
Error Analysis Found in the Second Elementary Students' Spelling in Writing Number

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Abstract

Interlanguage is the underlying theoretical construct efforts of SLA researchers to identify stages of development through which second language learners continue their journey to second language (or near-second language) proficiency. The purpose of this research was to describe the error analysis found in the second elementary students' spelling in writing numbers. Descriptive method was used as the design of this research. The population of this research was the second year students at one of the elementary school in Padang city. The researcher used random sampling technique to select the sample, and the number of sample was 42 students. Instrument for collecting the data in this research was writing test. Generally, the students had ability in spelling writing numbers. It was supported by the fact that most of students (61%) had ability in spelling writing number, but in case there is some students (39%) still make the error spelling in writing numbers. This finding of the data analysis can help the teachers to see that their students still made the mistakes in spelling, and the teachers can make the strategy that make this error will decrease in the future.

Keywords: Error Analysis, Writing, Spelling

Introduction

Interlanguage is the underlying theoretical construct efforts of SLA researchers to identify stages of development through which second language learners continue their journey to second language (or near-second language) proficiency. On this occasion, the author focuses on learners of English as a foreign language that they are studying. During learning English, of course, the learners experience some mistakes, from small mistakes to big mistakes. In general, these errors are considered as the weakness of every human being, for example, difficulty in remembering, language that is rarely used in everyday life, to the lack of knowledge of the learner about the English language.

Currently in Indonesia has used the Merdeka Curriculum. In the Merdeka Curriculum, elementary school students are required to learn English. Therefore, the author pays attention to what mistakes are made by elementary school students in the use of English such as spelling word, pronunciation, and lack of vocabulary.

Spelling is one of the fundamentals of learning English, and it plays an important role alongside listening, reading and writing, and has a positive impact on other skills. Spelling is an important part of developing literate readers (Schonell, 2014). Therefore, spelling is an important aspect of writing. One of the obstacles or difficulties we may face when writing is English spelling.

Spelling is a subset of orthography that includes systems for representing language in written form. Spelling errors only become apparent when we check spelling (Casey, 2018). Spelling is the art of correctly combining words in a letter, so it is about the correct choice and good arrangement of the letters that make up the word. According to (Carney, 2008, p.4), spelling is related to the arrangement of vowels and consonants. Spelling is a set of rules for writing language using letters, words, and punctuation as components.

Spelling is a part of English about how to write words from sound of the words themselves. The main focus is on structural patterns or proper spelling. This area requires the ability to detect sounds and convert them into letters that match their spelling to make it easier for us to interpret the meaning contained in the word. Twenty-six letters that we know are points of change of sound into letters that play a role in the process of transferring sound into letters. The application of letters in English spelling is a distinctive component of spelling in a word.

Spelling errors are spelling errors of a few letters of the spoken sound transcript. In this activity, students are required to have the ability to hide errors, not mistakes. Errors are different from mistakes. Both definitions can be understood easily from their definitions and characteristics. James (2017) states an error as an example of language that deviates unintentionally and cannot be corrected by the author himself or if the learner is unable or in any way reluctant to correct, the researcher assume that the form the learner uses is the intended one and it is a temporary error the error is intentional or unintentional deviating and can be corrected by itself or if the learner is inclined and able to correct errors in his output, it is assumed that the form he chooses is not appropriate. One meant, and we would say that an error is an error. In short, error is a spontaneous action which cannot be avoided and distorted and error is the opposite of error but prefers to unchecked omission.

These spelling errors may manifest as miss spellings in words or in the form when words are written in English vocabulary (Fitria, 2018). According to (Richards & Schmidt, 2013, p. 201), errors are the use of words, speech acts, or grammatical elements (such as parts of speech) that appear imperfect and meaningful in incomplete learning. When writing English, spelling skills will help strengthen the relationship between sounds and letters (Fitria, 2019). Spelling is a rule that users of a language must follow to maintain order and consistency, especially in written language. The order of the forms affects the accuracy and clarity of the meaning. Incorrect spelling can change the meaning of a sentence. Nordquist (2019) states that spelling rules are guidelines or principles designed to help authors spell words accurately. This is also known as spelling convention. Spelling rules are different from grammar rules.

Spelling rules help students to spell accurately. English spelling is not just a matter of spelling English from A to Z. English spelling, on the other hand, involves adding or combining letters in words that end in specific letters. Spelling is related to a student's ability to spell words correctly and accurately. Correct and accurate spelling can improve the overall quality of written text. Spelling errors are often associated with major mistakes in English writing. Good spelling skills develop over time, especially through practice and experience (Ott, 2014, p. 24). According to Benyo (2014), spelling mistakes can cause sound problems. One of the reasons spelling is difficult to learn has to do with the correspondence between the pronunciation of a word and its correct spelling.

This study is a study of the writing of English word-forming letters, namely whether or not there are errors made by students in spelling words. Students are given a dictation test to write down words, on this occasion words of numbers one until twenty. The results of the classification are then described in the form of percentage figures for each type of error so that the type of error that occurs is the most dominant in student work.

Methods

The population used in this study is grade 2 elementary school students who have studied the numbers one to twenty. The sample used was forty-two (42) people who were taken randomly using even-numbered absences. This research is the descriptive research, because this research aims the students errors' spelling in writing numbers. The procedure to collect the data, the researcher ask the students to write down the word spelling of the ten (10) numbers mentioned by the researcher. After the data collected, the researcher processed the data using Microsoft Excel. The researcher made a group of the results from the sample data based on the spelling errors in writing the numbers. The results of the data expressed in the form of percentages, so it is easier to see in what numbers the students who make mistakes the most.

Results and Discussion

Based on the research of data analysis, it is found that almost students make the error spelling in writing number one until twenty. The percentage of students making error spelling in writing can be seen in the Figure 1.

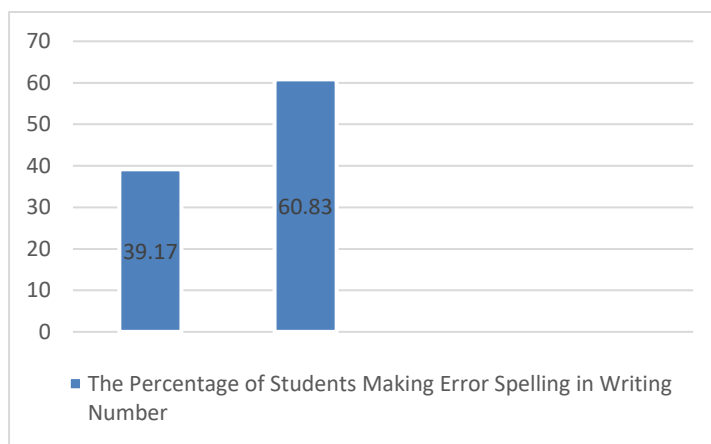


Figure 1. The Percentage of Students Making Error Spelling in Writing

The number that almost of students write in error spelling is the number one. The students write the number one with spelling “wan”, the number two with spelling “tcu”, number five with spelling “faiV”, number eight with spelling “eigt”, and number thirteen with spelling “threeten”/ “Threeteen”/ “triteen”.

Improvement in spelling writing error can be done by increasing exercise, and the teachers need to make a discussion with the students that the students spelling is right or wrong. The students of elementary school usually write what they listen. So, the teachers need to more attention to the students spelling in writing. Hopefully, the students can do the better after they know what the spelling of the English words.

Conclusion

Based on the finding on this research, we can conclude that the students still have the error in spelling writing numbers, so that the teachers need to pay attention to the students spelling, and the teachers need to change or developed the good strategy to teach the numbers. In elementary school, the students need have to be good in the base of English. Based on this, the students can have a good skill in English in all language skills.

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