

SKRIPSI



**SPELLING ERROR ANALYSIS IN THE STUDENTS' WRITING
RECOUNT TEXT AT 10th GRADE OF SMA 1 JEKULO KUDUS**

By

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITAS MURIA KUDUS
2023**



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**Presented to the University of Muria Kudus
In Partial Fulfillment of the Requirements for Completing
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2023**

MOTTO AND DEDICATION

Motto:

1. Strive for progress, not perfection.
2. Your pain today will be your strength tomorrow.
3. We are what we repeatedly do.

Dedication:

1. Myself, who put in a lot of effort in study and college.
2. My parents and family, who constantly provide me the best for everything in my life and always support me when I am feeling down.
3. My friends, who support and help me when I got difficulty.
4. My university, which helped me in achieving my academic and career goals.

ADVISOR'S APPROVAL

This is to certify that the *Skripsi* of Batrisya Dawama Putri (201932135) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

Kudus, August 2023

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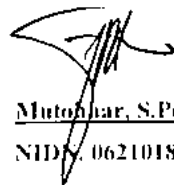


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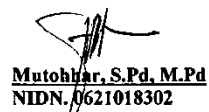
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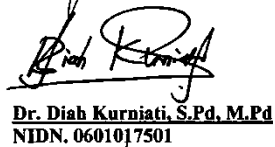
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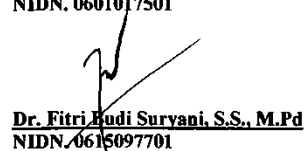
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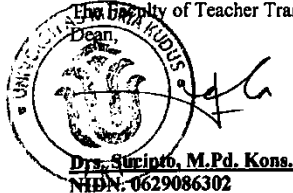
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Hopefully, this research can be useful for all people, especially those working in the world of education.

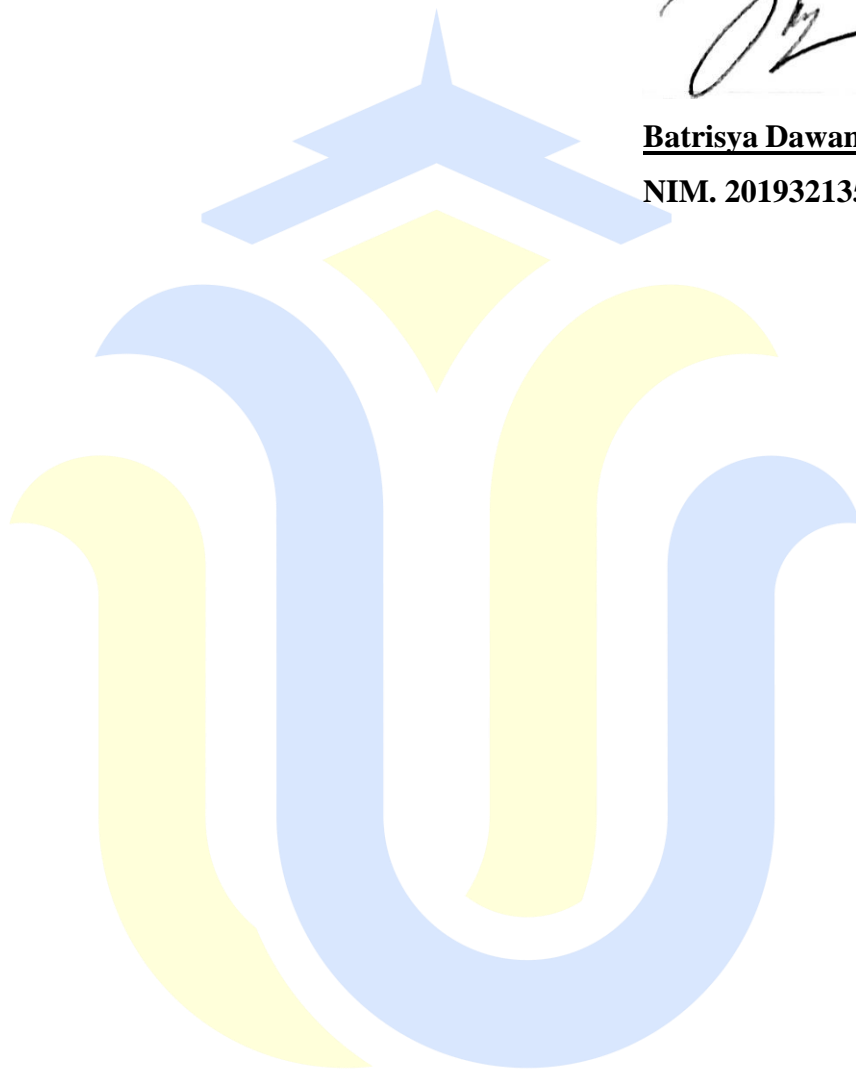
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ABSTRACT

Putri, B. D. (2023). *Spelling Error Analysis in the Students' Writing Recount Text at 10th Grade of SMA 1 Jekulo Kudus*. Skripsi. English Education Department, Teacher Training and Education Faculty, Universitas Muria Kudus. Advisors: (1) Dr. Rismiyanto S.S, M.Pd (2) Mutohhar S.Pd, M.Pd.

Keywords: spelling error; spelling error analysis; recount text

English is a crucial communication tool globally, especially in education. Most Indonesian students acquire English as their first foreign language, despite not being a first or second language. English has four language abilities: speaking, reading, listening, and writing. Writing is the most difficult English skill to master due to limited vocabulary, spelling, and grammar. Spelling is a crucial component of learning English, influencing other skills like listening, reading, and writing. Spelling errors can occur when writing English vocabulary or typing a word, affecting the accuracy and clarity of meaning. Misspellings can also result in sound problems, making spelling challenging to master. Bestgen et al. (2011) investigated nine types of spelling errors, classifying them according to Bestgen's classification.

This research aims to find out the types of spelling errors in the students' writing recount text at SMA 1 Jekulo Kudus and the factor that causes spelling errors in the students' writing recount text at SMA 1 Jekulo Kudus.

This study used a qualitative approach. In this study, the researcher revealed a conclusion by collecting data. The object of the research was taken from 25 students of X-E5 SMA 1 Jekulo Kudus. In collecting the data, the researcher used the documentation method and interviews. In the documentation method, the step was analyzing errors, the steps were collecting the students' recount text, identifying the error, and describing the error. the researcher found nine types of spelling errors that are Omission of the letter, Addition of a letter, Single letter instead of a double letter, Double letter instead of a single letter, Substitution of the

letter, Interchange of two adjacent, Error involving an apostrophe, Erroneous splitting or joining of the words, and Two or more error of the same type or different type. Furthermore, there are five factors that cause spelling errors such as stage of spelling development, lack of literacy, phonemic ability, attention to words, and strategy spelling error.

The table shows spelling errors made by 25 X-E5 students, including omissions, additions, substitutions, interchanged adjacent letters, apostrophes, splitting or joining words, and multiple errors of the same or different type. Factors contributing to spelling errors include difficulty distinguishing terms with similar spellings or pronunciations, confusion between written and spoken words, lack of attention to words, difficulties pronouncing words with vowels, linguistic diversity, limited English knowledge, exposure to English through media, and accent influence. To improve spelling, students should use dictionaries, seek help, practice uncommon words, and regularly learn. Addressing spelling errors requires a combination of linguistic understanding, active learning, and multiple resources.

Based on the findings and discussion in the previous chapter, it can be seen that there are several types and factors that cause spelling errors in students' recount text writing. These errors cover a wide range of categories, including omissions, additions, substitutions, and more, while being influenced by factors such as spelling development stage, literacy skills, phonemic awareness, level of attention and strategic approach. Understanding these intricacies is essential for devising effective strategies to improve students' spelling accuracy and overall language proficiency. By addressing these issues, educators can play an important role in guiding students towards stronger written communication skills.

ABSTRAK

Putri, B. D. (2023). *Spelling Error Analysis in the Students' Writing Recount Text at 10th Grade of SMA 1 Jekulo Kudus*. Skripsi. English Education Department, Teacher Training and Education Faculty, Universitas Muria Kudus. Advisors: (1) Dr. Rismiyanto S.S, M.Pd (2) Mutohhar S.Pd, M.Pd.

Kata kunci: kesalahan ejaan; analisis kesalahan ejaan; teks recount

Bahasa Inggris adalah alat komunikasi penting secara global, terutama di bidang pendidikan. Sebagian besar siswa Indonesia memperoleh bahasa Inggris sebagai bahasa asing pertama mereka, meskipun bukan bahasa pertama atau kedua. Bahasa Inggris memiliki empat kemampuan berbahasa: berbicara, membaca, mendengarkan, dan menulis. Menulis adalah keterampilan bahasa Inggris yang paling sulit dikuasai karena terbatasnya kosakata, ejaan, dan tata bahasa. Ejaan adalah komponen penting dalam belajar bahasa Inggris, yang memengaruhi keterampilan lain seperti mendengarkan, membaca, dan menulis. Kesalahan ejaan dapat terjadi saat menulis kosa kata bahasa Inggris atau mengetik sebuah kata sehingga mempengaruhi keakuratan dan kejelasan makna. Kesalahan ejaan juga dapat mengakibatkan masalah suara, sehingga sulit untuk menguasai ejaan. Bestgen dkk. (2011) menyelidiki sembilan jenis kesalahan ejaan, mengklasifikasikannya menurut klasifikasi Bestgen.

Penelitian ini bertujuan untuk mengetahui jenis kesalahan ejaan dalam menulis teks recount siswa di SMA 1 Jekulo Kudus dan faktor yang menyebabkan kesalahan ejaan dalam menulis teks recount siswa di SMA 1 Jekulo Kudus.

Penelitian ini menggunakan pendekatan kualitatif. Dalam penelitian ini, peneliti mengungkapkan suatu kesimpulan dengan mengumpulkan data. Objek penelitian diambil dari 25 siswa kelas X-E5 SMA 1 Jekulo Kudus. Dalam pengumpulan data, peneliti menggunakan metode dokumentasi dan wawancara. Dalam metode dokumentasi, langkahnya adalah menganalisis kesalahan, langkah-langkahnya adalah mengumpulkan teks recount siswa, mengidentifikasi kesalahan, dan

mendesripsikan kesalahan. peneliti menemukan sembilan jenis kesalahan ejaan yaitu Penghilangan satu huruf, Penambahan satu huruf, Satu huruf bukan dua huruf, Dua huruf bukan satu huruf, Penggantian satu huruf, Tukar dua huruf berdekatan, Kesalahan yang melibatkan apostrof , Kesalahan pemisahan atau penggabungan kata, dan Dua atau lebih kesalahan yang sejenis atau berbeda jenis. Lebih lanjut, ada lima faktor penyebab kesalahan ejaan yaitu tahap perkembangan ejaan, kurangnya literasi, kemampuan fonemik, perhatian pada kata, dan kesalahan strategi ejaan.

Tabel menunjukkan kesalahan ejaan yang dilakukan oleh 25 siswa X-E5, termasuk penghilangan, penambahan, penggantian, pertukaran huruf yang berdekatan, apostrof, pemisahan atau penggabungan kata, dan kesalahan ganda yang sejenis atau berbeda. Faktor-faktor yang berkontribusi terhadap kesalahan ejaan antara lain kesulitan membedakan istilah-istilah yang ejaan atau pengucapannya serupa, kebingungan antara kata-kata tertulis dan lisan, kurangnya perhatian pada kata-kata, kesulitan mengucapkan kata-kata dengan huruf vokal, keragaman bahasa, terbatasnya pengetahuan bahasa Inggris, paparan bahasa Inggris melalui media, dan pengaruh aksen. . Untuk meningkatkan ejaan, siswa harus menggunakan kamus, mencari bantuan, melatih kata-kata yang tidak umum, dan belajar secara teratur. Mengatasi kesalahan ejaan memerlukan kombinasi pemahaman linguistik, pembelajaran aktif, dan berbagai sumber.

Berdasarkan temuan dan pembahasan pada bab sebelumnya, terlihat bahwa ada beberapa jenis dan faktor penyebab kesalahan ejaan dalam penulisan teks recount siswa. Kesalahan ini mencakup berbagai kategori, termasuk penghilangan, penambahan, penggantian, dan banyak lagi, serta dipengaruhi oleh faktor-faktor seperti tahap pengembangan ejaan, keterampilan membaca, kesadaran fonemik, tingkat perhatian, dan pendekatan strategis. Memahami seluk-beluk ini sangat penting untuk merancang strategi efektif guna meningkatkan akurasi ejaan siswa dan kemahiran bahasa secara keseluruhan. Dengan mengatasi masalah ini, pendidik dapat memainkan peran penting dalam membimbing siswa menuju keterampilan komunikasi tertulis yang lebih kuat.

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