	parents and <u>frends</u>	parents and <u>friends</u>
TSE/OML/S.1/002	• She has an oval face,	• She has an oval face,
	<u>ronded</u> eyes	<u>rounded</u> eyes
TSE/OML/S.2/003	Let me introduce to my	Let me introduce to my
	best <u>fried</u>	best <u>friend</u>
TSE/OML/S.2/004	She always helps her	She always helps her
	parent and <u>frieds</u>	parent and <u>friends</u>
TSE/OML/S.3/005	• She joins the dance club	She joins the dance club
	as her extracurricular	as her extracurricular
	activity at shool	activity at school
TSE/OML/S.4/006	• He joins <u>he</u> dance club	He joins the dance club as
	as her	her extracurricular
	extracurricularactivity at	activity at school
TOP ON HIS FIRST	school	
TSE/OML/S.5/007	• Let me <u>introdue</u> you to	Let me <u>introduce</u> you to
TCE/OMI/C C 000	my bestfriend	my best friend
TSE/OML/S.6.008	He always helps me to	He always helps me to do
	do my <u>homewrk</u> and	my homework and always
	always respects the elders	respects the elders
TSE/OML/S.7/009	He is my classmate in	He is my classmate in
	junior high scool	junior high <u>school</u>
TSE/OML/S.7/010	• Blak long hair	• Black long hair
TSE/OML/S.9/011	He often helps me to do	He often helps me to do
	my bemowok and alway	my homework and <u>always</u>
	respects the elders	respects the elders
TSE/OML/S.9/012	• She is mart and friendly	She is mart and friendly
	she often <u>hels</u> me to do	she often <u>helps</u> me to do
	my homework	my homework
TSE/OML/S.9/013	He often helps me to do	He often helps me to do
	my bemowok and <u>alway</u>	my homework and always
	respects the <u>eldes</u>	respects the <u>elders</u>
TSE/OML/S.10/014	• He is 155 <u>centimetes</u> tall	• He is 155 <u>centimeters</u> tall
TSE/OML/S.10/015	• He often <u>heps</u> me to do	• He often <u>helps</u> me to do
TOP IONAL IC 44 IO4 5	my homework	my homework
TSE/OML/S.11/016	• She is my classmate in	• She is my classmate in
	junior high <u>scool</u>	junior high <u>school</u>
	• She is a <u>diligen</u> and	

TSE/OML/S.15/017	obedient student	• She is a <u>diligent</u> and
	• She is at a <u>differet</u>	obedient student
TSE/OML/S.15/018	school	• She is at a <u>different</u>
	 Zuey really likes 	school
TSE/OML/S.15/019	swimming and <u>volly</u> ball	 Zuey really likes
	 Zuey also takes part in 	swimming and volleyball
TSE/OML/S.15/020	<u>volly</u> ball	 Zuey also takes part in
	• Let me introduce you to	<u>volley</u> ball
TSE/OML/S.17/021	my <u>frien</u>	• Let me introduce you to
	 He always helps her 	my <u>friend</u>
TSE/OML/S.17/022	parents and <u>frends</u>	 He always helps her
	 He always respects the 	parents and <u>friends</u>
TSE/OML/S.17/023	<u>eldrs</u>	 He always respects the
	• And <u>beatiful</u> short hair	<u>elders</u>
TSE/OML/S.18/024	• He is smart <u>an</u> friendly	• And beautiful short hair
TSE/OML/S.18/025	• He is a goo friend	• He is smart <u>and</u> friendly
TSE/OML/S.19/026	• And <u>beutiful</u> black short	• He is a good friend
TSE/OML/S.20/027	hair	• And baeutiful black short
	 He is a diligent and 	hair
TSE/OML/S.21/028	obedient studnt	 He is a diligent and
	• He always <u>heps</u> her	obedient student
TSE/OML/S.21/029	parents and friends	• He always <u>helps</u> her
	• And <u>beutiful</u> black long	parents and friends
TSE/OML/S.21/030	hair	• And <u>beautiful</u> black long
	• And <u>beatiful</u> black short	hair
TSE/OML/S.25/031	hair	• And <u>beautiful</u> black short
	• She always helps <u>he</u>	hair
TSE/OML/S.26/032	parents	• She always helps <u>her</u>
		parents
Dogad	on the table above students	analling arrors in the type of

Based on the table above, students spelling errors in the type of omission of a letter can be analized as follows:

1.) TSE/OML/S.1/001

She always helps her parents and <u>frends</u>

From the data above, the researcher found the student wrote the word "friends" which was incorrectly as "frends" should be added letter i after letter r. This error includes type of omission of a letter. The omission error was happening because of the elimination of one or more letters.

2.) TSE/OML/S.1/002

She has an oval face, <u>ronded</u> eyes.

From the data above the researcher found the error in the type of spelling error omission of a letter. The student wrote in the word "rounded" which was incorrectly as "ronded" the student should be added letter u after letter o. The omission error was happening because of the elimination of one or more letters.

3.) TSE/OML/S.2/003

Let me introduce to my best fried

In this data the researcher found that the student made error in the word "friend" which was incorrectly as "fried" should be added letter n after letter e. The second error in the word "friends" which was incorrectly as "frieds" should be added letter n after letter e. This error includes type of omission of a letter. The omission error was happening because of the elimination of one or more letters.

4.) TSE/OML/S.2/004

She always helps her parents and frieds

From the data above the researcher found type of spelling error, namely omission of a letter. The student wrote in the word "friend" which was incorrectly as "frieds" the student should be added letter n after letter e. The omission error was happening because of the elimination of one or more letters.

5.) TSE/OML/S.3/005

Extracurricular activity at shool

From the data above, the rsearcher found that the student made type of spelling error, it is an omission of a letter. The student wrote the word "school" which was incorrectly as "shool" the student should be added letter c after letter s. This error includes type of omission of a letter because the omission error was happening because of the elimination of one or more letters.

6.) TSE/OML/S.4/006

He joins <u>he</u> dance club as her extracurricularactivity at school

From the data above the researcher found type of spelling error, namely omission of a letter. The student wrote in the word "the" which was incorrectly as "he" should be added letter t before a letter h. The omission error was happening because of the elimination of one or more letters.

7.) TSE/OML/S.5/007

Let me introdue you to my bestfriend

In this data the researcher found that the student made error in the word "introduce" which was incorrectly as "introduce" should be added leter c after letter u. The omission error was happening because of the elimination of one or more letters.

8.) TSE/OML/S.6/008

He always helps me to do my homewrk and always respects the elders

From the data above the researcher found type of spelling error, namely omission of a letter. The student wrote in the word "homework" which was incorrectly as "homewrk" should be added a letter o after letter w. The omission error was happening because of the elimination of one or more letters.

9.) TSE/OML/S.7/009

He is my classmate in junior high scool

In this data the researcher found that the student made error in the word "school" wihch was incorrectly as "scool" should be added leter h after letter c. The omission error was happening because of the elimination of one or more letters.

10.) TSE/OML/S.7/010

Blak long hair

From the data above the researcher found type of spelling error, namely omission of a letter. The student wrote in the word "black" wich was incorrectly as "blak" should be added leter c after letter a. The omission error was happening because of the elimination of one or more letters.

11.) TSE/OML/S.9/011

He often helps me to do my bemowok and alway respects the elders

From the data above the researcher found type of spelling error, namely omission of a letter. The student wrote in the word

"always" which was incorrectly as "alway" should be added leter s after letter y. The omission error was happening because of the elimination of one or more letters.

12.) TSE/OML/S.9/012

She is mart and friendly she often <u>hels</u> me to do my homework

In this data the researcher found that the student made error in the word "help" which was incorrectly as "hels" should be added letter p after letter l. The omission error was happening because of the elimination of one or more letters.

13.) TSE/OML/S.9/013

He often helps me to do my bemowok and alway respects the eldes

From the data above the researcher found type of spelling error. The student wrote in the word "elders" which was incorrectly as "eldes" should be added letter r after letter e. The omission error was happening because of the elimination of one or more letters.

14.) TSE/OML/S.10/014

He is 155 centimetes tall

In this data the researcher found that the student made error in the word "centimeters" which was incorrectly as "centimetes" should be added letter r after letter e. The omission error was happening because of the elimination of one or more letters.

15.) TSE/OML/S.10/015

He often heps me to do my homework

From the data above the researcher found type of spelling error, namely omission of a letter. The student wrote in the word "helps" which was incorrectly as "heps" should be added leter 1 after letter e. The omission error was happening because of the elimination of one or more letters.

16.) TSE/OML/S.11/017

She is my classmate in junior high scool

In this data the researcher found that the student made error in the word "school" which was incorrectly as "scool" should be added leter h after letter c. The omission error was happening because of the elimination of one or more letters.

17.) TSE/OML/S.15/017

She is a diligen and obedient student

From the data above the researcher found type of spelling error, namely omission of a letter. The student wrote in the word "diligent" which was incorrectly as "diligen" should be added leter t after letter n. The omission error was happening because of the elimination of one or more letters.

18.) TSE/OML/S.15/018

She is at a <u>differet</u> school

In this data the researcher found that the student made error in the word "different" which was incorrectly as "differet" should be added letter n after letter e. The omission error was happening because of the elimination of one or more letters.

19.) TSE/OML/S.15/019

Zuey really likes swimming and volly ball

In this data the researcher found that the student made error in the word "volleyball" which was incorrectly as "vollyball" should be added letter e before letter y. The omission error was happening because of the elimination of one or more letters.

20.) TSE/OML/S.15/020

Zuey also takes part in volly ball

From the data above the researcher found that student made error in the word "volleyball" which was incorrectly as "vollyball" should be added letter e before letter y. The omission error was happening because of the elimination of one or more letters.

21.) TSE/OML/S.17/021

Let me introduce you to my <u>frien</u>

In this data the researcher found that the student made error in the word "friends" wich was incorrectly as "frends" should be added leter i after letter r. The omission error was happening because of the elimination of one or more letters.

22.) TSE/OML/S.17/022

He always helps her parents and <u>frends</u>

From the data above the researcher found that student made error in the word "friends" which was incorrectly as "frends" should be added letter i after letter r. The omission error was happening because of the elimination of one or more letters.

23.) TSE/OML/S.17/023

He always respects the eldrs

In this data the researcher found that the student made error in the word "elders" which was incorrectly as "eldrs" should be added letter e after letter d. The omission error was happening because of the elimination of one or more letters.

24.) TSE/OML/S.18/024

And beatiful short hair

In this data the researcher found that the student made error in the word "beautiful" which was incorrectly as "beatiful" should be added leter u after letter e. The omission error was happening because of the elimination of one or more letters.

25.) TSE/OML/S.18/025

He is smart an friendly

From the data above the researcher found that student made error in the word "and" which was incorrectly as "an" should be added leter d after letter n. The omission error was happening because of the elimination of one or more letters.

26.) TSE/OML/S.19/026

He is a goo friend

In this data the researcher found that the student made error in the word "good" which was incorrectly as "goo" should be added letter d after letter o. The omission error was happening because of the elimination of one or more letters.

27.) TSE/OML/S.20/027

And beutiful black short hair

From the data above the researcher found that student made error in the word "beautiful" which was incorrectly as "beutiful" should be added leter a after letter e. The omission error was happening because of the elimination of one or more letters.

28.) TSE/OML/S.21/028

He is a diligent and obedient studnt

In this data the researcher found that the student made error in the word "student" which was incorrectly as "studnt" should be added leter e after letter d. The omission error was happening because of the elimination of one or more letters.

29.) TSE/OML/S.21/029

He always <u>heps</u> her parents and friends

In this data the researcher found that the student made error in the word "helps" which was incorrectly as "heps" should be added leter 1 after letter e. The omission error was happening because of the elimination of one or more letters.

30.) TSE/OML/S.21/030

And beutiful black long hair

From the data above the researcher found that student made error in the word "beautiful" which was incorrectly as "beutiful" should be added leter a after letter e. The omission error was happening because of the elimination of one or more letters.

31.) TSE/OML/S.25/031

And beatiful black short hair

In this data the researcher found that the student made error in the word "beautiful" which was incorrectly as "beatiful" should be added letter u after letter a. The omission error was happening because of the elimination of one or more letters.

32.) TSE/OML/S.26/032

She always helps he parents

From the data above the researcher found that student made error in the word "her" which was incorrectly as "he" should be added r after letter e. The omission error was happening because of the elimination of one or more letters.

2. Addition of a Letter

Code	Spelling Error Analysis	Corrected Spelling error
TSE/ADL/S.1/001	• She is diligent and obedient	• She is diligent and obedient
	<u>setudent</u>	<u>student</u>
TSE/ADL/S.1/002	• She is <u>semart</u>	• She is <u>semart</u>
TSE/ADL/S.1/003	• <u>Alwanys</u> respects the elders	• <u>Always</u> respects the elders
TSE/ADL/S.9/004	• He has a <u>slaim</u> body	• He has a <u>slim</u> body
TSE/ADL/S.9/005	• He has a slim <u>boday</u>	• He has a slim <u>body</u>
TSE/ADL/S.11/006	• Puspa really <u>lovers</u> to sing	• Puspa really <u>loves</u> to sing
TSE/ADL/S.11/007	• Everyone <u>lovers</u> her	• Everyone <u>loves</u> her
TSE/ADL/S.17/008	• He joints freefire club	• He joins freefire club
TSE/ADL/S.22/009	• he is <u>samart</u> and friendly	• he is <u>smart</u> and friendly
TSE/ADL/S.23/010	• Mobile legends our freefire	• Mobile legends or freefire
TSE/ADL/S.25/011	• He <u>its</u> height surroundings	• He <u>is</u> height surroundings
	151 centimeters	151 centimeters

Based on the table above, students spelling errors in the type of

addition of a letter can be analized as follows:

1.) TSE/ADL/S.1/001

She is a diligent and bedient setudent

From the data above, the researcher found the student made spelling error, namely addition of a letter. The student wrote in the word "student" which was incorrectly as "setudent" the student added leter *e* after letter *s*. The student should not have to add the letter *e* after the letter *s*. This includes the spelling errors of type addition of a letter, because this occurs when an extra letter added in a word.

2.) TSE/ADL/S.1/002

She is <u>semart</u>

From the data above, the researcher found the student made spelling error in the word "smart" which was incorrectly as "semart" the student added letter e after letter s. The student should not have to add a letter e after a letter s. This includes the spelling errors of type addition of a letter, because this occurs when an extra letter added in a word.

3.) TSE/ADL/S.1/003

Alwanys respect the elders

In this data the researcher found that the student wrote in the word "always" which was incorrectly as "always" the student added letter n after letter a. The student should not have to add a letter n after a letter a. This includes the spelling errors of type addition of a letter, because this occurs when an extra letter added in a word.

4.) TSE/ADL/S.9/004

He has a slaim body

From the data above, the researcher found the student made spelling error in the word "slim" which was incorrectly as "slaim" the

student added leter a after letter s. The student should not have to add the letter a after the letter s. This includes the spelling errors of type addition of a letter, because this occurs when an extra letter added in a word.

5.) TSE/ADL/S.9/005

He has a slim boday

In this data, the researcher found that the student made spelling error in the word "body" which was incorrectly as "boday" the student added letter a after letter d. The student should not have to add the letter a after the letter d. This includes the spelling errors of type addition of a letter, because this occurs when an extra letter added in a word.

6.) TSE/ADL/S.11/006

Puspa really <u>lovers</u> to sing

From the data above, the researcher found that the student write in the word that is "loves" which was incorrectly as "lovers" the student added leter e after letter s. This includes the spelling errors of type addition of a letter, because this occurs when an extra letter added in a word.

7.) TSE/ADL/S.11/007

Everyone <u>lovers</u> her

In this data, the researcher found that the student write in the word that is "loves" which was incorrectly as "lovers" the student added leter e after letter s. This includes the spelling errors of type addition of a letter, because this occurs when an extra letter added in a word.

8.) TSE/ADL/S.17/008

He joints freefire club

From the data above, the researcher found the student wrote the word "joins" which was incorrectly as "joints" the student added leter t after letter n. This includes the spelling errors of type addition of a letter, because this occurs when an extra letter added in a word.

9.) TSE/ADL/S.22/009

he is samart and friendly

in this data, the researcher found the student wrote the word "smart" which was incorrectly as "samart" the student added leter a after letter s. This includes the spelling errors of type addition of a letter, because this occurs when an extra letter added in a word.

10.) TSE/ADL/S.23/010

Mobile legends our freefire

In this data the researcher found that the student wrote the word "or" which was incorrectly as "our" the student added leter u after letter o. This includes the spelling errors of type addition of a letter, because this occurs when an extra letter added in a word.

11.) TSE/ADL/S.25/011

He <u>its</u> height surroundings 151 centimeters

From the data above, the researcher found that the student wrote in the word "is" which was incorrectly as "its" the student added letter s after letter t. This includes the spelling errors of type addition of a letter, because this occurs when an extra letter added in a word.

3. Single Letter Instead of a Double Letter

Code	Spelling Error Analysis	Corrected Spelling error
TSE/SLIDL/S.2/001	• Huda <u>realy</u> loves to sing	Huda <u>really</u> loves to sing
TSE/SLIDL/S.6/002	He is my classmate in	He is my classmate in
	Junior high schol	Junior high school
TSE/SLIDL/S.6/003	• He is thirten years old	• He is thirteen years old
TSE/SLIDL/S.6/004	 Sultan is so <u>prety</u> 	• Sultan is so <u>pretty</u>
TSE/SLIDL/S.6/005	• In <u>adition</u> he has a slim	• In <u>addition</u> he has a slim
	body	body
TSE/SLIDL/S.6/006	• He is 155 centimeters <u>tal</u>	• He is 155 centimeters <u>tall</u>
TSE/SLIDL/S.6/007	He has a slim body and	He has a slim body and is
	is quite <u>tal</u>	quite <u>tall</u>
TSE/SLIDL/S.6/008	• Sultan <u>realy</u> loves to	• Sultan <u>really</u> loves to
	sing	sing
TSE/SLIDL/S.6/009	• He joins the volly bol as	He joins the volly bol as
	her <u>extracuricular</u>	her <u>extracurricular</u> activity
	activity at schol	at schol
TSE/SLIDL/S.6/010	• He joins the volly bol as	• He joins the volly bol as
	her extracuricular	her extracuricular activity
	activity at schol	At school
TSE/SLIDL/S.9/011	• She is my <u>clasmate</u>	• She is my <u>classmate</u>

Based on the table above, students spelling errors in the type of

the single letter instead of the double letter can be analized as follows:

1.) TSE/SLIDL/S.2/001

Huda <u>realy</u> loves to sing.

From the data above, the researcher found the student made spelling error, namely single letter instead of a double letter. The student wrote in the word "really" which was incorrectly written as "realy" the student only write single l it should be double l in the word "really". So this is includes a type of spelling error of single letter instead of a double letter.

2.) TSE/SLIDL/S.6/002

He is my classmate in junior high schol.

In this data the researcher found the student made spelling error, namely sinle letter instead of a double letter. The student wrote in the word "school" which was erroneously written as "schol" it should be double o not single o in the word "school". So this is includes a type of spelling error of single letter instead of a double letter.

3.) TSE/SLIDL/S.6/003

He is thirten years old.

In this data the researcher found that student made error in the word "thirteen" which was erroneously written as "thirten" it should be double e not single e in the word "thirteen". So this is includes a type of spelling error of single letter instead of a double letter.

4.) TSE/SLIDL/S.6/004

Sultan is so prety

From the data above, the researcher found that the student made spelling error in the word "pretty" which was errormneously written as "prety' it should be double t not single t in the word "pretty". So this is includes a type of spelling error of single letter instead of a double letter.

5.) TSE/SLIDL/S.6/005

In adition he has a slim body

From the data above, the researcher found the students made error in the word "addition" which was erroneously written as "adition" it should be double d not single d in the word "addition". So this is includes a type of spelling error of single letter instead of a double letter.

6.) TSE/SLIDL/S.6/006

He is 155 centimeters tal

In this data above, the researcher found in the word "tall" which was erroneously written as "tal" it should be double l not single l in the word "tall". So this is includes a type of spelling error of single letter instead of a double letter.

7.) TSE/SLIDL/S.6/007

He has a slim body and is quite tal

From the data above, the researcher found that the student wrote in the word "tall" which was erroneously written as "tal" it should be double 1 not single 1 in the word "tall". So this is includes a type of spelling error of single letter instead of a double letter.

8.) TSE/SLIDL/S.6/008

Sultan <u>realy</u> loves to sing

From the data above, the researcher found the student wrote in the word "really" which was errormneously written as "realy' it should be double l not single l in the word "really". So this is includes a type of spelling error of single letter instead of a double letter.

9.) TSE/SLIDL/S.6/009

He joins the volly bol as her extracuricular activity at schol

In this data the researcher found in the student wrote in the word "extracurricular" which was errormneously written as "extracuricular" it should be double r not single r in the word

"extracurricular". So this is includes a type of spelling error of single letter instead of a double letter.

10.) TSE/SLIDL/S.6/010

He joins the volly bol as her extracuricular activity at schol

From the data above, the researcher found that the student write in the word "school" which was errorneously written as "schol" the student only write single o it should be double o in the word "school". So this is includes a type of spelling error of single letter instead of a double letter.

11.) TSE/SLIDL/S.9/011

She is my clasmate

In this data the researcher found in the word "classmate" wich was erroneously written as "clasmate" it should be double s not single s in the word "classmate". So this is includes a type of spelling error of single letter instead of a double letter.

4. Double Letter Instead of a Single Letter

Code	Spelling Error Analysis	Corrected Spelling error
TSE/DLISL/S.1/001	• She has a slim boddy	• She has a slim body and
TSE/DLISL/S.2/002	and is qoite tall	is qoite tall
TSE/DLISL/S.15/003	• Her skin <u>collor</u> is fair	• Her skin <u>color</u> is fair
	• Apart <u>froom</u> that she has	• Apart <u>from</u> that she has a
	a fat and short body	fat and short body

Based on the table above, students spelling errors in the type of the double letter instead of the single letter can be analized as follows:

1.) TSE/DLISL/S.1/001

In addition, she has a slim boddy and is qoite tall

From the data above, the researcher found the student made spelling error, namely double letter instead of a single letter. The student wrote in the word "body" which was erroneously written as "boddy" it should be single d not double d in the word "body". So this is includes a type of spelling error of double letter instead of a single letter.

2.) TSE/DLISL/S.2/002

Her skin collor is fair

From the data above, the resracher found the student made spelling error in the type of double letter instead of a single letter. The student wrote in the word "color" which was erroneously written as "collor" it should be single r not double r in the word "color". So this is includes a type of spelling error of double letter instead of a single letter.

3.) TSE/DLISL/S.15/003

Apart froom that, she has a fat and short body

From the data above, the researcher found that the student made spelling error in double letter instead of a single letter type of error, the student wrote the word "from" which was erroneously written as "froom" it should be single o not double o in the word "from". So this is includes a type of spelling error of double letter instead of a single letter.

5. Substitution of One letter

Code	Spelling Error Analysis	Corrected Spelling error
TSE/SOL/S.1/001	• Pointed nose end	Pointed nose <u>and</u>
	bautiful black long hair	bautiful black long hair
TSE/SOL/S.1/002	She has a slim body and	She has a slim body and
	is <u>qoite</u> tall	is <u>quite</u> tall
TSE/SOL/S.3/003	• She is 160 <u>cantimeters</u>	• She is 160 <u>centimeters</u>
	tall	tall
TSE/SOL/S.3/004	• She is my classmate <u>is</u>	• She is my classmate <u>in</u>

TSE/SOL/S.5/006 TSE/SOL/S.5/007 TSE/SOL/S.5/007 TSE/SOL/S.8/009 TSE/SOL/S.8/010 TSE/SOL/S.9/011 TSE/SOL/S.9/011 TSE/SOL/S.9/011 TSE/SOL/S.9/012 TSE/SOL/S.9/014 TSE/SOL/S.9/015 TSE/SOL/S.9/015 TSE/SOL/S.9/016 TSE/SOL/S.9/016 TSE/SOL/S.9/017 TSE/SOL/S.9/017 TSE/SOL/S.9/017 TSE/SOL/S.9/017 TSE/SOL/S.9/016 TSE/SOL/S.9/017 TSE/SOL/S.15/022 TSE/SOL/S.15/022 TSE/SOL/S.15/023 TSE/SOL/S.15/023 TSE/SOL/S.15/024 TSE/SOL/S.15/024 TSE/SOL/S.15/024 TSE/SOL/S.21/025 TSE/SOL/S	TSE/SOL/S.4/005	iunior high gabool	inniar high sahaal
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TSE/SOL/S.5/007 TSE/SOL/S.5/007 TSE/SOL/S.5/008 • Extradurricular activity • She and obedient studend • He often helps me to do my homewokand always the enders • Hendsome black long hair TSE/SOL/S.9/011 TSE/SOL/S.9/012 TSE/SOL/S.9/013 TSE/SOL/S.9/014 TSE/SOL/S.9/015 TSE/SOL/S.9/015 TSE/SOL/S.9/016 TSE/SOL/S.9/016 TSE/SOL/S.9/016 TSE/SOL/S.9/016 TSE/SOL/S.9/016 TSE/SOL/S.9/016 TSE/SOL/S.9/016 TSE/SOL/S.9/017 TSE/SOL/S.9/018 TSE/SOL/S.9/018 TSE/SOL/S.9/018 TSE/SOL/S.9/019 TSE/SOL/S.9/019 TSE/SOL/S.15/022 TSE/SOL/S.15/022 TSE/SOL/S.15/022 TSE/SOL/S.15/022 TSE/SOL/S.15/022 TSE/SOL/S.15/024 TSE/SOL/S.25/026 TSE/SOL/S.21/025 TSE			
TSE/SOL/S.7/008 - She and obedient studend - He often helps me to do my homewokand always the enders - Hendsome black long hair - Always respects the elders - let mi introduce you to my best friend - her namo is David - alwaya helps her parents and friends - he has an oval face, rounded eyes, pointed sore, and beautiful black long hair TSE/SOL/S.9/015 TSE/SOL/S.9/016 TSE/SOL/S.9/017 TSE/SOL/S.9/017 TSE/SOL/S.9/019 TSE/SOL/S.9/019 TSE/SOL/S.9/019 TSE/SOL/S.9/019 TSE/SOL/S.9/019 TSE/SOL/S.9/019 TSE/SOL/S.9/019 TSE/SOL/S.10/020 TSE/SOL/S.10/021 TSE/SOL/S.15/022 TSE/SOL/S.15/022 TSE/SOL/S.15/024 TSE/SOL/S.15/024 TSE/SOL/S.21/025	TSE/SOL/S.5/006		· · · · · · · · · · · · · · · · · · ·
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TSE/SOL/S.9/013 TSE/SOL/S.9/014 • let mi introduce you to my best friend • her namo is David • alwaya helps her parents and friends • he has an oval face, rounded eyes, pointed sore, and beautiful black long hair TSE/SOL/S.9/016 TSE/SOL/S.9/017 TSE/SOL/S.9/018 TSE/SOL/S.9/019 TSE/SOL/S.9/019 TSE/SOL/S.9/019 TSE/SOL/S.9/019 TSE/SOL/S.10/020 TSE/SOL/S.15/022 TSE/SOL/S.15/023 TSE/SOL/S.15/023 TSE/SOL/S.15/024 TSE/SOL/S.15/024 TSE/SOL/S.21/025 TSE/SOL/S.21/025 TSE/SOL/S.21/025 TSE/SOL/S.21/025 TSE/SOL/S.21/025 TSE/SOL/S.21/025 TSE/SOL/S.21/026 • let mi introduce you to my best friend • her name is David • he has a slim body • david pretty love to sing • He joins the dance club • Extracurricular activity at school • in addition he has slim body • Extracurricular activity • she always helps her parents and friends • Z	TSE/SOL/S.9/011	• •	· ·
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TSE/SOL/S.9/014 • her namo is David • alwaya helps her parents and friends • he has an oval face, rounded eyes, pointed sore, and beautiful black long hair • in additian he has a slim body • david pratty loves to sing TSE/SOL/S.9/017 TSE/SOL/S.9/019 TSE/SOL/S.9/019 TSE/SOL/S.10/020 TSE/SOL/S.15/022 TSE/SOL/S.15/022 TSE/SOL/S.15/022 TSE/SOL/S.15/023 TSE/SOL/S.15/024 TSE/SOL/S.21/025 TSE/SOL/S.21/025 TSE/SOL/S.21/025 TSE/SOL/S.21/025 TSE/SOL/S.21/025 TSE/SOL/S.21/025 TSE/SOL/S.21/025 TSE/SOL/S.21/025 TSE/SOL/S.21/026 • her name is David • he has an oval face, rounded eyes, pointed nore, and beautiful black long hair • in addition he has slim body • Extracurricular activity • she always helps her parents and friends • beautiful black long hair • bavid returneds • beautiful black long hair • in addition he has slim body • Extr	TSE/SOL/S 9/012		II
TSE/SOL/S.9/014 • alwaya helps her parents and friends • he has an oval face, rounded eyes, pointed sore, and beautiful black long hair TSE/SOL/S.9/016 TSE/SOL/S.9/017 TSE/SOL/S.9/018 TSE/SOL/S.9/019 TSE/SOL/S.9/019 TSE/SOL/S.9/019 TSE/SOL/S.15/020 TSE/SOL/S.15/022 TSE/SOL/S.15/023 TSE/SOL/S.15/024 TSE/SOL/S.15/024 TSE/SOL/S.26/026 • in additian he has a slim body • david pratty loves to sing en addition he has a slim body • david pratty loves to sing en addition he has a slim body • david pratty loves to sing en addition he has a slim body • Extracurricular activity at sohool • in additian he has slim body • extraxurriculer activity at school • in additian he has slim body • extraxurriculer activity at school • Zuey has an ordinary face she has an oval face round ayes a flat nose and brown. TSE/SOL/S.15/024 TSE/SOL/S.26/026 • in additian he has slim body • Extracurricular activity at school • in addition he has slim body • extraxurricular activity • she always helps her perents and friends • he has an oval face, rounded eyes, pointed nore, and beautiful black long hair • in addition he has a slim body • Extracurricular activity at school • in addition he has a slim body • Extracurricular activity at school • in addition he has a slim body • Extracurricular activity • She always helps her perents and friends • in addition he has a slim body • Extracurricular activity • Extracurricular activity • She always helps her parents and friends • David pretty love to sing • He joins the dance club • Extracurricular activity • Extracurricular activity • She always helps her parents and friends • David pretty love to sing • He joins the dance club • Extracurricular activity • She always helps her parents and friends • David pretty love to sing • He joins the dance club • Extracurricular activity • She always helps her parents and friends • Zuey has an ordinary face she has an oval face round ayes a flat nose and brown. • we were still friends forever • beautiful black long hair			=
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• beautiful <u>bleck</u> long hair • beautiful <u>black</u> long hair		<u>fodever</u>	<u>forever</u>
• she always halps her	152/502/5.20/020	• beautiful <u>bleck</u> long hair	• beautiful <u>black</u> long hair
she always helps her		• she always helps her	• she always helps her
TSE/SOL/S.26/027 perents and friends parents and friends	TSE/SOL/S 26/027	· · · · · · · · · · · · · · · · · · ·	
• he has a slim <u>bady</u> • he has a slim <u>body</u>	131/301/3.20/02/	-	<u>*</u>

Based on the table above, students spelling errors in the type of the double letter instead of the single letter can be analized as follows:

1.) TSE/SOL/S.1/001

She has an oval face, rounded eyes, end beautiful black long hair.

From the data above, the researcher found the student made spelling error in the type of substitution of one letter. The student wrote in the word "and" which was errorneously written as "end". The student subtitute a letter a with a letter e. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

2.) TSE/SOL/S.1/002

She has a slim body and goite tall.

In this data, the researcher found the student made error in the type of error substitution of one letter. The student wrote in the word "quite" She which was errorneously written as "qoite". The student subtitute a letter u with a letter o. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

3.) TSE/SOL/S.3/003

She is 160 <u>cantimeters</u> tall

In this data, the researcher found the student made spelling error in the word "centimeters" which was errorneously written as "cantimeters". The student subtitute a letter e with a letter a. So this is

includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

4.) TSE/SOL/S.3/004

She is my classmate is junior high school

From the data above, the researcher found the student wrote the word "in" which was errorneously written as "is". The student subtitute a letter n with a letter s. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

5.) TSE/SOL/S.4/005

He is diligent and obedient studend.

In this data, the researcher found the student made error in the word "student" which was errorneously written as "studend". The student subtitute a letter *t* with a letter *d*. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

6.) TSE/SOL/S.5/006

Extradurricular activity

In this data, the researcher found the student made spelling error in the word "extracurricular" which was errorneously written as "extradurricular". The student subtitute a letter c with a letter d. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

7.) TSE/SOL/S.5/007

She is diligent and obedient studend

In this data, the researcher found the student made error in the word "student" which was errorneously written as "studend". The student subtitute a letter t with a letter d. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

8.) TSE/SOL/S.7/008

He often helps me to do my homewokand always the enders

(S.7). In this data, the researcher found the student made spelling error in the word "elders" which was errorneously written as "enders". The student subtitute a letter 1 with a letter n. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

9.) TSE/SOL/S.8/009

Hendsome black long hair

From the data above, the researcher found the student wrote the word "handsome" which was errorneously written as "hendsome". The student subtitute a letter a with a letter e. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

10.) TSE/SOL/S.8/010

Always respects the eldrrs

In this data, the researcher found the student made spelling error in the word "elders" which was errorneously written as "eldrrs". The student subtitute a letter e with a letter r. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

11.) TSE/SOL/S.9/011

let mi introduce you to my best friend

From the data above, the researcher found the student wrote the word "me" which was errorneously written as "mi". The student subtitute a letter e with a letter i. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

12.) TSE/SOL/S.9/012

her namo is David

In this data, the researcher found the student made spelling error in the word "name" which was errorneously written as "namo". The student subtitute a letter e with a letter o. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

13.) TSE/SOL/S.9/013

alwaya helps her parents and friends

In this data, the researcher found the student made spelling error in the word "always" which was errorneously written as "alwaya". The student subtitute a letter s with a letter a. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

14.) TSE/SOL/S.9/014

he has an oval face, rounded eyes, pointed sore, and beautiful black long hair

In this data, the researcher found the student made spelling error in the word "nose" which was errorneously written as "sore". The student subtitute a letter n with a letter s. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

15.) TSE/SOL/S.9/015

in additian he has a slim body

In this data, the researcher found the student made spelling error in the word "addition" which was errorneously written as "additian". The student subtitute a letter o with a letter a. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

16.) TSE/SOL/S.9/016

david pratty lose to sing

In this data, the researcher found the student made spelling error in the word "pretty" which was errorneously written as "pratty". The student subtitute a letter e with a letter a. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

17.) TSE/SOL/S.9/017

David pretty lose to sing

In this data, the researcher found the student made spelling error in the word "love" which was errorneously written as "lose". The student subtitute a letter v with a letter s. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

18.) TSE/SOL/S.9/018

He joins the danve club

In this data, the researcher found the student made spelling error in the word "dance" which was errorneously written as "danve". The student subtitute a letter c with a letter v. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

19.) TSE/SOL/S.9/019

Extracurricular activity at sohool

In this data, the researcher found the student made spelling error in the word "school" which was errorneously written as "sohool". The student subtitute a letter c with a letter o. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

20.) TSE/SOL/S.10/020

in addition he has slim body

From the data above, the researcher found the student wrote the word "addition" which was errorneously written as "additian". The student subtitute a letter e with a letter a. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

21.) TSE/SOL/S.10/021

extraxurriculer activity

In this data, the researcher found the student made spelling error in the word "extracurricular" which was errorneously written as "extracurriculer". The student subtitute a letter a with a letter e. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

22.) TSE/SOL/S.15/022

she always helps her perents and friends

From the data above, the researcher found the student wrote the word "parents" which was errorneously written as "perents". The student subtitute a letter a with a letter e. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

23.) TSE/SOL/S.15/023

Zuey has an ordinary face she has an oval face round <u>ayes</u> a flat nose and brown.

In this data, the researcher found the student made spelling error in the word "eyes" which was errorneously written as "ayes". The student subtitute a letter e with a letter a. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

24.) TSE/SOL/S.15/024

we were still friends fodever

In this data, the researcher found the student made spelling error in the word "forever" which was errorneously written as "fodever". The student subtitute a letter r with a letter d. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

25.) TSE/SOL/S.21/025

beautiful bleck long hair

From the data above, the researcher found the student wrote the word "black" which was errorneously written as "bleck". The student subtitute a letter a with a letter e. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

26.) TSE/SOL/S.26/026

she always helps her perents and friends

From the data above, the researcher found the student wrote the word "parents" which was errorneously written as "perents". The student subtitute a letter a with a letter e. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

27.) TSE/SOL/S.26/027

he has a slim <u>bady</u>

In this data, the researcher found the student made spelling error in the word "body" which was errorneously written as "bady". The student subtitute a letter o with a letter a. So this is includes a type of spelling error of substitution of one letter, because the students change letter with another letter incorrectly.

6. Interchange of Two Adjacent Letter

Code	Spelling Error Analysis	Corrected Spelling	
		error	
TSE/ITAL/S.8/001	• He often helps me to	• He often helps me to	
	do my <u>homerwok</u>	do my <u>homework</u>	
TSE/ITAL/S.9/002	 Always respects <u>teh</u> 	• Always respects the	
	elders	elders	
TSE/ITAL/S.17/003	 Hafidz is very 	 Hafidz is very 	
	<u>handomse</u>	<u>handsome</u>	
TSE/ITAL/S.20/004	 Always respects the 	 Always respects the 	
TGE /TE A 1 /G 2 4 /00 5	<u>eldres</u>	<u>elders</u>	
TSE/ITAL/S.24/005	• It's his character thats	• It's his character thats	
	makes me	makes me	
	comfortable to be	comfortable to be	
	friends whit him	friends with him	

Based on the table above, students spelling errors in the type of interchange of two adjacent letter can be analized as follows:

1.) TSE/ITAL/S.8/001

She often help me to do my homerwok

In this data, the resracher found the student made spelling error, namely interchange of two adjacent letter. The student wrote in the word "homework" which was incorrectly written as "homerwok". The student did missordering between the letter h.o.m.e.w.o.r.k became h.o.m.e.r.w.o.k.. So this is includes a type of spelling error of interchange of two adjacent letter, because the students write a word that any letter in the false position.

2.) TSE/ITAL/S.9/002

Always respects teh elders.

From the data above, the researcher found the student made error in the word "the" which was incorrectly written "teh". The student did missordering between the letter t.h.e became t.e.h. So this is includes a

type of spelling error of interchange of two adjacent letter, because the students write a word that any letter in the false position.

3.) TSE/ITAL/S.9/002

Hafidz is very <u>handomse</u>

From the data above, the researcher found the student made spelling error in the type of error interchange of two adjacent letter. The student wrote in the word "handsome" which was incorrectly written "handomse". The student did missordering between the letter h.a.n.d.s.o.m.e. became h.a.n.d.o.m.s.e.. So this is includes a type of spelling error of interchange of two adjacent letter, because the students write a word that any letter in the false position.

4.) TSE/ITAL/S.20/004

Always respects the eldres

In this data, the researcher found the student made error in the word "elders" which was incorrectly written "eldres". The student did missordering between the letter e.l.d.e.r.s became e.l.d.r.e.s.. So this is includes a type of spelling error of interchange of two adjacent letter, because the students write a word that any letter in the false position.

5.) TSE/ITAL/S.24/005

It is his character that makes me comfortable to be friend whit him.

In this data, the researcher found the student made error in the word "with" which was errorneously written "whit". The student did missordering between the letter w.i.t.h became w.h.i.t.. So this is includes

a type of spelling error of interchange of two adjacent letter, because the students write a word that any letter in the false position.

7. Involving an Apostrophe

Code	Spelling Error Analysis	Corrected Spelling error
TSE/IVA/S.24/001	• Adel's son is very	• Adel is a very
	cheerful	cheerful

Based on the table above, students spelling errors in the type of involving an apostrophe can be analized as follows:

1.) TSE/IVA/S.24/001

Adel's son is very cheerful

From the data above, in involving an apostrophe type of spelling error the researcher found that the student made error in the word "Adel" which incorrectly written as "Adel's". The student added an apostrophe in the word "Adel". When the student added an apostrophe it could be influenced the meaning of the word itself.

8. Errorneous Splitting of Joining Words

Code	Spelling Error Analysis	Corrected Spelling error
TSE/WSE/S.1/001	• She is my <u>class mate</u>	• She is my <u>classmate</u>
TSE/WSE/S.1/002	• She <u>hasan</u> oval face	• She <u>has an</u> oval face
TSE/WSE/S.1/003	• Bea ut iful black long	Beautiful black long
	hair	hair
TSE/WSE/S.1/004	• <u>Inaddition</u> she has a slim	• <u>In addition</u> she has a
	body	slim body
TSE/WSE/S.1/005	• She joins the dance club	She joins the dance
	asher extracurricular	club <u>as her</u>
	activity	extracurricular activity
TSE/WSE/S.1/006	• She often helps me todo	• She often helps me <u>to</u>
	my homework	<u>do</u> my homework
TSE/WSE/S.1/007	• Everyone <u>lovesher</u>	• Everyone <u>loves her</u>
TSE/WSE/S.2/008	• Let me introduce tomy	• Let me introduce to my

TSE/WSE/S.4/009	He hasan oval face	He ha san oval face
TSE/WSE/S.4/010	• Extra curricular activity	• Extracurricular activity
TSE/WSE/S.4/011	He often helps <u>meto</u> do	He often helps me to
	my homework	do my homework
	Let me introduce you to	Let me introduce you
TSE/WSE/S.5/012	my bestfriend	to my best friend
13E/W3E/3.3/012	• He has an oval face,	• He has an oval face,
	rounded eyed,	rounded eyed, pointed
TSE/WSE/S.8/013	pointednose, and	nose, and beautiful
	beautiful black long hair	black long hair
	_	_
	• She always help her <u>pare</u>	She always help her normals and friends
TSE/WSE/S.9/014	nts and friends	<u>parents</u> and friends
	David really loves to sing	David really loves to
TSE/WSE/S.9/015	and dan ce	sing and dance
	• He <u>of ten</u> helps me to do	• He <u>often</u> helps me to
TSE/WSE/S.9/016	my homework	do my homework
	• <u>Hehas</u> black hair	• He has black hair
TSE/WSE/S.16/017	Let me introduce you	Let me introduce you
TSE/WSE/S.17/018	tomy best friend	to my best friend
	• he is my <u>class mate</u>	• he is my <u>classmate</u>
TSE/WSE/S.17/019	he often helps me to do	• he often helps me to do
TSE/WSE/S.18/020	my <u>home work</u>	my <u>homework</u>
TSE/WSE/S.21/021	• he often helps me todo	• he often helps me to do
	my homework	my homework
TSE/WSE/S.23/022	• he often helps me to do	• he often helps me to do
	my <u>home work</u>	my <u>homework</u>
		<u> </u>

Based on the table above, students spelling errors in the type of errorneous splitting of joining of words (word segmentation error) can be analized as follows:

1.) TSE/WSE/S.1/001

She is my <u>class mate</u> in junior high school

In this data, the researcher found the student made spelling error in the word "classmate" which was incorrectly written as "class_mate" the student put the space in the word "classmate" it was actually one word, there was no space. So this is includes a type of spelling error of Errorneous splitting of joining words.

2.) TSE/WSE/S.1/002

She hasan oval face

From the data above, the researcher found the student made spelling error in the word "has_an" which was incorrectly written as "hasan" the student should be added a space between letters s and a became "has an". So this is includes a type of spelling error of Errorneous splitting of joining words.

3.) TSE/WSE/S.1/003

Bea ut iful black long hair

In this data, the researcher found the student made spelling error in the word "beautiful" which was incorrectly written as "bea_ut_iful" the student put the space in the word "beautiful" it was actually one word, there was no space. So this is includes a type of spelling error of Errorneous splitting of joining words.

4.) TSE/WSE/S.1/004

<u>Inaddition</u> she has a slim body

In this data, the researcher found the student made spelling error in the word "in addition" which was incorrectly written as "inaddition" the student should be added a space between letters n and a became "in addition". So this is includes a type of spelling error of Errorneous splitting of joining words.

5.) TSE/WSE/S.1/005

She joins the dance club asher extracurricular activity

In this data, the researcher found the student made spelling error in the word "as her" which was incorrectly written as "asher" the student should be added a space between letters s and h became "as her". So this is includes a type of spelling error of Errorneous splitting of joining words.

6.) TSE/WSE/S.1/006

She often helps me todo my homework

In this data, the researcher found the student made spelling error in the word "to do" which was incorrectly written as "todo" the student should be added a space between letters o and d became "to do". So this is includes a type of spelling error of Errorneous splitting of joining words.

7.) TSE/WSE/S.1/007

Everyone <u>lovesher</u>

In this data, the researcher found the student made spelling error in the word "loves her" which was incorrectly written as "lovesher" the student should be added a space between letters s and h became "loves her".

8.) TSE/WSE/S.2/008

Let me introduce tomy best friend

From the data above, the researcher found the student made spelling error in the word "to_my" wich was incorrectly written as "tomy". The student should put a space between the letter o and m became "to my".

9.) TSE/WSE/S.4/009

He hasan oval face

From the data above, the researcher found the student made spelling error in the word "has_an" which was incorrectly written as "hasan". The student should put a space between the letter s and a became "has_an". So this is includes a type of spelling error of Errorneous splitting of joining words.

10.) TSE/WSE/S.4/010

Extra curricular activity

In this data, the researcher found the student made spelling error in the word "extracurricular_activity" which was incorrectly written as "extracurricularactivity". The student should put a space between the letter r and a became "extracurricular_activity". So this is includes a type of spelling error of Errorneous splitting of joining words.

11.) TSE/WSE/S.4/011

He often helps meto do my homework

In this data, the researcher found the student made spelling error in the word "me_to" which was incorrectly written as "meto". The student should put a space between the letter e and t became "me_to". So this is includes a type of spelling error of Errorneous splitting of joining words.

12.) TSE/WSE/S.5/012

Let me introduce you to my bestfriend

From the data above, the researcher found the student made spelling error in the word "best_friend" which was incorrectly written as "bestfriend". The student should put a space between the letter t and f became "best_friend". So this is includes a type of spelling error of Errorneous splitting of joining words.

13.) TSE/WSE/S.8/013

He has an oval face, rounded eyed, <u>pointednose</u>, and beautiful black long hair

Then from student number 8 (S.8) From the data above, the researcher found the student made spelling error in the word "pointed_nose" which was incorrectly written as "pointednose". The student should put a space between the letter d and n became "pointed_nose". So this is includes a type of spelling error of Errorneous splitting of joining words.

14.) TSE/WSE/S.9/014

She always help her pare nts and friends

From the data above, the researcher found the student made spelling error in the word "parents" which was incorrectly written as "pare_nts" the student put the space in the word "parents" it was actually one word, there was no space. So this is includes a type of spelling error of Errorneous splitting of joining words.

15.) TSE/WSE/S.9/015

David really loves to sing and dan ce

In this data, the researcher found the student made spelling error in the word "dance" which was incorrectly written as "dan_ce" the student put the space in the word "dance" it was actually one word, there was no space. So this is includes a type of spelling error of Errorneous splitting of joining words.

16.) TSE/WSE/S.9/016

He of ten helps me to do my homework

In this data, the researcher found the student made spelling error in the word "often" which was incorrectly written as "of_ten" the student put the space in the word "often" it was actually one word, there was no space. So this is includes a type of spelling error of Errorneous splitting of joining words.

17.) TSE/WSE/S.16/017

Hehas black hair

From the data above, the researcher found the student made spelling error in the word "he_has" which was incorrectly written as "hehas". The student should put a space between the letter e and h became "he_has". So this is includes a type of spelling error of Errorneous splitting of joining words.

18.) TSE/WSE/S.17/018

Let me introduce you tomy best friend

From the data above, the researcher found the student made spelling error in the word "to_my" which was incorrectly written as "tomy". The student should put a space between the letter o and m became "to_my". So this is includes a type of spelling error of Errorneous splitting of joining words.

19.) TSE/WSE/S.17/019

he is my class mate

In this data, the researcher found the student made spelling error in the word "classmate" which was incorrectly written as "class_mate" the student put the space in the word "classmate" it was actually one word, there was no space. So this is includes a type of spelling error of Errorneous splitting of joining words.

20.) TSE/WSE/S.18/020

he often helps me to do my home work

From the data above, the researcher found the student made spelling error in the word "homework" which was incorrectly written as "home_work" the student put the space in the word "homework" it was actually one word, there was no space. So this is includes a type of spelling error of Errorneous splitting of joining words.

21.) TSE/WSE/S.21/021

he often helps me todo my homework

From the data above, the researcher found the student made spelling error in the word "to_do" which was incorrectly written as "todo". The student should put a space between the letter o and d became "to_do". So this is includes a type of spelling error of Errorneous splitting of joining words.

22.) TSE/WSE/S.23/022

he often helps me to do my home work

From the data above, the researcher found the student made spelling error in the word "homework" which was incorrectly written as "home_work" the student put the space in the word "homework" it was actually one word, there was no space. So this is includes a type of spelling error of Errorneous splitting of joining words.

9. Two or More Error of the Same Type or Different Type

Code	Spelling Error Analysis	Corrected Spelling error
TSE/MTE/S.1/001	• Efaryone loves her	• Everyone loves her
TSE/MTE/S.1/002	• Her nem is Akbar	Her <u>name</u> is Akbar
TSE/MTE/S.1/003	• <u>Setriten</u> yes old	• Thirteen yes old
TSE/MTE/S.1/004	• Setriten <u>yes</u> old	Setriten <u>years</u> old
TSE/MTE/S.1/005	• Akbar is so honbsome	Akbar is so handsome
TSE/MTE/S.1/006	• She has an oval face,	• She has an oval face,
	rounded eyes, paintel	Rounded eyes, pointed
	nose, and beautiful black	nose, and beautiful black
	long hair	long hair
TSE/MTE/S.1/007	• She joins the dance club	She joins the dance club
152/1112/5.1/00/	asher <u>extracurr kular</u>	asher extracurricular
	activitiy at shul	activitiy at shul
TSE/MTE/S.1/008	• She joins the dance club	She joins the dance club
122/1/112/2/1/000	asher extracurr kular	asher extracurr kular
	actifitiy at school	activity at school at shul
TSE/MTE/S.1/009	• She joins the dance club	• She joins the dance club
	asher extracurr kular	asher extracurr kular
	activitiy at shul	activitiy at school
TSE/MTE/S.1/010	• She always helps me	She always helps me todo
	todo my homework and	my homework and always
	always <u>reples</u> the elders	respects the elders
TSE/MTE/S.1/011	• she is smart and	• she is smart and
	firendliy	friendly
TSE/MTE/S.1/012	• she hasan oval face	• she hasan oval face
122/1/112/2/1/012	ronded eyes paintel nose	ronded eyes paintel nose
	end beautiful blialh long	end beautiful black long
	hair ——— E	hair ——
TSE/MTE/S.1/013	• she is my class mate in	• she is my class mate in
	junior high <u>shul</u>	junior high school
TSE/MTE/S.2/014	• he jon dance club as her	he joins dance club as her
	extracurricular activity	extracurricular activity at
	at school	school
TSE/MTE/S.2/015	• he is smart and <u>fridly</u>	• fhe is smart and <u>riendly</u>
TSE/MTE/S.4/016	• he is sinart and friendly	• he is <u>smart</u> and friendly
TSE/MTE/S.5/017	Persority trait	Personality trait
TSE/MTE/S.6/018	Sultan really loves to	Sultan really loves to sing
	sing and volly bol	and volleyball
TSE/MTE/S.6/019	• He joins the Volly club	He joins the <u>volleyball</u>
	as her extracuricular	club as her extraxuricular
	activity at school	activity at school
TSE/MTE/S.7/020	He <u>jionse</u> volleyball club	He <u>joins</u> volleyball club
TSE/MTE/S.7/021	Noval really loves to	Noval really loves to
	playing <u>folley</u>	playing <u>volleyball</u>

TSE/MTE/S.7/022	He joins <u>folley clup</u>	•	He joins volleyball club
TSE/MTE/S.7/023	Extracurricular activity	•	Extracurricular activity at
	at <u>scoll</u>		at school
TSE/MTE/S.8/024	Bayu really loves to	•	Bayu really loves to
15L/111L/5.0/021	volly club		volleyball club
TSE/MTE/S.9/025	She alwaya helps her	•	She always helps her
152/1112/5.9/023	parents and krinds		parents and friends
TSE/MTE/S.9/026	Let me introduce you	•	Let me introduce you to
122/1/112/2/3/020	tomay best		my best
TSE/MTE/S.9/027	• she is a diligent and	•	she is a diligent and
	dandien		obedient
TSE/MTE/S.9/028	• Junior high shocool	•	Junior high school
TSE/MTE/S.9/029	• She has an nowal face	•	She has an oval face randet
102/1112/01/02/	randet eyes, pointed sore		eyes, pointed sore and
	and buitiful blalok long		buitiful blalok long
	hair.		hair.
TSE/MTE/S.9/030	She has an nowal face	•	She has an nowal face
122/1/112/2/3/000	randet eyes, pointed sore		rounded eyes pointed sore
	and buitiful blalok long		and buitiful blalok long
	hair.		hair.
TSE/MTE/S.9/031	She has an nowal face	•	She has an nowal face
	randet eyes, pointed sore		randet eyes, pointed sore
	and buitiful <u>blalok</u> long		and buitiful black long
	hair		hair
TSE/MTE/S.9/032	• He is 150 <u>cenmiter</u> tall	•	He is 150 centimeters tall
TSE/MTE/S.9/033	• She has an nowal face	•	She has an nowal face
	randet eyes, pointed sore		randet eyes, pointed sore
	and <u>buitiful</u> blalok long		and <u>beautiful</u> blalok long
	hair		hair
TSE/MTE/S.9/034	He joisen the dance club	•	He joisen the dance club
	as her <u>extracurrin</u>		as her <u>extracurricular</u>
	activity at socool		activity at socool
TSE/MTE/S.9/035	He <u>joisen</u> the dance club	•	He joins the dance club as
	as her extracurrin		her extracurrin activity at
	activity at socool		socool
TSE/MTE/S.9/036	• She is smath and <u>krien</u>	•	She is smart and <u>Friendly</u>
TSE/MTE/S.9/037	He often helps me to do	•	He often helps me to do
TCE/MTE/C 0/029	my <u>bemowok</u>		my <u>homework</u>
TSE/MTE/S.9/038 TSE/MTE/S.9/039	• She is smath and krien	•	She is smart
13L/M1L/3.9/039	He often hels me to do my hamowolk and always	•	He often hels me to do my
	my bemowok and alway rosts the elders		bemowok and alway
TSE/MTE/S.17/040	He was a diligent and	•	respects the elders He was a diligent and
	obedient sbudenc		obedient student
TCE/MTE/C 17/041	• Alwil respects the elders	•	Always respects the elders
TSE/MTE/S.17/041 TSE/MTE/S.25/042	Extracurrucular activy		Extracurricular activity
TSE/MTE/S.25/042	He is twety years old	•	He is thirteen years old
10L/M11L/0.23/U43	- He is twely years ord		110 is difficent years old

Based on the table above, students spelling errors in the type of two or more error of the same type or different type (multiple error) can be analized as follows:

1.) TSE/MTE/S.1/001

Efaryone loves her

In this data, the researcher found the student made spelling error in the word "everyone" wich was errorneously written as "efaryone". It was multiple error because there are two errors in the word. The first is omission of a letter they are v and e. Then subtitution of one letter v with a letter f and subtitute a letter e with a letter a. The student subtitute a letter o with a letter u. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

2.) TSE/MTE/S.1/002

Her nem is Akbar

In this data, the researcher found the student made spelling error in the word "name" wich was errorneoudly written as "nem". It was multiple error because there are three errors in this word. First is omission of a letter e. Then substitute a letter e with a letter a. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

3.) TSE/MTE/S.1/003

Setriten years old

In this data, the researcher found the student made spelling error in the word "thirteen" wich was errorneously written as "setriten". It was multiple error because there are two errors in the word. The first is omission of a letter h. Then addition of a letter s. Next single letter instead a double letter. The student put single e it should be double letter of e. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

4.) TSE/MTE/S.1/004

Thirteen <u>yes</u> old

She has an oval face, In this data, the researcher found the student made spelling error in the word "years" wich was errorneously written as "yes". It was multiple error because there are two errors in the word is omission of a letter they are e and r. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

5.) TSE/MTE/S.1/005

Akbar is so honbsome

The fifth word is "handsome" wich was errorneously written as "honbsome". It was multiple error because there are two errors in the word is substitute a letter a with a letter o and subtitute a letter o with a letter b. So this is includes a type of spelling error of Two or more error

of the same type of different type, because the students included two or more errors contains in a word.

6.) TSE/MTE/S.1/006

She has an oval face, rounded eyes, <u>paintel</u> nose, and beautiful black long hair

In this data, the researcher found the student made spelling error in the word "pointed" wich was errorneously written as "paintel". It was multiple error because there are two errors in the word word is substitute a letter o with a letter a and subtitute a letter d with a letter l. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

7.) TSE/MTE/S.1/007

She joins the dance club asher extracurr kular activitiy at shul

In this data, the researcher found the student made spelling error in the word "Extracurricular" wich was errorneously written as "extracurr_kular". It was multiple error because there are three errors in the word. The first is addition of letter. The student added a letter k. The second is omission of a letter i. Then word segmentation error. The student put a space in the word "Extracurricular" it was actually one word, there was no space. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

8.) TSE/MTE/S.1/008

She joins the dance club asher extracurr kular actifitiy at school

In this data, the researcher found the student made spelling error in the word "activity" wich was errorneously written as "actifitiy". It was multiple error because there are two errors in the word. The first is addition of letter. The student added a letter i. The second is subtitution of one letter. The student substitute a letter v with a letter f. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

9.) TSE/MTE/S.1/009

She joins the dance club asher extracurr kular activitiy at shul

In this data, the researcher found the student made spelling error in the word "school" wich was errorneously written as "shul". It was multiple error because there are two errors in the word. The first is omission of a letter they are c and o. Then subtitution of one letter. The student subtitute a letter o with a letter u. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

10.) TSE/MTE/S.1/010

She always helps me todo my homework and always <u>reples</u> the elders

In this data, the researcher found the student made spelling error in the word "respects" wich was errorneously written as "reples". It was multiple error because there are two errors in the word. The first is

omission of a letter they are s, c and t. Then addition of letter. The student added a letter l. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

11.) TSE/MTE/S.1/011

she is smart and firendliy

In this data, the researcher found the student made spelling error in the word "Friendly" wich was errorneously written as "firendly". It was multiple error because there are two errors in the word. The first is addition of a letter. The student added a letter i. Then, interchange of two adjacent letter. The missordering the letter i, r should be r, i. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

12.) TSE/MTE/S.1/012

she hasan oval face ronded eyes paintel nose end beautiful blialh long hair

In this data, the researcher found the student made spelling error in the word "black" wich was errorneously written as "blialh". It was multiple error because there are two errors in the word. The first is addition of letter. The student added some letter i, l, h. Then omission of a letter they are c and k. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

13.) TSE/MTE/S.1/013

she is my class mate in junior high shul

In this data, the researcher found the student made spelling error in the word "school" wich was errorneously written as "shul". It was multiple error because there are two errors in the word. The first is omission of a letter they are c and o. The second is subtitution of one letter. The student subtitute a letter o with a letter u. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

14.) TSE/MTE/S.2/014

he jon dance club as her extracurricular activity at school

From the data above, the researcher found the student made spelling error in the word "joins" wich was errorneously written as "jon". It was multiple error because there are two errors in the word. That is omission of a letter they are i and s. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

15.) TSE/MTE/S.2/015

he is smart and fridly

In this data, the researcher found the student made spelling error in the word "friendly" wich was errorneously written as "fridly". It was multiple error because there are two errors in the word. That is omission of a letter they are e and n. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

16.) TSE/MTE/S.4/016

he is sinart and friendly

From the data above, the researcher found the student made spelling error in the word "smart" wich was errorneously written as "sinart". It was multiple error because there are two errors in the word. The first is addition of letter. The student added some letter i. The second is subtitution of one letter. The student subtitute a letter o with m letter n. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

17.) TSE/MTE/S.5/017

Persority trait

From the data above, the researcher found the student made spelling error in the word "personality" wich was errorneously written as "persority". It was multiple error because there are two errors in the word. The first omission of a letter they are n and a. The second subtitution of one letter. The student subtitute a letter o with r letter l. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

18.) TSE/MTE/S.6/018

Sultan really loves to sing and volly bol

From the data above, the researcher found the student made spelling error in the word "volleyball" wich was errorneously written as "volly_bol". It was multiple error because there are four errors in the word. That is omission of a letter e. Then subtitute a letter a with a letter o, next single letter instead a double letter. It should be double l not single l in the word "volleyball". And then word segmentation error. The student put a space in the word "volleyball" it was actually one word, there was no space. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

19.) TSE/MTE/S.6/019

He joins the Volly club as her extracuricular activity at school

In this data, the researcher found the student made spelling error in the word "volleyball" wich was errorneously written as "volly". It was multiple error because there are some errors in the word. That is omission of a letter they are e, b, a, l and l. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

20.) TSE/MTE/S.7/020

He jionse volleyball club

From the data above, the researcher found the student made spelling error in the word "joins" which was errorneously written as

"jionse". It was multiple error because there are two errors in the word. The first is addition of letter. The student added a letter e. The second is interchage of two adjacent letter. The misordering in a letter i, o it should be o, i. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

21.) TSE/MTE/S.7/021

Noval really loves to playing <u>folley</u>

In this data, the researcher found the student made spelling error in the word "volleyball". The student made twice error in this word, which was errorneously written as "folley". It was multiple error because there are two errors in the word. That is omission of a letter they are e, b, a, l and l. The second substitute a letter v with a letter f. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

22.) TSE/MTE/S.7/022

He joins folley clup

In this data, the researcher found the student made spelling error in the word "volleyball". The student made twice error in this word, which was errorneously written as "folley". It was multiple error because there are two errors in the word. That is omission of a letter they are e, b, a, l and l. The second substitute a letter v with a letter f. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

23.) TSE/MTE/S.7/023

Extracurricular activity at scoll

In this data, the researcher found the student made spelling error in the word "school" which was errorneously written as "scoll". It was multiple error because there are three errors in the word. That is omission of a letter h. The second double letter instead of a single letter, it should be single 1 not double 1 in the word "school". The third is single letter instead of a double letter, it should be double o not a single o in the word "school". So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

24.) TSE/MTE/S.8/024

Bayu really loves to volly club

In this data, the researcher found the student made spelling error in the word "volleyball" wihch was errorneously written as "volly". It was multiple error because there are two errors in the word. That is omission of a letter they are e, b, a, l and l. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

25.) TSE/MTE/S.9/025

She always helps her parents and krinds

From the data above, the researcher found the student made spelling error in the word "friends" which was errorneously written as "krinds". It was multiple error because there are two errors in the word.

The first is subtitution of one letter. The student subtitute a letter f with a letter k. The second is omission of a letter e. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

26.) TSE/MTE/S.9/026

Let me introduce you tomay best friend

In this data, the researcher found the student made spelling error in the word "to my" which was errorneously written as "tomay". It was multiple error because there are two errors in the word. The first is word segmentation error. The student should put a space between the letter o and the letter m became "to my". The second is addition of a letter, the students added some letter a after a letter m. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

27.) TSE/MTE/S.9/027

She is a diligent and dandien

In this data, the researcher found the student made spelling error in the word "obedient" which was errorneously written as "dandien". It was multiple error because there are two errors in the word. The first is subtitution of one letter. The student subtitute a letter d with a letter d. And the third is omission of a letter they are o, e, and a letter t. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

28.) TSE/MTE/S.9/028

Junior high shocool

In this data, the researcher found the student made spelling error in the word "school" which was errorneously written as "shocool". It was multiple error because there are two errors in the word. The first is addition of letter. The student added a letter o. And the second is interchange of two adjacent letter. The missordering in the some letter h, c it should be c, h. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

29.) TSE/MTE/S.9/029

She has an <u>nowal</u> face randet eyes, pointed sore and buitiful blalok long hair.

In this data, the researcher found the student made spelling error in the word "oval" which was errorneously written as "nowal". It was multiple error because there are three errors in the word. The first is addition of letter. The student added a letter n. The second is subtitution of one letter. The student subtitute a letter v with a letter w. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

30.) TSE/MTE/S.9/030

She has an <u>nowal</u> face <u>randet</u> eyes, pointed sore and buitiful blalok long hair.

In this data, the researcher found the student made spelling error in the word "rounded" which was errorneously written as "randet" It was multiple error because there are two errors in the word. The first is omission of a letter o. The second is subtitution of one letter. The student subtitute a letter d with a letter t. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

31.) TSE/MTE/S.9/031

She has an nowal face randet eyes, pointed sore and buitiful blalok long hair

In this data, the researcher found the student made spelling error in the word "black" which was errorneously written as "blalok". It was multiple error because there are two errors in the word. The first is addition of letter. The student added a letter o and a letter l. The second is omission of a letter c. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

32.) TSE/MTE/S.9/032

He is 150 cenmiter tall

In this data, the researcher found the student made spelling error in the word "centimeters" which was errorneously written as "cenmiter". It was multiple error because there are three errors in the word. The first is subtitution of one letter. The student subtitute a letter e with a letter i. And the second is omission of a letter t and a letter i. So this is

includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

33.) TSE/MTE/S.9/033

She has an nowal face randet eyes, pointed sore and <u>buittful</u> blalok long hair

In this data, the researcher found the student made spelling error in the word "beautiful" which was errorneously written as "buitiful". It was multiple error because there are two errors in the word. That is omission of a letter they are *e* and *a*. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

34.) TSE/MTE/S.9/034

He joisen the dance club as her extracurrin activity at socool

In this data, the researcher found the student made spelling error in the word "extracurricular" which was errorneously written as "extracurrin". It was multiple error because there are two errors in the word. The first is addition of letter. The student added a letter n. The second is omission of a letter they are a letter c, u, l, a, r. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

35.) TSE/MTE/S.9/035

He joisen the dance club as her extracurrin activity at socool

In this data, the researcher found the student made spelling error in the word "joins" which was errorneously written as "joisen". It was multiple error because there are two errors in the word. The first is addition of letter. The student added a letter *e*. the second is interchange of two adjacent letter. The missordering in the some letter s, n it should be n, s. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

36.) TSE/MTE/S.9/036

She i smart and krien

In this data, the researcher found the student made spelling error in the word "friend" which was errorneously written as "krien". It was multiple error because there are two errors in the word. The first is omission of a letter d. The second is subtitution of one letter. The student subtitute a letter f with a letter k. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

37.) TSE/MTE/S.9/037

He often helps me to do my bemowok

In this data, the researcher found the student made spelling error in the word "homework" which was errorneously written as "bemowok". It was multiple error because there are four errors in the word. The first is addition of letter. The student added a letter o. The second is subtitution of one letter. The student subtitute a letter h with a

letter b. The third is omission of a letter r and a letter o. The fourth is interchange of two adjacent letter. The missordering in the some letter e, o it should be o, e. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

38.) TSE/MTE/S.9/038

She is smath

In this data, the researcher found the student made spelling error in the word "smart" which was errorneously written as "smath". It was multiple error because there are two errors in the word. The first is addition of letter. The student added a letter h. The second is omission of a letter r. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

39.) TSE/MTE/S.9/039

He often hels me to do my bemowok and alway <u>rosts</u> the elders

In this data, the researcher found the student made spelling error in the word "respects" which was errorneously written as "rosts". It was multiple error because there are two errors in the word. The first is subtitution of one letter. The student subtitute a letter t with a letter b. And the second is omission of a letter, they are a letter p, e, c. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

40.) TSE/MTE/S.17/040

He was a diligent and obedient sbudenc

From the data above, the researcher found the student made spelling error in the word "student" which was errorneously written as "sbudenc". It was multiple error because there are three errors in the word. The first is addition of letter. The student added a letter c. The second is subtitution of one letter. The student subtitute a letter t with a letter b. And the third is omission of a letter t. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

41.) TSE/MTE/S.17/041

Alwil respects the elders

In this data, the researcher found the student made spelling error in the word "always" which was errorneously written as "alwil". It was multiple error because there are two errors in the word. The first is subtitution of one letter. The student subtitute a letter t with s letter l. And the second is omission of a letter a and a letter y. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

42.) TSE/MTE/S.25/042

Extracurrucular activy

From the data above, the researcher found the student made spelling error in the word "activity" which was errorneously written as "actvy". It was multiple error because there are two errors in the word.

That is omission of a letter they are a letter i and a letter t. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

43.) TSE/MTE/S.25/043

He is twety years old

In this data, the researcher found the student made spelling error in the word "thirteen" which was errorneously written as "twety". It was multiple error because there are two errors in the word. The first is subtitution of one letter. The student subtitute a letter h with a letter w. And the third is omission of a letter they are a letter h, i, r, e, and a letter n. So this is includes a type of spelling error of Two or more error of the same type of different type, because the students included two or more errors contains in a word.

APPENDIX 4

DATA OF STUDENT WRITING DESCRIPTIVE TEXT

No. Date.
LOT ME INHOLER YOU to MY best Prisend. Her Men 18 ALLOW
Shels my class Mode in Junior High schul settiton
+SOL
Ant 15 a lil 10 ent and observent setudent. She orlineits
Helps har rapents and prends.
Albert 15 SO hontsome SHE hosein Over Face ronder GASS
paintel noss en bea ut ifer bliach long hair. Hersky
Color 15 raing. I nordition, she has orstim boddy and is Gotte
tall. She is 155 centimeters tall
Auber reguly loves to sing and dance. She joing the
Jank Club asher Stractor wester met 7 8147 dy
Shul she is sement pironslit she often helps
me tode my home work on alvants replestike
Closers & parting 10/85her
NOVAL FORLY Clas VIIB
A second t

Let me introduce tomy best Fries. her name is that he is my

Chass mate in junior migh school her is thirteen years ord.

The isa. A sugent and obedient student he always helps her parents and priess

hum is supretay he has unroval tale, rounses to toyo, pentry nose, and

the hand some black long har. Her sun cour is fix in the fance the has

a slim body and is gune tall, he is 132 contineters true.

Huda really loves to sing and and he you dance club as her

extension friving activity at sexual he is smart and fristy, he

orten helps meto domy home work and always respects the enders.

everyone poves her

NO. BELEZA	
Date:	

MY BEST Friend
identification: Let me introduce you to my best Friend, Her
MAME IS KHEYZA SHE IS MY CLASSMATE wedok is Junior
High school she is THIFTEEN YEARS OIL.
Description 1: SHe is a diligent and obedient student. SHe Always
Personality Trait Helps Her parents and Friends.
Description 2: KHEYZA is so Pretty, she has an oval face,
PHYSICAL TRAIT FOUNDED EYES, POINTED MOSE.
And beautiful black long HAIT. Her skin color is fair
In Addition, she HAS A slim body And is quite \$41
She is 160 cantimeters tall
Description 3 KHEYZA really loves to sing and dance.
REQUIAT ACTIVITIES, SHE JOINS THE DANCE LIUBAS HER
EXTRACULTICULAR ACTIVITY AT SHOOL SHE IS
SMART AND Friendly

M	1: AMA	PAVIDERLANGGA
		M'Best Friend Sahabatku Date:
		Let me introduce you to my best Friend. Hernamois
		Shohib he is my classmate in junior High school
Francis		he is thirteen years old. he is a diligent and obedient studend. He always
		he is a diligent and obedient studend. As always
		helps her parents and Friends
		· ·
		Shohib is so land somehe hasan oval Face, rounded
		eyes, Pointed hose and beautiful black long hair.
		Her skih color isfair. In a ddition, he has asin
_		body and is quite tall he is 191 centimeters tal
		9
		shohib batisme loves to sing and Lanco he joins
		he dance clubas her extra curriculara ctivitya
		School he is smart and frendly he of tenlers
		metodo my homework and always re spectsthe
		metodo my homework and always re spectsthe elders. Everyone lovesher
		5

M. A	Luin 7B
	Iden tification.
	Let me introdue you to my begtfriend,
	Description.7
	persority trait.
	she is a diligent and obedient student
	Description2:
	Physicaltrait.
	simbody and is quite tausne is. 155
	D.0.(
	Regular acitivities
	extrapurricular activity

FAJAR

	5310
	MY BEST FRIEND
	Let Me Itoroduce you to MY Best
	FRIEND HET NAME IS SULEAN HE IS
	MY CLASMATE IN JUNIOR HIGH SCHOL
	He is THIRTEN YEARS OLD.
	He is A diligent AND Obedient sturnt
	HE ALWAYS HELPS HER PAPENTS
	AND Friends
	SULTAN is so prety. He HAS AN OVAL
	FACE FOUNDED EYES POINTED NOSE
	AND BEAUTIFUL BLACK LONG HAIR.
	HER SKIN COLOR IS FAIR IN ADITION
	HE HAS A SLIM 6027 AND is quite
	TAL. He is 155 CENTIMETERS TAL. SULTAN REALY, LOVES tO SING AND
	VOLLY BOL HE JOINS the
	VOLLY BUL HE SOLL HER
	VOLLY CLUB AS HER
	EXTRACUPICULAR ACTIVITY AT SCHOOL HE IS SMART AND FRIENDLY. HE
	ATTEM A CLES IVIE LA JANIVA TO MICVER
	AND ALWAYS respects the
	elders. Everyone Loves
	Her.
)	

MAI	MA: RISKI AINUR ROFIQ
	MY BEST FRIEND
	LET ME INTRODUCE YOU TO MY BEST FRIEDD. HER NAME IS DOBOL. HE IS MY CLOSS MOHE IN JONIOR HIDH Scool. HE IS THIRTEEN XEARS OLD.
	Heis a Diligent and OBEDIENT STUDENT. HE ALWAYS
	COPPAINTS SO THE POST OF OVER FORCE ROUNDED EXTS. POTATED STORY, ORD HORDSOME, CHALLOND HOLD. HER SHINCOUR IS FONTE, IN EQUITION, SHE HOS OF SUM BOOD AND IS SUITE YOLL SHE IS 155 CCATIONCTERS FOLL.
	POWER REALLY LOVES to PLANING FOLLOW HE DIOSE DE SOURCE PROPERTOR DE SOURCE OCTIVITY AT GEORE ME IS SOMMET AND FREEDRICH AND ALWOYS THE ENDERS

1	n. Akbat odi Putra Progoma	No
		05/9
()	my Best friend	
	Let me introduce you to my best Friend. Her name	is bayu he is my
-	closs make in junior high school, he is thirteen >	reas oct.
	he is a diligent and obedient student. he occurrs h	ecps her Porters and Ftiends.
2	barr is so har Is one he has an over foce, touget	exas, Pointelhose, and her & some be ack
	Long haither skin color is thit in orbition he has a	
	centimeters tou.	
(3)	both really Low's to volly elle the joins the dance El	ub asher extracufficular
	activity of school he is smart and friener. he	
	me to do my hometwok and always per pects the eight	3-6 rethone consther
-		

Mama - Shohibul Hikam	
	No.
×	Date:
My ROSE FRIE MD	
SaldaBat ku	
Let mi introduce you ton	nad my bert Her name is Davi
The ismy clasmate in t	unior High Shoocol their
thrteen years old.	J
I She is a diligent and d	andien Cetalen
The isa diligent and d	pare hts and trinds
2. David is so pretty . \$6	e has an Novice tace
tanker eyes, bointed s	ore and builties black
long bait in addition.	he has a Slaim bodge and connitor for!
is quite tall he is 150	conmitter for!
3) Davil Pratty lose to	sing and dan ac
David Pratty lose to he Joisen the Lanve au	d or her extracomin
activity accepted she	ic (much and trien he as
ten hels me to de m tests ten cides. Everyon	ny be moved and alway
tests teh aldes. Everyon	e loves her

CaniAma

Date:		

ny best friend
Let me introduce you my pest friend Hername is tushi he is my
Ctass mate in junior High School. he is thir teen years old
he is a diligent and a obedient student he always helps her
Parents and friends
70511 is so pretty. He has an over tace Rounded eyes pointed
nose ans Beautifor Brack Long harstincoloris fair
in addition he has sum Body and is quite talline is
he is 755 centimetes tall
rusni Really Loves to sing menns donce he so insthe
dance club arsherektra curriculer activity atschol
he is smart and triendly heo eten heps
Me to domy Hone work and always Respects the ewers
everyone-to Loves her

VIIB	Date:
MY BE	EST. FRIEND
let me introduce you to	my best friend. Her name
is puspa. She is my classmo	
is twelve Years old.	
And the second s	lient student. She always helps
her parents and friend	
Puspa is so pretty. She ho	s an oval face, rounded
eyes, pointed nose, and beautiful	black long hair. Her Skin
Color is fair. In addition, She	has a slim body and is
quite tall. She is 143 Centime	ters fall.
Puspa really lovers to sing	
Joins the club as her reading	
and friendly. She often helps me to do my homework and	
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Bylla is so pretty. She has an oval face, rounded eyes, pointed and beautiful black long hair. Her skin color is fair. In addition, she slim body and is quite fall. She is 145 Centimeters tall.	long hair. Her skin color is fair. In addition, she he tall. e tall. She is 145 Centimeters tall. sves to Drawing and Cooking. She yoins the Jance club as he ty at school. She is smart and friendly. She often he	No.	"My Best friend" Let me introduce you to my best friend. Her name is Bylla. She is r
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Slim body and is quite tall. She is 145 centimeters tall.	e tall. She is 145 Centimeters tall. oves to Drawing and Cooking. She joins the Jance Club as h ty at school. She is smart and friendly. She often h		"My Best friend" Let me introduce you to my best friend. Her name is Bylla. She is a classmate in junior High school. She is thirteen years old. She is a diligent and obedient student. She always helps her pare and friends.
	oves to Drawing and Cooking, she joins the dance club as h ty at school, she is smart and friendly. She often h		"My Best friend" Let me introduce you to my best friend. Her nome is Billa. She is r Classmate in junior High School. She is thirteen years old. She is a diligent and obedient student. She always helps her pare and friends. Bylla is so pretty. She has an oval face, rounded eyes, Pointed nos
	ty at school, she is smart and friendly. She often hi		"My Best friend" Let me introduce you to my best friend. Her nome is Bylla. She is reclassmate in junior High School. She is thirteen years old. She is a diligent and obedient student. She always helps her pare and friends. Bylla is so pretty. She has an oval face, rounded eyes, pointed nos and beautiful black long hair. Her skin color is fair. In addition, she has
			"My Best friend" Let me introduce you to my best friend. Her name is Billa. She is a classmate in junior High school. She is thirteen years old. She is a diligent and obedient student. She always helps her pare and friends. Bylla is so pretty. She has an oval face, rounded eyes, pointed nos and beautiful black long hair. Her skin color is fair. In addition, she has she is 145 centimeters tall.
	or and diways respects the start starts		"My Best friend" Let me introduce you to my best friend. Her name is Bylla. She is a Classmate in junior High School. She is thirteen years old. She is a diligent and obedient student. She always helps her pare and friends. Bylla is so pretty. She has an oval face, rounded eyes, pointed nos and beautiful black long hair. Her skin color is fair. In addition, she has she shay and is quite tall. She is 145 Centimeters tall. Bylla really coves to Drawing and Cooking. She joins the Jance Club as h
me to do my homework and always respects the stars. Sie gone love			"My Best friend" Let me introduce you to my best friend. Her name is Bylla. She is a classmate in junior High School. She is thirteen years old. She is a diligent and obedient student. She always helps her pare and friends. Bylla is so pretty. She has an oval face, rounded eyes, pointed nos and beautiful black long hair. Her skin color is fair. In addition, she has she shall beautiful black long hair. Her skin color is fair. In addition, she has been been been shall to be she with a she will be she shall be she wins the dance club as he extracurcicular activity at school. She is smart and friendly. She often he
			"My Best friend" Let me introduce you to my best friend. Her name is Bylla. She is a Classmate in junior High School. She is thirteen years old. She is a diligent and obedient student. She always helps her pare and friends. Bylla is so pretty. She has an oval face, rounded eyes, pointed nos and beautiful black long hair. Her skin color is fair. In addition, she has she shay and is quite tall. She is 145 Centimeters tall. Bylla really coves to Drawing and Cooking. She joins the Jance Club as h

Naiy Okta Mahmuda. Kelas: VII B



	" MY BEST FRIEND"
7	
5	Let me introduce you to my best friend. Her name
5	is Aisyah. She is my Classmate in junior High School.
0	She is thirteen Years old.
	She is a diligent and Obedient Student. She always
)	helps her Parents and friends.
	Aisyah 1s so Pretty. She has an Oval face,
	rounded eyes, Pointed nose, and beautiful black long
5	hair. Her Skin Color is fair in addition, She has a
7	Slim body and is quite tall. She is 148 Centimeters tall.
	Aisyah really loves to Cooking and Drowing.
7)	The state of the s
	She is smart and friendly. She often helps me to do
	my homework and always respects the elders. Everyone
	loyes her.

	my best friend
	let me introduce you to my best friend her name is zury
	She is my distant in Junior high school wahid hasyim she is
	12 years old She is a diligen and obedient student she always
	helps her perents and friends 2UEY has an ordinary face she
	has an oval face round ayes a flat nose and brown hair her
	skin color is long and beautiful her skin color is brown apart
	Groom that she has a fat and short body her height 135
	Centimeters. Quey really likes swimming and and volly ball.
	Quey also takes part in volly ball extracurriculars at school she
	very smart and friendly she Often makes me anony zuey is
	my mi alumni friend even though she is at a differel school
1	our we are still friends forever

"Nama: Adelia Octonia Primadoni Kelas: 7A		NO. ABSEN: L	
		Date :	
	My Teacher		
	Let me introduce you to my Teache he teaches at Mts School. Sh		
	He is a feacher who is crazy a He is also feared by his studen	nd Stary when teaching. nts, especially class 7A.	
	Mrianas istall. Hehas black rears and other body parts. A centimeters tall.		
	Mr. Anas really likes English and English lessons.	Badminton. He is smart in	

omi	o betavian Haikal A Frizo
01-6	VIIA VAT
(10)	Date:
sen	my best friend
	Letme Incroduce you tomy Frience
	Hisnage is Hotidz heismy Closs
	maboni MTS. He Woslpss than threen
	reausointe was a singene
	choobericus Source neorum his
	parent and frends.
	Hotidz ISV ers hondows he
	on Oval Face rouge cold of Shall
	inain au I rain lair leu Cheir 1716
	esim to by. y on a snow we start our tous or as 15 or any 195 con the custous
	asim body. y our show ut 13
	drary, 145 CCKIME CUS EGIL
	HOLLIE YCEIII'S PI
	Erecting an (son) metalise
	tailly state of the Fire
	CIUBLESS MCCALLES TRANCES
	(CIPS MCto, my nouse worth
	along to spectrology to the
	nis

	My teacher No.
	I de la companya de l
	Let me introduce tou to my feacher, His name is then Anag.
	Jears old
	- J= CH 2 O(d
	He is a fewer and obedient feacher. He always have
heips his	Parents and friends,
	Mr-Anar 15 50 hand some. He has an over face
	Rounted eyes pumpes nose, and beatiful black in hair. his skin
	Color 15 fair. In addition, He has a slim body and 15 quite fair
	He 15 179 centimeters tall.
	10.
	Mr. Anar reall & loves to volled ball and bay arinton, the
	Joins the volley ball club as his extracurricular Activity at
	my home war and Accounts respects the aders. Fuer time loves he
	her.
	· ·

MAMA	Muhace m mad P Pas ctyo No. PRAS
	mx Bestfriend Data:
	Let me introducemy Best Epiens his Name is
	Ridho he is MX old FRiendandhe is NOW in7th
	gradene is 13 gears and he is a goof Riend
	his nature iskind and Likestochattogetherand
	help each other and his hobbies is Riding
	bicxcles and his areamis to a sol sier

15 to 15 to	No.
1000	Date:
	MY FRIEND
	Let me introduce you to my Friend. Her name
	is Naily-she is my classmate in MTS Al-Muslimon.
	She is twelve years old.
	She is a diligent and obedient Student.
	She always helps her parents and Friends.
	Naily is so quite beautiful, she has an oval
	Face, rounded eyes, flor nose, and beutiful black
	Short hair, Her Stein color is well tanned in
	addition she has a fat body and is quite tall. She is
	138 Centimeters Short.
	Maily really loves to cooking. She is brave
	and cheerful. She once helps me to do my homework
	and always respects the eldres. Everyone
	loves her

	YUShi-larma Al-Fiansa
	my best Friend
identifieution:	tetme introduce you to my best friendhis
	hame is soctan. he is my classmate in Sunio
	High school. he is thirteen years old.
pescription1:	he is a diligent and obedient studne. he alwa
per Sonality trait	1.
	handsome
bescriptions.	sutur is so per . he has an ovac Face, rounder
Physical truit	eyes, pointed nose, and beatiful bleck Longhair
	his skin color is fair. In additionhe has
	sligh body and is guile tache is 155 centimeter
pescription 3:	Swtan really loves to football. he joins the
Regular activities	football cluber as his extracurricular activit
	at school. he is smart friendly. the often help
	me todo my homework and aways respects
	the elders. Everyone loves his.

Nomo: Adit 70 movions Molld

allow I introduce you to my best priend his name phake he is my mi priend he is twelve rears old he is a student dilipent and obedient he always help his priends phake it is quite hand some he has an oval pace found eres big nose short half bright skin color besides that he has slightly fat body and quite tall his help ht is similar to me phake it really like make a kite together and play ball he usually comes along putsal practice additional activities he's pretty samart and priendly i opten help him make a kite he always honor parent that he met everyone loves him

	M. Hapidz Firmansyah VII A C7A7
losen:	Data
	M? Best-Friend
	Let me introduce you to my prient. His name is Hairan. He is my
	classmake at MTs. He was less than thirteen Years old.
	He was a disigent and obedient student. He always helps his farents
	and friends.
	Hailal is very handsome. He had an oval face, round eyes, a shart
	nose, and neat black hair. Her skin color is bright. Afart from that,
	he has a slim body and igrather short. He is around 135 centimeter
	tail-
	Hainal really likes playing mobile legends games and free fire games
	he didn't join the mobile legents our free fire club. He is smart and
	friendly. He often helfs me to so my home work and accords respects
	elsers. Everyone loves him

Bahasa Inggris:

My best friend

Hi. I want to tell you about my Friend, Adelia Octavia
Drimadani, usually called Adel. he was born on "October 10
2011" Which will be II years old next month. he's my
little friend Since I was 3 years old. I've know him.
going to school together, basically going everywhere together,
and that still applies to this day, when we are II years old.
Adel's son is Very Cheerful lasy toget along with, beautiful,
kind, he can also be said to be a Short person. he doesn't
easily believe in himself, he is always insecure about
himself. he also likes Cycling almost every afternoon. it is
his character that makes me comfortable to be friends
whit him that's the story I told adel or you could
say my best friend. more or less sorry, thank you

No. Huda Date: 7A My Friend et me introduce you to my resend, Her name is adie, she is my class mate in junior high School. She is Twelty years old She is diligent Funny and happy. De She belways laugh dan cheer adie is so handsome. She has an red face, rounded eyes, pointed nose, and becaused black short hair like a hedgehoy. Her skin is. Fair. He it's height surroundings 150 centimeters adit really loves Playing Fuesal and athletics. She joins the athletic s as her extrucurricular activy at school. She is funny, Shee often cheats on me. Everyone loves her

Date:	
my Bost Friend	
O est me introduce you to int be	St FVIEW
Hes name Put va. He 15 yhr class	enstein -
Divinior High school-) -
	-
He is a diciocent Byd obedient sty	lent
He dindys herry he perente &	et Frience
Detvais so happalsome. He has an	
O svor. Face, voluted eyes, Pointed	mosp,
and beautiful slack long hair. H	
Colovis Fair. In Addition, He had	Control of the Contro
Seion body and is quite toll. H	18 15
155 centimeters tacc	
my Best Friend	

APPENDIX 5

DATA INTERVIEW

a. Interview Guide

Topic	Question
Spelling error in students writing descriptive text	 What causes you difficulty in spelling? Do you like writing English?
Causes of spelling error in students writing descriptive text	3. Do you like to learn English?4. What is the main cause of your writing difficult?
	5. Does inadequate time effect your writing difficulties?
	6. Do you have the teacher feedback?

b. Students Interview Transcript

Interviewer: The students

Place : MTs Al-Muslimun Lamongan

1. What is the main cause of your writing difficult?

- S.1: "Karena tidak tau bahasa inggrisnya"
- S.2: "karena lupa bagaimana tulisannya"
- S.3: "Karena tidak tau tulisannya"
- S.4: "Tidak tau tulisannya"
- S.5: "Tidak bisa bahasa Inggris"
- S.6: "Karena tidak tau bagaimana menulisnya"
- S.7: "Karena Tulisannya susah"
- S.8: "karena tidak tau bagaimana struktur penulisannya"
- S.9 : "Tidak tau bahasa Inggrisnya, jadi saya liat punya teman saya dan tak tulis aja"
- S.10: "karena tidak tau bahasa Inggrisnya"
- S.11: "Tidak tau bagaimana tulisan bahasa Inggrisnya"
- S.12: "Tidak tau bahasa Inggrisnya"
- S.13: "Lupa tulisannya"
- S.14: "Lupa tulisannya"
- S.15 : "Karena gugup saat nulis dan tidak tau cara menyusunnya, jadi saya suka pakai google translate agar tidak

salah"

S.16 : "Karena grammarnya susah, jadi pakai google translate untuk mengerjakan

tugas'

- S.17: "karena menulis bahasa inggris itu susah apalagi deskriptif teks"
- S.18: "karena terlalu cepat nulisnya, terus karena bacaan dan tulisannya juga beda"
- S.19 : "kareta terburu-buru jadi tidak teliti saat nulisnya, biasanya lebih suka mengerjakan dengan mengtranslate langsung lewat google"
- S.20 : "karena nggak tau tulisannya, jadi saya liat di google translate agar tidak

salah saat mengerjakan"

- S.21: "karena tidak sadar melakukan kesalahan"
- S.22: "kurang teliti saat menulis"
- S.23 : "karena ada kata serupa tapi bacannya berbeda, jadi saya lebih suka cek dikamus saja agar tidak salah."
- S.24 : "karena bacaan dan tulisan kata dalam bahasa Inggris berbeda. Dan saat itu saya ngerjainnya lewat google translate terus nulisnya juga terburu-buru jadinya salah."
- S.25 : "jujur saya mengerjakan lewat google translate kak, dan waktu itu karena kurang teliti nulisnya jadi saya salah pada ejaannya."
- S.26: "karena buru-buru saat itu ngerjainnya juga pakai google translate."

2. Do you like writing English?

- S.1: "Tidak, karena nggak biasa dan tidak bisa bahasa Inggris"
- S.2: "saya menulis kalau ada tugas saja"
- S.3: "Tidak terlalu suka"
- S.4: "lumayan, karena nggak tau bahasa inggrisnya jadi males"
- S.5: "Tidak suka, karena nggak biasa ngerjain"
- S.6: "Tidak suka, karena susah"
- S.7: "Nggak suka, terus juga saya nggak biasa nulis bahasa Inggris"
- S.8: "Tidak terlalu suka"
- S.9: "nggak suka"
- S.10: "Tidak"
- S.11: "Lumayan suka"
- S.12: "kalau ada tugas saja"
- S.13: "Lumayan"
- S.14: "lumayan suka"
- S.15: "lumayan suka"
- S.16: "nggak terlalu suka"
- S.17: "nggak terlalu suka, karena nggak terbiasa"
- S.18: "lumayan suka, karena sulit menulis bahasa inggris"

- S.19: "lumayan, karena belum terlalu bisa"
- S.20: "nggak terlalu suka"
- S.21: "lumayan suka"
- S.22: "nggak suka"
- S.23: "nggak suka"
- S.24: "lumayan suka"
- S.25: "lumayan, karena perbedaan penulisan jadi susah"
- S.26: "nggak suka"

3. What causes your difficulties in spelling?

- S.1: "karena tulisannya singkat-singkat jadi susah"
- S.2: "terlalu cepat saat nulis dan males untuk ngecek lagi"
- S.3: "tidak tau tulisannya"
- S.4: "karena tidak tau bahasa inggrisnya"
- S.5: "bahasa Inggris itu ribet tulisannya, jadi saya males"
- S.6: "karena nggak tau bahasa inggrisnya"
- S.7: "nggak tau bahasa inggrisnya dan ribet tulisannya"
- S.8: "lupa tulisannya"
- S.9: "ribet tulisannya, jadi pasah yang penting mengerjakan"
- S.10 : "lupa tulisannya dan biasanya juga ada yang nggak tau tulisannya"
- S.11: "tidak tau tulisan bahasa inggrisnya"
- S.12: "lupa tulisannya"
- S.13: "karena tidak tau bahasa inggrisnya"
- S.14: "tidak tau bahasa inggrisnya"
- S.15 : "karena bacaan dan tulisannya berbeda jadi sulit. Saya juga takut disalahin sama guru saya"
- S.16: "karena tulisan dan bacaannya berbeda"
- S.17: "karena nggak tau tulisannya"
- S.18: "karena tidak teliti"
- S.19 : "karena buru-buru dan males meneliti tulisan lagi, yang penting sudah mengerjakan."

- S.20: "karena nggak tau tulisannya"
- S.21 : "karena ragu-ragu benar atau salah. Soalnya saya pernah nulis saya kira itu benar tapi ternyata salah"
- S.22: "kurang teliti"
- S.23: "karena kurang teliti nulisnya, jadi ya yang penting ngerjain tugas"
- S.24: "karena takut salah"
- S.25 : "karena kurang teliti. Saya juga nggak pernah ngecek tulisan yang penting sudah mengerjakan"
- S.26 : "karena terburu-buru dan lupa tulisannya, nggak pernah ngecek tulisan juga"

4. Do you like to learn English?

- S.1: "tidak suka"
- S.2: "tidak suka"
- S.3: "lumayan suka"
- S.4: "lumayan suka"
- S.5: "tidak suka"
- S.6: "tidak suka"
- S.7: "sedikit suka"
- S.8: "tidak suka"
- S.9: "tidak, karena susah"
- S.10: "lumyan suka"
- S.11: "lumayan suka"
- S.12: "lumayan suka"
- S.13: "suka"
- S.14: "suka"
- S.15: "nggak terlalu suka"
- S.16: "lumayan suka"
- S.17: "nggak terlalu suka, karena sulit"
- S.18: "lumayan suka"
- S.19: "tidak, karena sulit dan tidak paham"

- S.20: "lumayan suka"
- S.21: "lumayan suka"
- S.22: "kurang suka, karena nggak bisa"
- S.23: "nggak suka karena ribet"
- S.24: "lumayan suka"
- S.25: "suka karena seru"
- S.26: "tidak suka, karena bingung bacanya"

5. Does inadequate time effect your writing difficulties?

- S.1: "iya, jadi terburu-buru saat menulis"
- S.2: "sepertinya tidak"
- S.3: "iya, jadi terburu-buru"
- S.4: "iya karena buru-buru"
- S.5: "tidak"
- S.6: "iya"
- S.7: "iya"
- S.8: "iya"
- S.9: "tidak"
- S.10: "iya, jadi gak bisa berpikir karena buru-buru" dikejar waktu
- S.11: "iya, jadi buru-buru"
- S.12: "iya, karena terburu-buru jadi nggak bisa berpikir"
- S.13: "iya, jadi gugup karena waktu"
- S.14: "iya, jadi terburu-buru"
- S.15: "iya, jadi gugup dan takut salah"
- S.16: "iya jadi nggak bisa mikir"
- S.17: "iya"
- S.18 : "iya, jadi terlalu cepat nulisnya sampai salah nulis karena saya butuh waktu untuk menyelesaikannya"
- S.19: "iya, jadi buru-buru"
- S.20: "iya, jadi nggak fokus"
- S.21: "karena waktu yang terbatas, jadi ragu-ragu sudah benar atau belum

pekerjaan saya."

S.22: "iya, jadi sakah membaca/menulisnya"

S.23: "iya, jadi tidak teliti"

S.24: "iya, jadi takut salahkarena buru-buru"

S.25: "iya, jadi kurang teliti"

S.26: "iya, jadi bingung ngerjainnya"

6. Do you have the teacher feedback?

S.1: "Sepertinya iya"

S.2: "Iya"

S.3: "Ada"

S.4: "Iya, ada"

S.5: "Iya"

S.6: "Iya"

S.7: "Iya"

S.8: "Ada"

S.9: "Iya"

S.10: "Ada"

S.11: "Ada"

S.12: "Iya"

S.13: "Iya"

S.14: "Ada"

S.15: "Ada"

S.16: "Iya"

S.17: "Ada"

S.18: "Iya"

S.19: "Iya"

S.20: "Ada"

S.21: "Ada"

S.22: "Iya"

S.23 : "Ada"

S.24 : "Iya"		
S.25 : "Ada"		
S.26 : "Ada"		

APPENDIX 6

Photo Documentation







