

CLOSING

CHAPTER V

A. Conclusion

Based on the results of research and observations conducted by the researcher regarding the analysis of spelling errors in the English writing skills of ninth grade students at SMP BP Pancasila Bengkulu, the following conclusions can be drawn:

The research results show that the types of errors found in students' writing include three types of errors, namely omission errors, substitution errors and insertion errors. Among these three errors, the omission error is the error with the highest cases, namely 93 cases with a total of 19 errors, followed by the next case, the substitution error, which reaches 71 cases with a total of 16 errors, and finally the error with the lowest cases, namely the insertion error, which has 25 cases with 11 error. If based on the test instrument table, there are transformation errors where these errors did not occur in this study, which means that this type of error can be interpreted as the error with the lowest incidence or an error that rarely occurs.

Based on the data collected by the researcher and supported by error calculations, the researcher found factors in spelling errors in vocabulary made by students, namely that

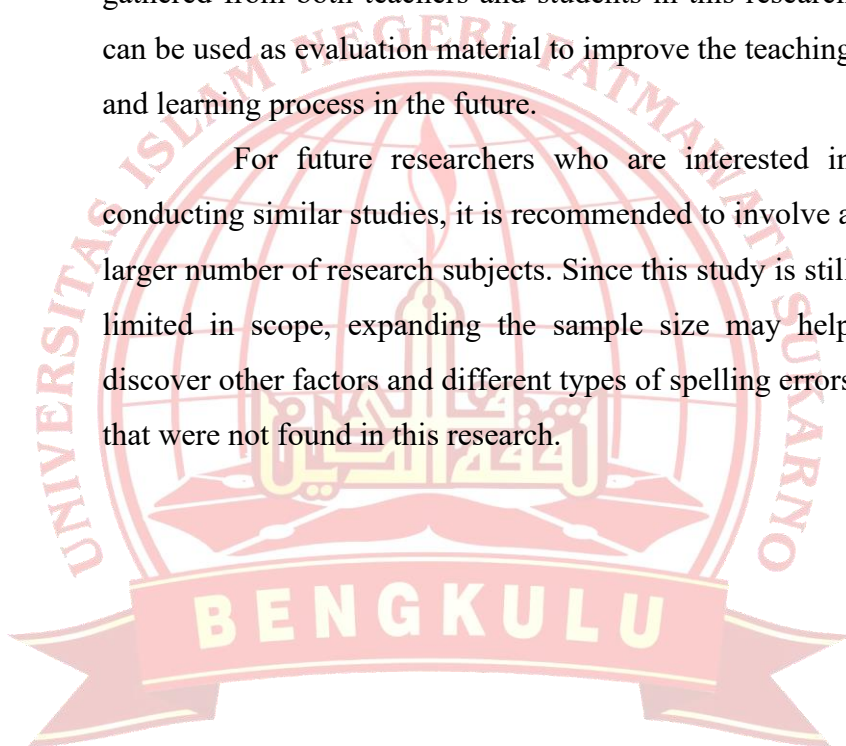
4.65% of students made omission errors due to the influence of Indonesian vocabulary so that students had difficulty writing the spelling of English words as described. It should then be that 3.55% of substitutions are removed because students do not know and understand various written vocabulary words in English and these words are rarely used in repeated learning or in everyday life, making students forget or feel they have written the spelling of the word correctly, but in the end in reality what they produced was wrong and the insertion error was 0.55% due to the student's doubts. Students know there are wrong letters but find it difficult to correct them.

B. Suggestion

From all the students analyzed in this study, it was found that on average each student made three spelling errors in their writing. Based on this finding, it would be better if English teachers apply teaching strategies that encourage students to identify and correct their own spelling mistakes. For example, teachers can ask students to review their writing, find the errors, and then guide them in correcting those mistakes. By doing this continuously, students can become more aware of their errors and gradually improve their spelling ability through regular practice.

In addition, students are encouraged to improve their vocabulary knowledge and writing skills through various sources, such as guidance from teachers, reading books, doing independent exercises, and practicing English in daily communication. The feedback and opinions gathered from both teachers and students in this research can be used as evaluation material to improve the teaching and learning process in the future.

For future researchers who are interested in conducting similar studies, it is recommended to involve a larger number of research subjects. Since this study is still limited in scope, expanding the sample size may help discover other factors and different types of spelling errors that were not found in this research.



REFERENCE

- Abidin, Y. (2019). *Konsep Dasar Bahasa Indonesia*. Jakarta: PT Bumi Aksara, page 52.
- Agustin, L. dan M. (2023). Pengaruh Intensitas Penggunaan Kartu Plastik Dan Mobile Payment Terhadap Costumer Behavior: Studi Kasus Mahasiswa FEBI UINSU. *Sei-Tech Journal*, Vol 2. No.2.
- Albalawi, F. S. (2016). Analytical study of the most common spelling errors among Saudi female learners of English: Causes and remedies. *Asian Journal of Educational Research*, 4(3), 48-62.
- Alhaisoni, E., Al-Zuoud, K. M., & Gaudel, D. R. (2020). Analysis of spelling errors of Saudi EFL learners. *International Journal of Linguistics*, 12(1), 92–108.
- Al-Jarf, R. (2010). Spelling Error Corpora in EFL. *Sino-US English Teaching*, 7(1), 6-15.
- Al-Oudat, A. (2017). Spelling errors in English writing committed by English-major students at BAU. *Journal of Literature, Languages and Linguistics*, 32(2):46.
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International journal of teaching and education*, 3(3), 21-34.
- Altamimi, D., & Ab Rashid, R. (2019). Spelling problems and causes among Saudi English language undergraduates. *Arab World English Journal (AWEJ) Volume*, 10 (3):178-191.
- Al-Zuoud, K. M., & Kabilan, M. K. (2013). Investigating Jordanian EFL Students' spelling errors at tertiary level. *International Journal of Linguistics*, 5(3), 164-176.
- Amiri, F., & Puteh, M. (2017). Error analysis in academic writing: A case of international postgraduate students in Malaysia. *Advances in Language and Literary Studies*, 8(4), 141-145.

- Aqel, F. (1993). Grammatical and spelling errors among Palestinian students learning English. *Mansoura Faculty of Education Journal*, 22, 1-12.
- Arikunto. 2006. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta : PT. Rineka Cipta.
- Ayuningsih, F. D. (2012). *Analisis Kesalahan Berbahasa pada Penulisan Pengalaman Pribadi Siswa Kelas XI SMK Batik 2 Surakarta* (Doctoral dissertation, Universitas Muhammadiyah Surakarta). (Online) Accessed on August 2, 2024 at 06:02 WITA
- Babayigit, S., & Stainthorp, R. (2010). Component processes of early reading, spelling, and narrative writing skills in Turkish: A longitudinal study. *Reading and Writing*, 23(5):539-568.
- Bachtiar, B. S. (2010). Meyakinkan validitas data melalui trigulasi pada penelitian kualitatif. *Jurnal teknologi pendidikan* , 50.
- Botley, S. P. (2015). Errors Versus Mistakes: A False Dichotomy?. *Malaysian Journal of ELT Research*, 11(1):81-94.
- Brown, D. (2011). What aspects of vocabulary knowledge do textbooks give attention to?. *Language Teaching Research*, 15(1), 83-97.
- Brown, H. D. (2000). *Principles of Language Learning and Teaching* Fourth Edition. New York: Longman.
- Brown, H. Douglas. (2007). *Principles of Language Learning and Teaching* 5th Edition. New York: Pearson Education, Inc
- Burhan, N. (2001). *Penilaian dalam pengajaran bahasa dan sastra*. Yogyakarta: BPFE Yogyakarta.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge : University Pers.
- Carney,E. (1994). *A Survey of English Spelling*. London:Routledge Inc.
- Cook, V.J. (1999). *Teaching L2 spelling*. Circa. Retrieved August 31,

2004 from <http://privatewww.essex.ac.uk/~vcook/OBS2O.htm>.

- Corder, S. P. (1967). The significance of learner's errors. In Richards, J. C. (2015). *Error analysis: Perspectives on second language acquisition*, pp 19 – 27. London: Longman.
- Corder, S. P. (1971). Idiosyncratic dialects and error analysis. *International Review of Applied Linguistics*, 9:149-159.
- Corder, S. Pit. 1981. *Error Analysis and Interlanguage*. London: Oxford University Press.
- Creswell, J.W. 2013. *Research Design: Qualitative, Quantitative ,and Mixed Methods Approaches*. 4th Edition, SAGE Publication, Inc., London.
- Creswell, John W. 2012. *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar.
- Durga, S. S., & Rao, C. S. (2018). Developing students' writing skills in English-A process approach. *Journal for Research Scholars and Professionals of English Language Teaching*, 6(2), 1-3.
- Ellis, R. (2015). *Understanding second language acquisition* (2nd ed.). Oxford: Oxford University Press.
- Ellis, R. & Barkhuizen, G. B. (2005). *Analysing Learner Language*. Oxford University Press. UK
- Ellis, Rod. (1997). *Second Language Acquisition*. New York : Oxford University Press.
- Fitria, T. N. (2020). Spelling Error Analysis In Students' writing English Composition. *Getsempena English Education Journal*, 7(2), 240-254.
- Grant, C., & Osanloo, A. (2014). Understanding, selecting, and integrating a theoretical framework in dissertation research: Creating the blueprint for your "house". *Administrative issues journal*, 4(2), 4.

- Hadi, S. (1983). *Metodologi Research I*, Yogyakarta: Yayasan Fak. Psikologi UGM.
- Harmer, J. (2001). *The practice of English Language teaching* 3rd Ed. Essex, England: Longman.
- Hikmah, S. (2017). *Spelling Error Analysis Students Writing at Tenth Grade in Man 1 Boyolali in The Academic Year of 2016-2017*. Unpublished. Surakarta: English Education Departmen IAIN Surakarta.
- Hornby, A.S. (1987). *Oxford Advanced Learners Dictionary of Current English*. Oxford: Oxford University Press.
- Imenda, S. (2014). Is there a conceptual difference between theoretical and conceptual frameworks?. *Journal of social sciences*, 38(2), 185-195.
- Indonesia, P. R. (2003). Undang-undang Republik Indonesia nomor 20 tahun 2003 tentang sistem pendidikan nasional. *Jakarta: Kementrian Riset, Teknologi, Dan Pendidikan Tinggi*.
- Kelman, M. E., & Apel, K. (2004). Effects of a multiple linguistic and prescriptive approach to spelling instruction: A case study. *Communication Disorders Quarterly*, 25(2), 57.
- M. Givan Fachrezzy, S. , dkk. (2022). Spelling Error Analysis In Writing Recount Text By The Ninth-Grade Students Of Smp Negeri 1 Sumbawa Academic Year 2022/2023. *Journal of English Education Forum* , 41.
- Moleong, L. J. (1999). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya. Nugroho. (2008).
- Moleong, L. J. 2010. *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
- Mpiti, T. (2012). The nature of spelling errors of grade three isiXhosa

background students in English first additional language. *Unpublished master thesis. University of Fort Hare, South Africa.*

Nana Sudjana dan Ibrahim, Penelitian dan Penilaian Pendidikan, (Bandung: Sinar Baru Algensindo, 2009), page. 64

Nation, I. S. P. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge: Cambridge University Press.

Neuman, S. B., & Dwyer, J. (2009). Missing in action: Vocabulary instruction in pre-K. *The reading teacher*, 62(5), 384-392.

Nunan, D. (1991). Language teaching methodology: A textbook for teachers. *Pretence Hall International*.

Perveen, U. & Akram, F. (2014). A comparative study to know the causes of spelling errors committed by learners of English at elementary level in distract Kasur and Lahore in Pakistan. *European Academic Research*, 2(2), 2601-2622.

Poerwadarminta, W. J. S. (1985). Kamus Umum Bahasa Indonesia (Cet. VIII). *Jakarta: Balai Pustaka*.

Puspandari, K. (2017). An Analysis on Spelling of Inflectional Nouns Made by the Seventh Grade Sudents of SMPN 1 Loa Kulu. *Intelegensia: Jurnal Pendidikan dan Pembelajaran*, 2(2), 19-31.

Richards, J. C. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.

Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). London: Pearson Education.

Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge: Cambridge

Solehan, T.W, dkk. 2008. *Pendidikan Bahasa Indonesia di SD*. Jakarta: Universitas Terbuka.

- Sudijono, A. (2010) *Pengantar Statistik Pendidikan*. Jakarta: Rajawali Pers
- Sugiyono (2015). *Metode Penelitian Kombinasi (Mix Methods)*. Bandung: Alfabeta.
- Sugiyono, (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: CV. Alfabeta.
- Sugiyono, (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabet.
- Sugiyono, (2018). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, penerbit Alfabeta, Bandung.
- Sukardi. 2003. *Metodologi Penelitian Pendidikan Kompetensi dan Prakteknya*. Jakarta: Bumi Aksara..
- Suleiman, W. A. (2011). Digital Storytelling to Sharpen Language Skills. Malaysia: In Proceedings of the 3rd International Conference of Teaching and Learning (ICTL).
- Sutopo. 2006. *Metodologi Penelitian Kualitatif*. Surakarta: UNS.
- Tarigan, D., & Lilis Siti Sulistyawati. (1997). *Analisis Kesalahan Berbahasa*. Jakarta: Dirjen Dikdasmen.
- Tarigan, D., & Tarigan, H. G. (1990). *Pengajaran Analisis Kesalahan Berbahasa*. Bandung: Angkasa.
- Tarigan, D., & Tarigan, H. G. (2011). *Pengajaran analisis kesalahan berbahasa (Edisi Revisi)*. Bandung: Angkasa Bandung.
- Ur, P. (1996). *A course in language teaching* (Vol. 1, No. 998, p. 41). Cambridge: Cambridge university press.
- Wahyuningsih (2022). *Spelling Error Analysis In The Students' Writing Vocabulary At The Seventh Grade Of Smp N 1 Tenganan (A Study On The Seventh Grade Students Of SMP N 1 Tengananin Academic Year 2019-2020)*. UIN Salatiga Repository. Semarang

: English Education Departmen IAIN Salatiga.

Wijaya H. (2018). *Analisis Data Kualitatif Ilmu Pendidikan Teologi*, Makassar: Sekolah Tinggi Theologia Jaffra, 120-121.

W.J.S. Poerwadarminta. (1985). *Kamus Umum Bahasa Indonesia*. Jakarta: Balai Pustaka.

