AN ANALYSIS OF SPELLING ERROR IN STUDENTS' WRITING RECOUNT TEXT AT TENTH GRADE STUDENTS OF MA AL MUAYYAD SURAKARTA IN ACADEMIC YEAR OF 2018/2019

THESIS

Submitted as A Partial Requirements

for the Undergraduate Degree in English Language Education

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2019

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Assalamu'alaikum Wr.Wb

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Thank you for the attention.

Wassalami'alaikum Wr. Wb.

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DEDICATION

This thesis is dedicated to:

1. *My beloved parents (Mr. Muh Ikhsan, Alm and Mrs. Tuminah)*

2. *My beloved Brother and his wife (Nur Kholis and Nur Aini)*

3. *My beloved Sister (Munaziroh, S.E)*

4. *My beloved little brother (Faizal Raffa Ramadhan)*

5. *My beloved friends*

6. *My Almamater IAIN Surakarta*

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "**AN ANALYSIS OF SPELLING ERROR IN STUDENTS' WRITING RECOUNT TEXT AT TENTH GRADE STUDENTS OF MA AL MUAYYAD SURAKARTA IN ACADEMIC YEAR OF 2018/2019**" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and reffered in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, September 3th 2019

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MOTTO

فَإِنَّ مَعَ ٱلۡعُسۡرِ يُسۡرًا ۝ إِنَّ مَعَ ٱلۡعُسۡرِ يُسۡرًا ۝ فَإِذَا فَرَغۡتَ فَٱنصَبۡ ۝

وَإِلَىٰ رَبِّكَ فَٱرۡغَب ۝

.

"For indeed, with hardship (will be) ease, Indeed, with hardship (will be) ease,

So when you have finished (your duties) then stand up (for worship), And to

your Lord direct (your) longing".

(Al- Insyirah 5-8)

"The two armies that can never be defeated are: the sincere heart and the

righteous du'a".

(Ibnu Taymiyyah)

There is only one thing that make your dream impossible to achieve: the fear of

your failure.

(The researcher)

ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgement, Gog almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled **An Analysis of Spelling Error in Students' Writing Recount Text at Tenth Grade Students of MA Al-Muayyad Surakarta in Academic Year 2018/2019.** Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcherwould like to express her deepest thanks to all of those who helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. H.Dr. Mudofir, S.Ag, M.Pd, the Rector of the State Islamic Institute of Surakarta.

2. Dr. H. Giyoto, M.Hum. as the Dean of Cultures and Languages Faculty of State Islamic Institute of Surakarta.

3. Dr. Imroatus Solikhah, M.Pd. as the Head of English LanguageEducation of State Islamic Institute of Surakarta.

4. Wildan Mahir Muttaqin, M.A TESL. as the advisor, who has given guidance, deeply attention, help, advice and corrections to revise the mistake during the entire process of writing this thesis.

5. All of lecture at English Language Education and English Letters Program and also official employees of Cultures and Language Faculty.

6. Dr. Masrokan, M.Pd. as the headmaster of MA Al-Muayyad Surakarta, thanks for giving permission to the research to conduct the research and collect the data.

7. Arif Darmyanti, S.Pd. as the English teacher of MA Al-Muayyad Surakarta. Big appeciation for her for giving the researcher knowledge, experience, and kindly help in conducting this research.

8. The students in the tenth grade of Science Program (X MIA 1) at MA Al-Muayyad Surakarta.

9. Anisa Safitri, S.Pd. as the validator of the research.

10. The researcher's parents Alm. Mr. Muh Ikhsan, and Mrs. Tuminah who always love, give the best encouragements and always motivates the researcher to finish this thesis as soon as possible.

11. The researcher's bother Nur Kholis for support and give best advice for the research.

12. The researcher's sisters Munaziroh, S.E. and Nur Aini thanks for encourage, support, guide me and kidnesses.

13. The researcher's litle brother Fisal Raffa Ramadhan for being a kind son.

14. Thanks to "Sahabat Jannah" Monika, Dian and Oktaviani for always for all the happines and support me.

15. Thank to "Sahabat Etasia" in every gathering, they always make the researcher happy and laugh.

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ABSTRACT

Nurchalimah. 2019. *An Analysis of Spelling Error in Students' Writing Recount Text at Tenth Grade Students of MA Al-Muayyad Surakarta in the Academic Year 2018/2019*. Thesis. English Language Education, Cultures and Languages Faculty.

Advisor   : Wildan Mahir Muttaqin, M.A. TESL

Keywords   : Error Analysis, Writing Recoun text, Spelling, Spelling Error

The objectives of this research are to know and describe (1) what are the categories of spelling errors made by the tenth grade students of MA Al-Muayyad Surakarta2) what are the causes of spelling errors made by the tenth grade students of MA Al-Muayyad Surakarta in writing recount text.

The method used in this research is descriptive qualitative research. The research was carried out to the tenth-grade students of MA Al-Muayyad Surakarta in April 2018. In collecting the data, the researcher used students' worksheet of writing recount text. Then the data are analyzed by using error analysis procedures which consist of collecting the data, identifying students' error, classifying errors, giving codes, explaining errors based on the sources of errors and accounting errors. From that result, the data was analyzed by Bestgen and Granger's category, to classify categories of spelling errors.

The findings of this research showed that students of the tenth-grade science program (X MIA 1) at MA Al-Muayyad Surakarta committed nine categories of spelling errors. The result showed 200 errors from 32 students' writing recount text. There are 48 errors in omission, 31 additions, 24 substitutions, 22 multiple errors, 20 single letters instead of a double letter, 18 double letters instead of a single letter, 16 interchange two adjacent letters, 12 word segmenting error and 9 involving apostrophe. Then, spelling error that most frequently occurred in the students' writing was the omission of the letter with 48 errors or 24%. The causes of spelling error are divided into interlingual error and intralingual error. The interlingual errors were found on phonological, morphological, grammatical, and semantic interference. Then, the causes of spelling errors based on the interlingual errors were the difference between written and spoken English or the inconsistency of letter and sound in English. Interlingual error or a developmental error was caused by the difficulty of the target language in which it became the more dominant caused of a spelling error. The interlingual errors included students 'awareness about spelling errors and students' lack of interest to learn. Interlingual errors factor occurred because of simplification, overgeneralization, hypercorrection, faulty teaching, and fossilization.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher will discuss the background of the study, identification of the problem, limitation of the study, the research question, the objective of the study, the benefit of the study and the last is the definition of key terms. They are as follow:

A. **Background of the Study**

In English, there are four skills namely; listening, speaking, reading, and writing, each of which is related to each other. In learning English as a foreign language the students have difficulties in writing. According to Nurul (2017), Many students can speak English fluently but can not write in the correct form. Writing is one of the important skills in English. People can share information with other people. Writing requires thinking, and thinking is always complicated and hard. Writing is also complicated because the writer needs to do everything at once. The writer produces words, sentences, paragraphs, and extended compositions all at the time, words must be spelled in a correct way to make the reader understand well about the meaning of the message. So, students will get many difficulties when they do not master English as well, especially in spelling the words.

According to Sunyoto (2017), "The main problem of Indonesian students in learning writing is that they have little chance to practice

writing English", because writing is the production of the written word in the form of text and it must be read and comprehended in order to communicate (Murcia, 2001: 142). Therefore, they still think that writing is not more important than other skills. When the international language is being the key to enter science and technology, writing is very important to be learned by English learners.

Nurgiyantoro (2001: 298-299), said as cited in Purbowandhani (2015: 20), a person who wants to communicate through writing should have correct forms of English words for effective writing. Knowing and understand the elements of writing such as grammar, vocabulary, spelling, punctuation, etc. It is can help the readers to understand well about the writing materials. Based on those phenomenons, the researcher has to know what and how to say in his/her writing. In make the readers understand well about the sentence that they have written, they have to use the correct form. The use of correct spelling brings good communication between the writers and the readers. If they use the incorrect spellings it will bring misunderstanding between the writers and the readers because the readers can not understand what the writers mean. The readers who are reading in wrongly spelled can understand in the wrong way, and they will be confused to understand the meaning intended by the writers.

Spelling is a combination of letters forming the whole word correctly. According to Nurul (2010), "spelling becomes an important thing in writing because it can influence the meaning of the word itself. It

can influence the meaning of a message because the message in writing is delivered in a composition of words that forms a sentence, and words are formed from spelling letters". For those reasons, students have to master spelling well and be careful in using spelling when writing. To make good writing and meaningful word, language learners need to be `aware of spelling. Besides Banca (2013) states that to convey letters effectively, correct spelling is strongly required. Besides, "Spelling rules are guides that will help the writers put their ideas into writing that can be understood by others" (Sanford, 1979: 436).

From those explanations above, it means spelling is one of the significant aspects of students' writing activity. If students spelled the words differently whether in the spoken or written word, they are not able to communicate properly. Therefore, knowing and using the correct spelling can make students' easier in writing and can make good communication between the writers and the readers, between the teacher and the student to understand the message that has been explained by the teacher. Students need to know how to written and spell English words correctly. According to Corder (1981: 76) correct spelling of vocabulary is essential to convey the intended meaning.

Students often make errors with incomprehension. The example of a comprehension error is when students misunderstand the word in the sentence *"give me a paper"* as *pepper*, because of an inability to

discriminate the sounds /ei/ and /e/. The other example, in a word *fun*, the sound of [f] is spelled with an [v]. In the word *photo*, the same sound [f] is spelled with the letter [ph]. When students write wrongly, although only one letter can change the meaning of the sentence that the student has written. Besides, in English, there are also homonymous words. Sanford, (1979: 17) "The words *to*, *too* and *two* are homonyms because of they all sound alike but they are not spelled alike". However, learning to spell correctly is not easy for most, but it is important for all, especially for the students who want to increase four skills of learning English.

The other problems of learning spelling are, that the students are confused between writing or speaking. Because there are a lot of sounds and letters. There are sounds (44 phonemes) that letters (26 letters) so a grapheme can correspond to many phonemes in English (Cook, 2004). It can make the students difficult to differentiate them even when they were written. Many students produce spelling error, it is because the teacher only teaches orally. If the students do not have good spelling in written, the students will write the word like what they listen. However, pronunciation is different from written forms. So, there are many errors in writing that appropriate with the spellings. It can make the students confused in writing. They cannot express their ideas because they cannot spell words correctly. This case makes students hard to understand well about spelling English words.

Based on the pre-observation conducted by the researcher on October 3ʳᵈ, 2018, before the researcher was doing this research, the researcher found students in MA Al-Muayyad Surakarta sometimes misspelled some words in the writing activities. The researcher found some words that students often misspelled such as "chair" as *cair,* "beautiful" as *beutiful or beautyful*, "usually" as *usualy,* "swimming" as *swiming*, etc. From several cases of misspelled that made by the students of MA Al-Muayyad Surakarta, even when the students were good at speaking skills they still made some spelling errors in their writing activities.

Besides, the researcher also did pre-interview on October 10ᵗʰ, 2018 with one of the English teachers who taught the tenth grade. She is Mrs. Arif Darmayanti, S.Pd. From the interview, the researcher could figure out that many students in tenth grade still made some misspellings in their writing works. The students always wrote based on the word that they have listened to. For example, when they want to write *meatball*, that pronounced /met.bol/, some students wrote as *'metbol'*, *'meetbal'*, or in the other words is the same with how the word is pronounced. That was the reason why the teacher had difficulties to understand the message that made by the students in their writing. The researcher also interviews some students of MA Al-Muayyad Surakarta, and the result was most of the students of MA Al-Muayyad Surakarta wrote their tasks using a laptop or computer which could automatically detect corrections for the errors.

Besides, the students used a laptop or computer to help themselves in finishing their tasks. This condition made the students probably become less aware of the spelling words when they want to write in handwriting or write without a laptop or computer. Usually, students were still confused in spelling in written form. Sometimes, students were confused to differentiate between irregularities of the vowels in English words. The students difficult to understand well about how to say a word that has almost the same pronunciation, for example, the word *"by"* and "*buy"* in writing form. From the result of pre-interview with Mrs. Arif Darmayanti, S.Pd and some students of MA Al-Muayyad Surakarta, the researcher found that students had a problem with spelling, especially in written works. Furthermore, that is also the reason why the researcher chose MA Al-Muayyad Surakarta as the setting of this research.

This research only focuses on error. According to Ellis (1994: 48), error analysis provided a methodology for investigating the learners' language. In other words, it is because the researcher analyzed spelling errors in students' writing, and it is the reason why the researcher chose error analysis as the method of this research. Error analysis has two benefits, they are the benefit for the student and the benefit for the teacher. From spelling error analysis, students can know what kinds of errors that they made so that the next time they can fix their errors. For the teacher, error analysis can help them to know how their teaching ability is and what kinds of errors that their students have.

According to Gebhardt and Rodrigues (1989: 14), writing is a way to explore material, a way to discover insights into subjects. It means that writing is an activity to interpret and explore the idea to write some text on paper. In learning English, especially in writing activity many students often make errors. It is because they do not know and do not understand what are the mistakes that they made in writing activity. This also occurred when students learn to spell. Usually, students are confused in spelling English words whether in speaking or writing. Those are the reasons why the researcher was interested in conducting research entitled "**An Analysis of Spelling Error in Students' Writing Recount Text at Tenth Grade Students of MA Al-Muayyad Surakarta in Academic Year 2018/2019**"

B. Identification of the Problem

English is taught in MA Al-Muayyad Surakarta as a foreign language (EFL), students are expected to master well English skills, such as listening, speaking, reading and writing. From those, one of the most difficult skills is writing. In writing, there are several categories of errors. Abhisamra (2013: 7) divided writing errors into five categories, namely grammatical errors (preposition, article, and adjective), syntactic errors (coordination and structure), lexical errors, semantic errors, and substantial/mechanical errors (punctuation, capitalization, spelling). Indeed, students have to understand well about the elements of writing such as grammar, spelling, punctuation and the other elements in writing.

C. Limitation of the Study

Based on the explanation above, in this research, the researcher only studied on the spelling errors in students' writing recount text at tenth-grade students of MA Al-Muayyad Surakarta. The researcher focused on finding out the categories of spelling errors, the most frequent category of spelling errors and the causes of spelling errors in writing recount text made by the tenth-grade students of MA Al-Muayyad Surakarta. The reason why the researcher only chose to research the categories of spelling errors, the first is according to Bancha (2013: 2) considering all the writing errors made by Thai students misspellings are found to be amongst the most frequent mistakes most students make. In some cases of this research, the term errors and mistakes are used interchangeably. The researcher will focus on finding out the categories of spelling errors and the most frequently spelling errors and also the causes of spelling errors made by the tenth-grade students in writing recount text. That is why the researcher was curious if it also happened in the students of MA Al-Muayyad Surakarta.

D. The Research Question

Dealing with the limitation of the problem, the researcher has two main problems to be questioned as follows:

1. What are the categories of spelling errors in writing recount text at the tenth-grade students of MA Al-Muayyad Surakarta?

2. What are the causes of spelling errors made by the tenth-grade students of MA Al-Muayyad Surakarta in writing recount text?

E. The Objective of Study

After decided the research problem, the researcher states the objective of the research as mentioned below:

1. To find the categories of spelling errors in writing recount text at the tenth-grade students of MA Al-Muayyad Surakarta?

2. To describe the causes of a spelling error made by the tenth-grade students of MA Al-Muayyad Surakarta in writing recount text.

F. Benefits of the Study

This research is expected to give some benefits. Those benefits are for the students of MA Al-Muayyad Surakarta, for the English teachers of MA Al-Muayyad Surakarta, and the researcher herself.

1. Practical Benefits

   a. For students

   From this study, the students will know the categories of a spelling error that they made in their writings. The students of MA Al-Muayyad Surakarta can evaluate their spelling, especially in written works by themselves. From this research, the students can also learn more about spelling English words and know what errors in spelling usually occurred in writing activity. Therefore, in the future, they can use English spelling well.

b. For teachers

This research might be beneficial for teachers. Based on this research, the teachers of MA Al-Muayyad Surakarta can know about the abilities and the difficulties of their students in English, especially in spelling in writing works. The teachers of MA Al-Muayyad Surakarta can also evaluate their teaching especially in teaching English spelling whether their teaching has been good enough or not or does it need improvement. Then, the teachers of MA Al-Muayyad Surakarta can know the problem in teaching English spelling, and the teachers also know the difficulties in students' writing and try to solve the problem in teaching and the difficulties faced by their students.

c. For the researcher

This research has some benefits for the researcher, by doing this research, the researcher had fulfilled one of the requirements to graduate from English Language Education of IAIN Surakarta. The second is the researcher had a chance to find the problems that were related to the topic of the research. Then, after the researcher knows about the types of spelling errors made by the students of the tenth grade of MA Al-Muayyad Surakarta in writing a descriptive text. This research also can help the teacher to know the problems in writing and try to find the solution for the students. If

any other researchers study the same topic, it will give a chance to the other researcher to research deeper about the same topic and to develop this research more or to find the new theory about spelling error analysis.

2. Theoretical Benefits

This study expected to get some benefits of the research to the readers and the researcher follows. It will give important information about students in spelling errors in writing. Hopefully, this research can improve students' comprehension of spelling in English words and increase they understand how to write English words in the written form correctly.

G. Definition of the key term

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

1. Error

An error can be defined as systematic consistent deviance characteristic of the learner's linguistic system at a given stage of learning (Corder, 1967: 165).

2. Error analysis

   Error analysis is a type of linguistic study that focuses on errors learners make (AbhiSamra, 2003: 6).

3. Spelling

   Spelling is defined as the act of forming words correctly from an individual letter (Hornby, 2000: 3).

4. Spelling error

   Spelling errors are sound or letter errors in word spelling. Any faulty word, faulty graphene (single vowel, single consonant, vowel digraphs, consonants diagraphs, phonograph, suffix, or prefix) within a word is counted as an error. (Al-Jarf, 2010: 11)

5. Writing

   Writing is a form of communication to deliver through or to express feelings or ideas through the written form (Harmer, 2001:79).

6. Recount text

   Recount text is a piece of text that retells past events, usually in the order in which they happened. Thus, the special features of recount text could be found in it is a sequence of events in which the past events is written chronologically (Anderson 1997: 48)

CHAPTER II

REVIEW ON RELATED LITERATURE

This chapter presents the literature review of the research. It discusses writing, recount text, error and mistakes, error analysis, spelling, spelling error, type of spelling errors, frequency of spelling error, the previous study, and the last is discussed about the conceptual framework. The discussion will be based on the statements from the expert.

A. Writing

1. Definition of writing

Writing is one of the four skills to be mastered by the students in language learners kinds as speaking, reading and listening. Writing serves as the difficulties that allow identifying student's level of understandings. In writing, students should transfer their ideas and creativity. To make students easier to transfer in written situation class is supporting, so every student has own creativity in writing. According to Harmer (2001: 79), writing is a form of communication to deliver through or to express feelings or ideas through written form. The other statement given by Barnet and Stubs (1983: 3) "Writing as a physical act, it requires material and energy".

According to Hourani (2008), writing is a difficult process in the first language and it is even more complicated to write in a foreign

language. To sum up, writing can be said as a media for students to develop their language skills because from writing they can use their knowledge of target language that has been learned. Writing is one of the most difficult skill because it combines receptive skills and productive skills. Writing is also a way to make spoken language permanent.

2. Kinds of Writing

Generally, there are three kinds of writing, those are freewriting, controlled writing, and guided writing as explained by the experts below:

a. Freewriting

According to John Lagan (2003: 17), "Freewriting is just sitting down and writing whatever comes to your mind about a topic". This topic almost the same as what Peter and Pat said "Freewriting means writing privately and writing without stopping. Just write whatever word comes from your mind or whatever you want to write at this moment".

It means that in freewriting, the students just write anything that they want to write, without worrying about spelling or grammar, do not stop until they run out of something to say in their writing.

b. Controlled Writing

According to Ann Raimes (1983: 95), "Controlled writing is all the writing your students do for which a great deal of the content and form sullied". She also explains that in controlled writing, the students are focused on getting words down on paper and in concentrating on one or two problems at a time and the technique which is considered by her is the students are given a task to work such as an outline to complete, a paragraph to manipulate a model to follow, or a passage to continue.

c. Guided Writing

Raimes (1983: 103) stated that guided writing is an extension of controlled writing. She explained that guided writing is less control than controlled writing. In this kind of writing the students are given a first sentence, the last sentence, an outline to fill out, a series of questions to respond to or information to include in their writing works.

B. Recount Text

1. Definition of Recount Text

According to Anderson (1997: 48), a recount text is a piece of text that retells past events, usually in the order in which they happened. Thus, the special features of recount text could be found in

it is a sequence of events in which the past events are written chronologically. The purpose of the text is usually to give the reader a description of the event. Besides, it is the most common purposes are to inform and to entertain. Moreover, recount text is one type of texts that retells some events in the past in includes eyewitness account, newspaper report, letter, conversation, television interviews and speeches (Ibid, 1998: 49). Based on the explanation above, recount text is one of the text types that retells past events

2. The kinds of Recount Text

According to Kaleen (2011: 26-92) recount text is classified into three kinds: personal recount, factual recount and, imaginative recount. They will be explained briefly:

a. Personal Recount

A personal recount is where the writer is recounting the personal event that they were involved directly. It means that the writer is actively involved in the activity of the event. The purpose of the personal recount is to inform and to entertain the reader (Kaleen, 2011: 26)

b. Factual Recount

A factual recount is a list of records of a certain event. It can be used to retell the particular incident or event such as an accident report, eyewitness, science experience, historical events, and

newspaper report. It is purposed just to inform the reader about what was going on in the past (Kaleen, 2011: 46).

c. Imaginative Recount

According to Kaleen (2011: 77), an imaginative recount retells as an imaginative story through the eyes of a fictional character. It means the event that happened in the text does not occur in real life. It is purpose is usually to entertain, and it usually can be found in the textbook.

From those three kinds of recount text, it can be seen that there is one typical characteristic that is the text retells past even chronologically.

3. Generic Structure of Recount Text

According to Council (2008: 6-7), Recount text has several significant characteristics which the writer may use. The generic structures of recount text consist of orientation, events, and reorientation. They will be explained briefly.

a. Orientation

Recount begins by telling the reader who was involved, what happened, where the event took place, and when it happened. Orientation gives the reader background information needed to understand the text and the reader will recognize about scene-setting and context of the text (Council, 2008: 6).

b. Sequence of events

The event is the main activity that occurred in the story of the text. In writing recount text, events are ordered in a chronological sequence. Sometimes, additional detail is added to the text to give some information for the reader (Council, 2008: 7).

c. Reorientation

Reorientasi is a closing statement that may include elaboration. Some recount texts also have a concluding paragraph. In this concluding paragraph, the writer can give his/her comment or statement, but it is optional. (Council, 2008:7).

4. Language Features of Recount Text

According to Council (2008: 50), There are some language features of recount text, as follows:

a. Usually written in the past tense. Some forms may use simple present tense, e.g. informal anecdote, storytelling.

b. A word that shows the order of events (then, next, first, afterward, just, before, that, at last, meanwhile).

c. The subject of a recount text to focus on individual or group participants (third person, they, all, she, he, we, etc)

d. A personal recount is common (the first person: I was on my way to school....we got on the bus).

e. Using action verbs and circumstances such as adverb of place and adverb of time to show the action and detail information of events that occur in the story.

C. Error and Mistakes

Error and mistakes have some meaning that makes a failure of something. Whether word 'error' is usually used in the system of computer or program, while word 'mistakes' used in conversation in the society. To analyze the students' error clearly, the researcher distinguishes between error and mistakes. Many linguistics have defined differently what an error is based on their own opinion. Edge (1989: 9) state that:

> Mistakes are divided into three, those are slips, error, and attempt. Further explanation, Edge explains that slip is a mistake in which students can correct themselves once the mistakes have been pointed out to them. Errors are mistakes that students cannot correct by themselves and need more explanation. The attempt is when students try to say something but do not yet know the correct way of saying it.

Besides, according to Ellis (1994: 5), a mistake is a performance fail that happens in their competence. Brown (2000: 217) state that a mistake is a performance error that students can correct by themselves and be able to recognize their mistake. While the error is a performance error that students cannot correct their works by themselves and need another person to correct their errors. According to Ellis (1997: 19), some error occurs because the learner does not know what is correct and what is a mistake that occurs when the learners are unable to show the knowledge that they have. Richards and Schmidt (2002: 184) state that an error is

caused by less of knowledge and the students fail to show their competence, it is why mistake occurs. Then a mistake is caused by students who are lacking attention, fatigue, carelessness, and so on.

For the explanation above, a mistake is performance error that the students can correct by themselves, and an error is performance error that the students cannot correct by themselves, they need more explanation from the other people. In this research, the researcher only studied about the errors. The researcher wants to find what the errors were made by the students. That was why the researcher chose error analysis in this research.

D. Error Analysis

James (1998: 1) states error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language. Error analysis is the examination of those errors produced by students in both the spoken and written on a medium level. Error analysis deals with a process. According to Brown (2000: 218), error analysis is a process to observe, analyzed, classified and reveal what is the error that the learner made. Besides, Richard and Schmidt (2002: 184) explained that error analysis is identifying the process, whether identifying strategies of the learner in language learning, identifying the cause of learner's error, or identifying the common difficulties in language learning, identifying the cause of learner's error, or identifying the common difficulties in language learning. Moreover, Gass and Selinker (2001:79) define that error analysis

is a linguistic analysis that focuses on analyzing errors that the learners make.

The error analysis focuses on specific language. Error analysis as a method to observe, analyze, and classify student's errors. Error analysis is a linguistic analysis that focuses on the error that the learners make in writing some texts. For the explanation above, it is clear that error analysis is a technique to investigate an error in word and sentence in writing or speaking form. It means error analysis is suitable for this research, the reason because this research analyzes spelling errors in students writing.

E. Spelling

Spelling deals with the form of words. Good spelling is an important thing in a writing activity. According to Croft (1983: 9) that spelling is an aspect of written language, so the teaching-learning of spelling must take place as far as possible within the context of writing. Hornby (1974: 108) "spelling is defined as the act of forming words correctly from the individual letter" Besides, Perveen and Akram (2014: 2604) spelling is a linguistic skill, so the learner must be aware of phoneme (sound) and words. Moreover, according to Harmer (2001: 156),

> An issue that makes spelling difficult for some students is the fact that not all varieties of English spell the same words in the same way. Which is correct: color or color, and theater or theatre? How do we decide between the use of s and z in words like apologize or apologise and customize or customise.

For the explanation above, it means that spelling has its rules to form words correctly. Letters must appear in a correct sequence to be meaningful. However, it will lead to the spelling error.

F. Spelling Error

According to Al-Jarf (2010: 9), spelling errors can be either freely produced or elicited by certain tasks. If a word does not match with the target word in part or in full it is marked as a misspelling. Any faulty word, faulty graphene (single vowel, single consonant, vowel digraphs, consonants diagraphs, phonograph, suffix, or prefix) within a word is counted as an error. Any grapheme that is added, deleted, substituted by another or reversed is counted as a misspelling. Miressa and Dumessa (2011: 105) states that spelling errors will influence the interpretation of a word in the minds of the readers.

Spelling error usually occurs because the students can not distinguish between letters and sound of the word when they write. Perveen and Akram (2014: 2605) states that sounds, letters, word parts, word meaning, and word history are those elements which play the important role in learning to spell the words of English language. Besides, a single sound (more correctly, a single phoneme) may have many different spellings (paw, poor, pore, pour, daughter, sean), and the same spelling may have many different sounds (word, information, worry, correspond) Harmer (2000: 256).

Spelling error still appears in large numbers in writing that produced by the learners even drilling and training technique did in every school or university (Botley et al. 2007: 75). According to Benyo (2014: 362), spelling errors are due to these sound problems. In other words, "One of the reasons that spelling is difficult for students of English is that the correspondence between the sound of a word and the way it is spell is not always obvious Harmer (2001: 271). The other opinion was given by Al- Zuoud and Kabilan (2013: 165) that many students produce misspelled word, which results in disconnected sentences.

Concerning errors, spelling errors refer to the phonological and orthographic problems. According to Al-Jarf (2010: 10), phonological problems refer to errors in which the misspelled word does not sound like the target word because the whole world, consonant, vowel, syllable, prefix, suffix, and grapheme cluster, is not heard at all. Royer et al (2005: 2) said that graphemes are commonly defined as the written representation of phonemes". Besides, phonological and orthographic problems, the use of an apostrophe in the word also affects spelling error if it is misplaced. In learning English, students need to understand how to use an apostrophe correctly. There are some rules in using an apostrophe. According to Straus (2008: 63),

When using the apostrophe with contractions, the apostrophe is always placed the spot where the letter (s) has been removed, for example

like "don't", "isn't" and many others. Meanwhile, when using the apostrophe with the possession, the place of the apostrophe is before the (s) to show singular possession, for example, "Mr. Chang's house".

Besides, students' first language (L1) usually affects spelling. Hourani (2008: 1), states that there tends to be an intervention from the beginning ESL students' first language in the process of writing in English. Those reasons above may cause spelling errors in students' writing.

G. Categories of Spelling Error

The errors that occur on students are divided into several categories. According to Bestgen and Granger (2011: 5), the variables underlying the categorization are the element that carries the error (letter, word, boundary, and apostrophe), and the error categories (single letter addition, omission, substitution, transposition, and multiple error letters). According to Benyo (2014: 362), many spelling errors are due to omission, addition, substitution, and transposition of the sounds. Based on the statement above, several categories in spelling errors could happen in writing.

The other opinion comes from Elliot and Johnson (2008: 6) who stated that there are several categories of spelling error like the following:

1. Sound-based (homophones, incorrect consonant, and *e* for *y*, vowel sound error, and morpheme error).

2. Rules-based error (doubling/ singling, and text-speak)

3. Omission, commission and transposition (single or paired letters added, omitted or transposed)

4. Writing error (spacing, end of a word missing)

5. Multiple errors

Bestgen and Granger (2011: 5) state that there are 9 categories of spelling errors. They are letter, word, boundary, apostrophe, single letter addition, omission, substitution, transportation, and multiple errors letters as seen in the following table:

Table 2.1. Categories of Spelling Errors

No	Categories of the spelling error	Example
1	Omission of a letter	Completly – completely Concious – conscious Distinc – distinct Delicius – delicious mecanisms – mechanisms throghout – throughout
2	Addition of a letter	lledged – alleged eightheen – eighteen envolves – evolves develope – develop ridicoulous – ridiculous youngs – young
3	Single letter instead of double letter	adicts – addicts carots – carrots especialy – especially

		ocurred – occurred
		occuring – occurring
		rabit – rabbit
4	Double letter instead of single letter	allmighty – almighty
		appartments – apartements
		detailled – detailed
		loossing – loosing
		proffessors – professors
5	Subtitution of one letter	Confortable – comfortable
		Consecuently – consequently
		Dependend – dependent
		Engeneering – engineering
		Lifes – lives
		Uncredible – incredible
6	Interchange of two adjacent letter	birht – birth
		concieved – conceived
		entreprises – enterprises
		lfie – life
		peopels – peoples
7	Involving an apostrophe	childrens' – children's
		its – it's
		womans – woman's
8	Erroneous splitting or joining of words (word segmentation error)	air_pollution – airpollution
		business_man – businessman
		even_though – eventhough
		every_day – everyday
		every_one – everyone

		free_time – freetime
9	Two or more error of the same category or of different category (multiple error)	beggining – beginning configurating – configuring divorcion – divorce dustbinman – dustman hitted – hit payed – paid politic – political theirselves – themselves unbalance – imbalance weter – whether

Source: Bestgen and Granger's Categories in Spelling Errors (2011: 5)

H. Frequency of Spelling Error

El-khateeb (2016: 128) stated that the frequency of error is the percentage or number calculated of the error appearance. It means that the frequency of error is the number of error appearance on the analysis. In this research, the frequencies of spelling errors are the number of students' errors in their spelling errors in writing recount text.

a. Frequency Distribution

According to Sudijono (2006: 35) frequency distribution gives number symbolize to the frequency of variable occurs. Then, Mac Donald (1986: 64) stated that frequency distribution is a visual display of numerical values ranging from the lowest to the highest number of

times each value occurs. On the other word, frequency distribution showed the highest to the lowest number based on the frequency occurs. Frequency distribution can be showed in a table named ungrouped data frequency distribution table

b. Ungrouped Data Frequency Distribution Table.

   Sudjiono (2006: 36) stated ungrouped data frequency distribution table is one of the statistics' tables which showed the number of frequency occurs. In this table, the data is not being grouped. The following table showed the example of ungrouped data frequency distribution table:

Table 2.2 Ungrouped Data Frequency Distribution Table

Categories of Spelling Errors	Number of Spelling Error Occurs
Omission of a letter	30
Addition of a letter	25
Single letter instead of double letter	5
Double letter instead of single letter	15
Substitution of one letter	40
Interchange of two adjacent letter	15
Involving an apostrophe	18
Erroneous splitting or joining of words (word segmentation error)	19
Two or more error of the same category or different category (multiple errors)	20
Total Number of Whole Spelling Errors evaluation	187

The table above is the example of the ungrouped data frequency distribution table. Using the table above, the researcher would be easily understood the highest spelling errors occurrence. Then, in counting the frequency of spelling error percentage, the researcher used a relative frequency distribution table like the following explanation.

c. Relative Frequency Distribution Table

Relative frequency distribution table is called the percentage of the data found. it is used to help the reader easily understand the research finding. For example, the following table shows the categories of spelling errors, he errors by the students and the number of total questions (Sudjiono, 2006: 43).

Table 2.3 Relative Frequency Distribution Table

No	Categories of Spelling Errors	Number of Spelling Error Occurs	Relative Frequency (Percentage)
1.	Omission of a letter	30	16,04%
2.	Addition of a letter	25	13,37%
3.	The single letter instead of a double letter	5	2,67%
4.	The double letter instead of a single	15	8,021%

	letter		
5.	Substitution of one letter	40	21,4%
6.	Interchange of two adjacent letter	15	8,021%
7.	Involving an apostrophe	18	9,63%
8.	Erroneous splitting or joining of words (word segmentation error)	19	10,16%
9.	Two or more error of the same type or different type	20	11,7%
	.Total	187	100%

To acquiring the relative frequency as explained on the table above, The researcher used the formulas by (Sudjiono, 2010: 43) As follows:

$$P = F/N \text{ x } 100\%$$

Which are as follows:

P = Percentage number

F = Frequency of error

N = Total Number of the Whole Errors evaluation.

The formula of relative frequency, as the example above, was used to analyze the frequency percentage of students' spelling errors in writing recount text.

I. Cause of Spelling Error

Understanding why students make spelling errors is essential. Some research conducted with students learning English at different levels as a second language or foreign language reveals some causes related to spelling error. According to Al Jayousi (2011:49-50), there are four causes of spelling errors, first is the irregularity of English, the second is mother tongue interference, third is lack of knowledge of spelling rules and their exception, the last is performance. While according to Woralack there are three causes of spelling errors, the first main cause is irregularities of the English spelling system, some other causes of mistakes occur as a result of linguistic differences between English and learners' first language, and other serious mistakes exist because of students' carelessness when writing.

Moreover, there is some cause of spelling error according to Miressa and Dumessa (2011: 103-105):

1. Irregularities of the English system or phonological problems.

   According to Smith, Bahloul, AL Hasan and Jayousi (2011: 49:50) thought to agree that the first main cause of spelling errors are

the irregularities of the English spelling system. It means that the way English words are spelled is complex and inconsistent. According to Lounsbury, cited in Susan (2017) is of the view that English spelling is consistent inconsistency. This means that sounds can be spelled in several ways, letters can represent several sounds and most spelling rules have many exceptions. The lack of consistent norms for written representations and changes that happened over time in the English language sound system were some of the forces that led to the greater divergence of the written forms and the spoken forms of the language.

Carney (1994: 27), stated that the type of inaccurate spelling is categorized as articulation or interference error which occurs as a result of spellers' use of particular pronunciation. According to Cook (1994: 17), there are 44 phonemes as compared to 26 letters in English. This means that the sounds are more than letters, so a grapheme can correspond to many phonemes in English. For example, the grapheme (*th*) that corresponds to phonemes /f/ in "graph" and /g/ in *gh* depending on their initial or final position in words. This shows the irregularities or inconsistency between letters and sounds. Another cause of spelling error is students also have phonological problems in which students have vowel sounds which can be spelled in many ways such as, words like, "hut and heart", "see and sea". These words can be pronounced in the same way but are spelled differently. In trying to

spell these words students may employ the same consonant or vowel sound to substitute the correct spelling.

2. Students' lack of desire to learn the correct spelling of English words.

Many spelling errors are committed due to the inattention of the learners when they spell words. Many English learners do not give attention to whether they write a word with the correct spelling or not. They simply write the way they feel rather than the way it is supposed to be written. According to Harry (1977: 7), students commit spelling errors because they are not motivated to learn correct spelling due to a lack of desire to learn it. Furthermore, Shaw (1970: 167) suggests that the students should develop a desire to learn, devote sufficient time to learn the spelling of English words and become competent speller. He elaborated this case and stated, "The first and most important step incorrect spelling is the desire to learn, to devote the necessary time to learn. The third is to use all available means to learn.

3. Interlingual and intralingual errors

The third errors made by second or foreign language learners can be divided into interlingual and intralingual errors. According to Keshavarz's taxonomy in a journal by Shekhzadeh and Geichi, (2011:160) interlingual errors result from the transfer of phonological, morphological, grammatical, semantics and learner's mother tongue to the learning of the target language. Interlingual errors are also called

by transfer or interference errors. In short, interlingual errors are the errors of second language learners due to the different term of the first and second language. Interlingual are errors due to the influence of the native language.

While according Richard, in a journal by Heydari and Bagheri (1986: 17) stated that intralingual and developmental errors occur during the learning process of the second language at a stage when the learners have not acquired the knowledge. Besides, errors are also caused by the difficulty or the problem of language itself. Then, according to Touchie (1986:77) intralingual and developmental errors are due to the difficulty of the target of the second language. On the other hand, intralingual and developmental errors are due to the difficulty of the second /target language. Intralingual and developmental factors include:

1) Simplication: students often choose simple forms and constructions instead of more complex ones.

2) Overgeneralization: using one form in one context and extending its application to other contexts where it should not apply. For example the use of *comedy* and *goed* as the past tense form of *come* and *go*.

3) Hypercorrection: The zealous efforts of teachers in correcting students' errors induce the students to make errors in the otherwise correct form. For example, students say *bird* and *battle* instead of *pird* and *patle*.

4) Faulty teaching: sometimes it happens that students' errors are teacher induced ones, for example, some teachers are even influenced by their students' errors in the course of long teaching.

5) Fossilization: some errors especially errors in pronunciation, persist for long periods and become quite difficult to get rid of. For example fossilized errors in students as the lack of distinction between /p/ and /b/ in English.

6) Avoidance: students' difficulty in producing syntactic structures as a result, they avoid some structures and use simple structures. For example, Arab ESL learners avoid passive voice.

7) Inadequate learning: this mainly caused by ignorance of rule restriction and incomplete learning. For example, the omission of the third person singular *s* as in *He wants to go swim*.

8) False concept hypothesized: many students' errors can be attributed to the wrong hypotheses formed by the learners about the target language. For example, some students think that *is* the marker of the present tense so they produce *he is talk to me.*

In this study, the researcher used Miressa and Dumessa theory that stated the three causes of selling errors such as Irregularities of the English system or phonological problems, students' lack of desire to learn the correct spelling of English words, interlingual and intralingual errors.

J. Previous Related Study

After observing some written produced by the students, the researcher presents some previous study that same with the topic. The first research was conducted by Eka Sasmiasih (UIN Syarif Hidayatullah Jakarta, 2014) entitled Error Analysis on the Students Writing on Descriptive Text: A case study at second Grade Students of SMP PGRI 2 Ciputat in the academic years of 2013/2014. In this research, she uses a descriptive qualitative method, she focuses to describe the type of errors such as verbs, punctuation, articles, preposition, spelling, pronouns, grammar and part of speech choices. The result of this research showed the highest frequency of error is misinformation error (53.33%) the lowest frequency of error is misordering error (6.67%) on the other hand, the highest cause of error is first language (52.54%), while the lowest cause error is a translation (6.78%).

The second previous study was conducted by Effendy (2014) he researches error analysis in writing recount text using surface taxonomy. This research identifies the types of lexical errors, syntactical errors, and discourse errors, classification of the frequency of each type of errors, describes the dominant type of errors and identifying the source of errors. The result of the research shows that the students made 137 errors in their compositions. There are three classifications of error based on the combination of linguistic category taxonomy and surface strategy

taxonomy. Lexical Error consists of 55, 47%. Syntactical Errors consist of 40, 14%. Errors on discourse are made up of 4, 37%. The dominant error is a lexical error, especially in the wrong spelling. The researcher also finds 2 dominant sources of error, namely interlingual transfer, and intralingual transfer.

Moreover, the third research is written by Zainab Abdulameer Ahmed Allaith (2009) with the title *"Analysis of Spelling Performance in English among Students whose First Language is Arabic."* This research investigated the spelling performance in English students whose first language was Arabic in two novel phonemes /p/ and /v/ and their phoneme pairs /f/ and /v/. The subject of the research is 99 Arabic speaking participants from fourth grade whose performance was compared with 40 monolingual English speaking participants. The method of this research was quantitative. The result indicated that Arabic participants had particular difficulty in spelling the novel phonemes /p/ and /v/ with large effect size. Participants mostly confused these two phonemes with their phoneme pairs and spelled /p/ as *b* and /v/ as *f*. The Arabic participants also had some difficulty in spelling the iv phoneme pairs /p/ and /v/, and spelled /b/ as *p* and /f/ and *v*.

The other study was written by Risnati entitled "An Error Analysis on Students' Spelling in Writing at SMA Muhammadiyah 3 Yogyakarta. This research analyzed the types of spelling errors and the types of error

that frequently occurs in students' writing. The subject of the research was 30 students grade X Science program of SMA Muhammadiyah 3 Yogyakarta by using convenience sampling and took 30 students' hortatory texts from three classes. This research used qualitative design and the instrument of this research was document analysis. The results of the study showed that students class X Science Program (IPA) at SMA Muhammadiyah 3 Yogyakarta committed ten categories of spelling errors. These ten categories covered omission of a letter, addition of a letter, single letter instead of double letter, double letter instead of single letter, substitution of one letter, interchange of two adjacent letters, involving an apostrophe, erroneous splitting or joining of words (word segmentation error), two or more error of the same type or of different types (multiple error), and sound-based error. Meanwhile, the most frequent error that occurred in the students' writings was a single letter instead of a double letter category.

Therefore, the research concluded that the previous studies above had both similarities and differences. Those previous studies became the resource and foundation to continue the current research about students' English spelling errors in writing text. In this research, the researcher focused on the students' spelling errors when writing recount text.

K. The Conceptual Framework

English subject in MA Al-Muayyad Surakarta as the subject that is known from four language skills in English, such as listening, speaking, reading, and writing. From those skills, the researcher will know about the spelling errors in the students' writing. The researcher wants to know some types of spelling errors that students usually make in their writing works and the most frequent spelling errors that students usually make in their writing works. The conceptual framework for this research is presented in figure 2.1 below:
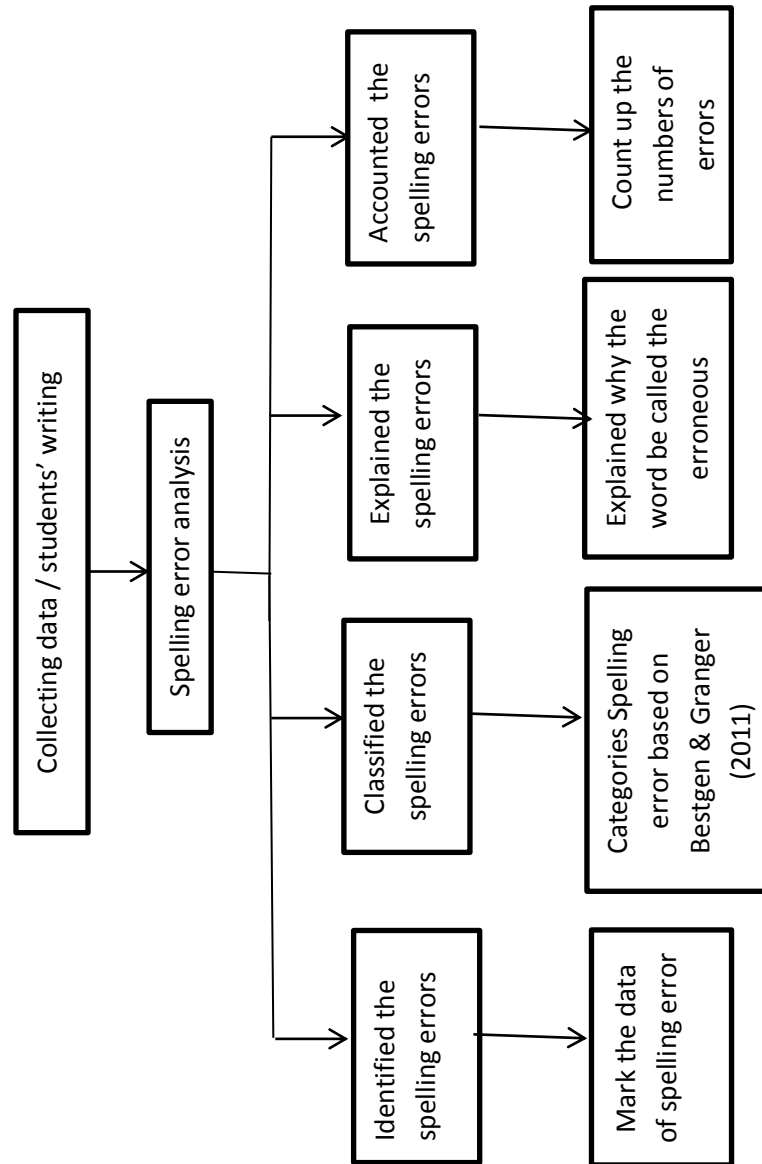
Figure 2.1 The Design of Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research method used in this study. It covers the discussion of the research design, data preparation, research instrument, data collection techniques, the technique of analyzing data and the last is discussed about the trustworthiness of the data.

A. Research Design

In this research, the researcher using a descriptive qualitative approach. According to Bogdan and Taylor (1975) as quoted by Moleong (2002), states that qualitative research is a research method that reports descriptive data of a certain kind of written or oral form from the people as the participants of the research. Creswell (2012: 4) stated that the aimed of qualitative research is to get a deep understanding of an individual or particular group as describe to a social or human problem. Moreover, qualitative research is aimed to reach the basic understanding through the researcher experience that is directly processed and integrated with the subject and location which is in the real report is studied about the spelling error.

According to Creswell (1994: 21) qualitative research descriptive in that the researcher is interested in the process, meaning and understanding gained through words and pictures. This method was used

since this study did not search for something or make a prediction. It only describes the situations or phenomena. In line with this, Stainback and Stainback (1988: 8) make clear that this method is the best approach to describe and examine the characteristics, events, procedures, and a philosophy occurring in natural settings is often needed to make accurate situational decisions.

This research uses descriptive qualitative research design. According to Surakhmad (1991: 139), "The descriptive qualitative research is a kind of method in which the researcher collects, classifies, analyses the data, interpreting the data and finally drawing the conclusion of the data". The purpose of this research is to describe the categories of spelling error on students' writing recount text written by students at MA Al-Muayyad Surakarta, so the qualitative design was suitable for this research. The researcher also calculating the occurrence of the type of spelling errors that were found from students' recount text. In other opinions, according to Perry (2008: 17) numbers in the form of frequencies of certain phenomena can be used in qualitative research.

B. Research Setting

1. Place of the research

    This study was conducted at MA Al-Muayyad Surakarta which is located at Jalan KH. Samanhudi, Mangkuyudan, Surakarta, Jawa Tengah. The researcher chose this school as the setting of this research

because of several reasons. The first reason was the researcher wanted to research spelling errors in writing recount text. Based on the researcher's observation that was conducted in tenth-grade students of MA Al-Muayyad Surakarta, the researcher found spelling errors in students' writing in different categories by handwriting. Moreover, the researcher was interested in identifying and analyzing the spelling errors they made by taking this school as the setting of this research. There were three classes of the tenth grade, but only one class was chosen as the sample. The participants of this study were 32 students from a class of tenth grade who took an English class. It was selected based on the availability of time and the teacher's suggestion.

2. Time of the Research

This research was conducted in the academic year of 2018/2019. This research was conducted in the second semester of tenth-grade students in MA Al-Muayyad Surakarta. Based on the syllabus of curriculum 2013 in the tenth grade of MA Al-Muayyad Surakarta in the second semester. In this research, the researcher did the complete set of this research includes planning, data collection, data analysis and reporting the data.

C. The subject of the Research

The subject of this research was the tenth-grade students of MA Al-Muayyad Surakarta. There were three classes at the tenth grade of MA Al-Muayyad Surakarta: they are (X MIA 1, X MIA 2 and X IIS). The research only took one class of tenth-grade students as the subject of the research. The researcher did the study in the science class (X MIA 1) as the object of this research, there are 32 students and their English teacher, Mrs. Arif Darmayanti, S.Pd. The population of this research was the students' writing task of recount text, not the people. In the second semester at the tenth grade. The research choosing writing recount text as the object of the research, because recount text was usually given by the teacher as a writing activity.

D. Research Instrument

Arikunto (2002:160) argues that a research instrument is a facility used by the researcher to collect the data accurately, completely systematically and easy to be analyzed. From the definition above, it can be concluded that the instrument in research is very important to get accurate data. Instruments that were used in this study to find the actual problem, the types of spelling errors made by the students in writing recount text. The instruments are document analysis and questionnaire. This instrument can be used to collecting data on the research.

E. Data Collection Techniques

Based on the Creswell's view (2009: 178) the techniques of collecting the data in qualitative research involve four basic types. These are observation, interview, documentation and audio-visual material. The technique is taking the data of the research, but the researcher does following only two steps, as follows:

1. Document Analysis

In this research, the researcher took the main data from the students' worksheets of writing recount text from class (X MIA 1) of MA Al-Muayyad Surakarta in the academic year 2018/2019. The researcher took 32 students' worksheet. The topics of students' worksheet were about unforgettable moment or experience in last holiday. According to Hasyim (2002: 43), "Error analysis is an activity to reveal error found in writing and speaking, and this research is related to error analysis in writing". Therefore, the document analysis is suitable as the technique for collecting the data of this research. The data was collected through document analysis. They are also ready to analyze without a necessary transcription. The researcher collected the students writing tasks of writing recount text subject. That had been determined before for writing recount text. The length of the text written task was adequate and the time was sufficient, and it was with the English teacher's permission before.

2. Questionnaire

According to MacDonald (1986: 35) questionnaires consist of several questions printed or typed in a definite order on a form or set of form. The questionnaire was given to the respondents for the questionnaire itself (Khotari, 2004: 100). The respondents have to answer the question on their own. In this study, the questionnaire was used to analyze the data to answer the second question about the causes of spelling errors. It was used to answer our students' difficulties which become the causes of students' spelling errors in writing recount text.

F. The technique of Analysis of the Data

To obtain valid data, the researcher used kinds of data collection. Another aspect of qualitative data collection is to identify the types of data that will address the research question. However, in this research, the researcher focused on document analysis to analyze students' spelling errors and to analyze the errors on the in students' worksheets. This research focused on error analysis on spelling in writing of recount text made by the tenth-grade student in MA al-Muayyad Surakarta. In this case, the researcher used the error analysis method of Corder (1981: 51). The following steps to conduct an error analysis research are as follows:

1) Collecting the Sample of the students' language

This step was to decide the sample of the students' language to use for analysis.

2) Identifying the errors

In the second step, the researcher tried to find out the error in the sample of the research by underlining the errors.

3) Classifying the errors

After underlining the errors, the researcher classified the errors. The errors were classified based on Bestgen and Granger's theory.

4) Giving codes for the data.

By giving code to make data identification easier to be analyzed. The researcher gave the code to make the classification of data analysis in every data. The codes which were used in data coding were S.1-S.32 as Student 1-32.

5) Explaining the errors

The researcher explained why the sentences were called erroneous.

6) Accounting the errors and identifying the dominant of the error

This step was an additional step done by the researcher to account for the percentage of the errors. The researcher used the formulas by (Sudjiono, 2010: 43):

$$P = F/N \times 100\%$$

Which are as follows:

P = Percentage number

F = Frequency of error

N = Total Number of the Whole Errors evaluation

After accounting for the percentage of the error, then the researcher has to identify the most frequent errors made by the students based on the classification of the data. The researcher used the ungrouped data frequency distribution table to list the frequencies of errors. Then the researcher also used a relative frequency distribution table by using Sudijono Anas formulas as stated in chapter two to show the frequencies of error percentage. It was aimed to answer the first research question.

Table 3.1 Relative Frequency Distribution Table

No	Categories of Spelling Errors	Number of Spelling Error Occurs	Relative Frequency (Percentage)
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 a single letter		

5.	Substitution of one letter		
6.	Interchange of two adjacent letter		
7.	Involving an apostrophe		
8.	Erroneous splitting or joining of words (word segmentation error)		
9.	Two or more error of the same type or different type		
	.Total		

7) In answering the second research question, the researcher gives a questionnaire.

8) At last, the researcher displayed the result of the analysis in chapter four.

G. The Trustworthiness of Data

To measure the validity of the data, the researcher used triangulation trustworthiness. Triangulation is a technique of physical measurement. Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research (Cohen, 2007: 141).

Triangulation is the most common way that is used in improving data validity in qualitative research. Related to this, Patton (1984, in

Sutopo, 2006: 92) states that there are three kinds of triangulation techniques, those are, theoretical triangulation, methodological triangulation, and investigator triangulation.

1) Theoretical triangulation: this type draws upon alternative or competing theories in preference to utilizing one viewpoint only.

2) Methodological triangulation: this type uses either the same method on different occasions or different methods on the same object of study.

3) Investigator triangulation this type engages more than one observer, data are discovered independently by more than one observer.

In this research, the researcher used investigator triangulation as the technique of data validity. The data findings were consulted and discussed with the English teacher of SMK N 1 Boyolali, Mrs. Anisa Safitri, S.Pd. The teacher observed and re-checked the data that had been analyzed by the researcher. Then, if the data was validated by the English teacher, the findings were described and discussed in the research report.

BAB IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion of the study. The researcher describes the data result in the findings part. In the discussion, the researcher deduces the findings of categories of spelling error and spelling errors that most frequently occur also the causes of spelling errors at tenth-grade students' writing of recount text in MA Al-Muayyad Surakarta. Further information will be discussed in this chapter.

A. Research Findings

The researcher has researched the techniques of collecting data as stated in the research method. The data collected were dedicated to answering the research questions of what are the categories of spelling errors and which category that most frequently occur at tenth-grade students writing of recount text in MA Al-Muayyad Surakarta, and what are the causes of spelling error most frequently at tenth-grade students writing recount text in MA Al-Muayyad Surakarta. The researcher observes tenth-grade students of X MIA 1 in MA Al-Muayyad Surakarta. The findings of this research were taken from the analysis of recount text from 32 students of X MIA 1 in MA Al-Muayyad Surakarta. To show the result of the researcher clearly, those findings are categorized based on the research question as follows:

1. Categories of spelling errors found in students' writing recount text.

As explained in chapter two, there are nine categories of spelling errors found in students' writing of recount text based on Bestgen and Granger's theory. The researcher found 200 spelling errors from 32 students' writing recount text. The researcher using coding S.1-S.32 as Student 1-32 to make identification easier. In presents the result of the research findings the researcher using the table that showed categories of a spelling error, spelling error analysis based on the students' writing of recount text, and corrected spelling error based on the Cambridge dictionary (US).

a) Omission of a Letter

As explained in chapter two, the omission of a letter is the first category of spelling errors in which occurred when students missed or deleting a letter of a word. The researcher found 48 spelling errors in this category in students' writing of recount text. From the data, it was found that the students did the omission in their writing as seen in the table below:

Table 4.1 The Error of Omission a Letter in Students' Writing Recount Text

Categories of Spelling Errors	Spelling Error Analysis	Corrected Spelling Error
Omission of a letter	• We saw many *turist* (S.1) • Then we and family *lave* (S.1) • Then we launch in the *restauran* near the zoo (S.2)	• We saw many *tourist* (S.1) • Then we and family *leave* (S.1) • Then we launch in the *restaurant* near the zoo (S.2)

	- We went to houme in early *moning* (S.3) - The *senery* is verry beautiful (S.5) - Then we *cange* our clothes in the toilet near the beach (S.5) - We swam *togeter* and had fun in there (S.5) - In the evening we enjoyed the *beutiful* sunset (S.5) - We used *flashligh* to get the way (S.7) - It was the great *experince* (S.7) - I went to Jogjakarta with my *frend* by train (S.8) - I buy many **sovenir** from Malioboro (S.8) - I always played football with my *frend* (S.9) - I went to my *granmother* house (S.10) *Nex* we had launch together (S.10) - It was verry *beutiful* temple (S.11) *Scond*, we visited Gembira Loka zoo (S.11) - In the morning my doughter *waching* TV (S.12) - I did not go *anywere* I jast at home (S.13) - Holiday was came, I went to my *hometon* in Wonogiri (S.14) - I went there *wit* my family (S.15) - The *nex* day I was invited by my uncle to fishing (S.16) - Last *mon* in my holiday I went to Malang (S.18) - We sang a song together, and shared *storis* (S.19) - Then, we *retur* to home (S.19) - On the way I saw	- We went to houme in early *morning* (S.3) - The *scenery* is verry beautiful (S.5) - Then we *change* our clothes in the toilet near the beach (S.5) - We swam *together* and had fun in there (S.5) - In the evening we enjoyed the *beautiful* sunset (S.5) - We used *flashlight* to get the way (S.7) - It was the great *experience* (S.7) - I went to Jogjakarta with my *friend* by train (S.8) - I buy many **souvenir** from Malioboro (S.8) - I always played football with my *friend* (S.9) - I went to my *grandmother* house (S.10) *Next* we had launch together (S.10) - It was verry *beautiful* temple (S.11) *Second*, we visited Gembira Loka zoo (S.11) - In the morning my doughter *watching* TV (S.12) - I did not go *anywhere* I jast at home (S.13) - Holiday was came, I went to my *hometown* in Wonogiri n(S.14) - I went there *with* my family (S.15) - The *next* day I was invited by my uncle to fishing (S.16) - Last *mont* in my holiday I went to Malang (S.18) - We sang a song together, and shared *stories* (S.19) - Then, we *retur* to home (S.19) - On the way I saw

	lanscape rice fiels and mountain (S.20)	*landscape* rice fiels and mountain (S.20)
	• And once again I saw *lanscape* (S.20)	• And once again I saw *landscape* (S.20)
	• In there it has *frienly* peopel (S.21)	• In there it has *friendly* peopel (S.21)
	• In there I ate *metball*, sekuteng and many more (S.23)	• In there I ate *meatball*, sekuteng and many more (S.23)
	• In there was somany kind of *plan* (S.23)	• In there was somany kind of *plant* (S.23)
	• My sister and I *direcly* buy some foods (S.24)	• My sister and I *directly* buy some foods (S.24)
	• *Fist* I was afraid but I enjoyed it and happy (S.24)	• *First* I was afraid but I enjoyed it and happy (S.24)
	• I went to *hometon* (Medan) **wit** my family (S.25)	• I went to *hometonw* (Medan) **with** my family (S.25)
	• We *prepar* to go to home (S.25)	• We *prepare* to go to home (S.25)
	• I was *waching* TV and Studied everyday (S.26)	• I was *watching* TV and Studied everyday (S.26)
	• There was no one in my hause *excep* me (S.26)	• There was no one in my hause *except* me (S.26)
	• *Somtimes* I mised my mom and my dad (S.26)	• *Sometimes* I mised my mom and my dad (S.26)
	• We left after zuhur by *motocycle* (S.27)	• We left after zuhur by *motorcycle* (S.27)
	• During the *jurney* I saw a tall building and many *tranportatin* (S.27)	• During the *journey* I saw a tall building and many *transportation* (S.27)
	• Last school holiday I didnt went to *anywere* (S.28)	• Last school holiday I didnt went to *anywhere* (S.28)
	• I went to the beach by my *privat* car (S.28)	• I went to the beach by my *private* car (S.28)
	• Next we returned to buy *sovenir* in there (S.29)	• Next we returned to buy *souvenir* in there (S.29)
	• That was very unforgetable *momen* (S.30)	• That was very unforgetable *moment* (S.30)
	• But, the *tiket conter* was cloused (S.31)	• But, the *ticket counter* was cloused (S.31)
	• I visited some beach that *famos* (S.32)	• I visited some beach that *famous* (S.32)
	• It was very *beutiful* viwe (S.32)	• It was very *beautiful* viwe (S.32)

b) Addition of a letter

The second category of errors is addition of a letter. This category occurred when students added a letter in a word. The researcher found 31 spelling errors in this category. Based on the findings the students committed addition form in their writing recount text as seen in the table below:

Table 4.1 The Error of Addition of a Letter in Students' Writing Recount Text

Categories of Spelling Error	Spelling Error Analysis	Corrected Spelling Error
Addition of a letter	• I went to Borobudur *teample* to spent my holiday (S.1) • Then we *launch* in the restauran near the zoo (S.2) • Then, we went to *houme* in early moning (S.3) • In my last *howliday* I was going to the lake (S.4) • *Afther* that I went to the lake to start fishing (S.4) • I would cook that fish at *houme* with may family (S.4) • I was very *thired* but it was my unforgettable experince (S.4) • *Afther* it we went returned to the home at 7 pm (S.5) • I was just at home on my *voucation* every day (S.9) • One day my father had *plant* to the lake for fishing (S.9) • I helping may grandma and grandpa planted vegetable in *afthernoon* (S.10)	• I went to Borobudur *temple* to spent my holiday(S.1) • Then we *lunch* in the restauran near the zoo (S.2) • Then, we went to *home* in early moning (S.3) • In my last *holiday* I was going to the lake (S.4) • *After* that I went to the lake to start fishing (S.4) • I would cook that fish at *home* with may family (S.4) • I was very *tired* but it was my unforgettable experince (S.4) • *After* it we went returned to the home at 7 pm (S.5) • I was just at home on my *vocation* every day (S.9) • One day my father had *plan* to the lake for fishing (S.9) • I helping may grandma and grandpa planted vegetable in *afternoon* (S10)

• *Secound,* we visited Gembira Loka zoo (S.11)	• *Second,* we visited Gembira Loka zoo (S.11)
• After it we had *launch* together in the restaurat near the zoo (S.11)	• After it we had *lunch* together in the restaurat near the zoo (S.11)
• In the evening *may* anty made lunch (S.12)	• In the evening *my* anty made lunch (S.12)
• Actualy I had *plant* to go tour place (S.13)	• Actualy I had *plan* to go tour place (S.13)
• On wednesday *naight* I packed up (S.14) After 7 *houres* walking in the night (S.19)	• On wednesday *night* I packed up (S.14) • After 7 *hours* walking in the night (S.19)
• I thing going to Jogjakarta was unforgettable *moument* (S.20)	• I thing going to Jogjakarta was unforgettable *moment* (S.20)
• In there I saw a good *palace* (S.21)	• In there I saw a good *place* (S.21)
• The trip took about 4 *houres* (S.22)	• The trip took about 4 *hours* (S.22)
• I arrived at At- Taqwa *mousque* (S.23)	• I arrived at At- Taqwa *mosque* (S.23)
• Shake hand and *aphologiz* to each other (S.25)	• Shake hand and *apologiz* to each other (S.25)
• I could refresh in the *howliday* now (S.27)	• I could refresh in the *holiday* now (S.27)
• We went to the *raiver* to fishing and refreshing (S.27)	• We went to the *river* to fishing and refreshing (S.27)
• We walked *douwn* and saw many kind of *floawers* (S.28)	• We walked *down* and saw many kind of *floawers* (S.28)
• I stayed for 3 days with *may* family (S.30)	• I stayed for 3 days with *my* family (S.30)
• After that we took a rest in istiqlal *mousque* (S.31)	• After that we took a rest in istiqlal *mosque* (S.31)
• But the tiket conter was *cloused* (S.31)	• But the tiket conter was *closed* (S.31)
• It was very beautiful *viewe* (S.32)	• It was very beautiful *view* (S.32)
• There were a lot of tree that have full colour of *leafes* and flowers (S.32)	• There were a lot of tree that have full color of *leafs* and flowers (S.32)

c)   Single Letter Instead of Double Letter

The third error is single letter instead of double letter, this category occurred when the students miss a letter in a word that contains double letter. The researcher found 20 spelling errors in this category. Based on the findings, some students committed spelling error of single letter instead of double letter form in their writing of recount text as seen in the table below:

Table 4.3 The Error of Single Letter Insted of Double Letter in

Students' Writing Recount Text

Categories of Spelling Error	Spelling Error Analysis	Corrected Spelling Error
Single letter instead of double letter	• Although Iam tired, but I was very *happy* (S.1) • After it, we was *sleping* and woke up before subuh pray (S.3) • 30 minutes left anf *finaly* there was a big fish ate my bait (S.4) • It was a dayligh and the sun was *realy* so hot (S.5) • I played *basketbal* game in the time zone (S.6) • First I want to walking arround Malioboro *stret* (S.8) • In *adition* I also played football with my friends (S.9) • *Actualy* I had palnt to go to a tour place (S.13) • When I *arived* there I just took a rest with my mom (S.14) • Next day I went to my cousin *weding* party (S.14)	• Although Iam tired, but I was very *happy* (S.1) • After it, we was *sleeping* and woke up before subuh pray (S.3) • 30 minutes left anf *finally* there was a big fish ate my bait (S.4) • It was a dayligh and the sun was *really* so hot (S.5) • I played *basketball* game in the time zone (S.6) • First I want to walking arround Malioboro *street* (S.8) • In *addition* I also played football with my friends (S.9) • *Actually* I had palnt to go to a tour place (S.13) • When I *arrived* there I just took a rest with my mom (S.14) • Next day I went to my cousin *wedding* party (S.14)

	• I was leaving on Wednesday *afternon* (S.16) • We could *swiming,* fishing and take a pictures in there (S.19) • I felt no *wory* because all my friends were professional climber (S.19) • Last mont I went to Jogja for *traveled* in there (S.20) • It was a nice *suny* day (S.22) • I saw many tourist in there and we *swiming* together (S.22) • In the evening I and my family search *vilage* for take a rest (S.23) • *Finaly* we arrived in merapi mountain park (S.24) • We went to *stawbery* garden (S.30) • That was *unforgetable* moment for me (S.30) • So that was why we were really *disapointed* (S.31)	• I was leaving on Wednesday *afternoon* (S.16) • We could *swimming,* fishing and take a pictures in there (S.19) • I felt no *worry* because all my friends were professional climber (S.19) • Last mont I went to Jogja for *travelled* in there (S.20) • It was a nice *sunny* day (S.22) • I saw many tourist in there and we *swimming* together (S.22) • In the evening I and my family search *village* for take a rest (S.23) • *Finally* we arrived in merapi mountain park (S.24) • We went to *stawberry* garden (S.30) • That was *unforgettable* moment for me (S.30) • So that was why we were really *disappointed* (S.31)

d) Double Letter Instead of Single Letter

The next category of errors is double letter instead of single letter. The category occurred when students added double letter in a word that should be single letter. Based on the findings, there were 18 spelling errors found by the research in the students' writing of recount texts.

Table 4.4 The Error of Double Letter Instead of Single Letter in

Students' Writing Recount Text.

Categories of Spelling Error	Spelling Error Analysis	Corrected Spelling Error
Double letter instead of single letter	• Yesterday my *familly* and I went to Gembira loka zoo (S.2) • Finally I *sleept* in the car (S.5) • We saw a beautiful sunset it was so *wonderfull* (S.6) • First I went to walking *arround* Malioboro street (S.8) • After eating, we went to the *hottel* to stayed for several days (S.8) • The last *holliday* I went to my granmother home (S.10) • I helping my grandma and grandpa planted **vegettables** until afternoon (S.10) • I spet my time about *tweenty* four houres (S.15) • After arrived in my grandfather house I was directly *sleept* (S.16) • Iam *verry* missed her so much (S.18) • I felt no wory because all my friends were *proffessional* climber (S.19) • I was *verry* happy to go to Jogja with my family (S.20) • My father is a *cammeramen* (S.21) • In the evening I and my *familly* search vilages for took a rest (S.23) • I was *verry* happy because I could refresh in my holiday now (S.27) • Took a picture that was *wonderfull* in last day (S.30) • That was very	• Yesterday my *family* and I went to Gembira loka zoo (S.2) • Finally I *slept* in the car (S.5) • We saw a beautifu*l* sunset it was so *wonderful* (S.6) • First I went to walking *around* Malioboro street (S.8) • After eating, we went to the *hotel* to stayed for several days (S.8) • The last *holiday* I went to my granmother home (S.10) • I helping my grandma and grandpa planted **vegetables** until afternoon (S.10) • I spet my time about *twenty* four houres (S.15) • After arrived in my grandfather house I was directly *slept* (S.16) • Iam *very* missed her so much (S.18) • I felt no wory because all my friends were *professional* climber (S.19) • I was *verry* happy to go to Jogja with my family (S.20) • My father is a *cameramen* (S.21) • In the evening I and my *family* search vilages for took a rest (S.23) • I was *very* happy because I could refresh in my holiday now (S.27) • Took a picture that was *wonderful* in last day (S.30) • That was very

	unforgettable ***momment*** (S.30)	unforgettable ***moment*** (S.30)
	• I spent my last ***holliday*** with my friends (S.32)	• I spent my last ***holiday*** with my friends (S.32)

e)   Substitution of one letter

The next category is the substitution of one letter. Substitution occur when substituting of one letter for another. The researcher found 24 spelling errors in this category. Based on the findings the students committed substitution of one letter form in their recount text as seen in the table below:

Table 4.5 The Error of Substitution of One Letter in Students' Writing Recount Text

Categories of Spelling Error	Spelling Error Analysis	Corrected Spelling Error
Substitution of one letter	• It was the nice time for fishing ***becouse*** that day was sunny day (S.4)	• It was the nice time for fishing ***because*** that day was sunny day(S.4)
	• I played ***footboll*** with my friends (S.6)	• I played ***football*** with my friends (S.6)
	• I eating gudeg and dirnk ***ice tia*** (S.8)	• I eating gudeg and dirnk ***ice tea*** (S.8)
	• In adition I also played ***footboll*** with my friend (S.9)	• In adition I also played ***football*** with my friend (S.9)
	• One day may friend ***infite*** me to the lake for fishing (S.9)	• One day may friend ***invite*** me to the lake for fishing (S.9)
	• Her home is so ***for*** away rom the ***sity*** (S.10)	• Her home is so ***far*** away rom the ***city*** (S.10)
	• In there I rented ***bycycle*** and rode arround the zoo (S.11)	• In there I rented ***bycicle*** and rode arround the zoo (S.11)
	• Nothing ***spesial,*** at home I just ate, watched TV and slept (S.13)	• Nothing ***special,*** at home I just ate, watched TV and slept (S.13)
	• Next day I went to my cousin weding ***parti*** (S.14)	• Next day I went to my cousin weding ***party*** (S.14)
	• I ***arrifed*** at Semarang at	• I ***arrived*** at Semarang at

	8 am (S.16)	8 am (S.16)
	• My my school holiday was not *spesial* (S.17)	• My my school holiday was not *special* (S.17)
	• Last school *holyday* I went to Merapi Mountain (S.19)	• Last school *holiday* I went to Merapi Mountain (S.19)
	• I *jast* followed their instruction (S.19)	• I *just* followed their instruction (S.19)
	• I *thing* going to Jogjakarta was unforgettable moument (S.20)	• I *think* going to Jogjakarta was unforgettable moument (S.20)
	• After that we walked *dawn* to *onother* animal (S.22)	• After that we walked *down* to *another* animal (S.22)
	• And arrived at thirty past *twelfe* (S.23)	• And arrived at thirty past *twelve* (S.23)
	• We were *welcamed* by grandfatherand *grandmather* (S.25)	• We were *welcomed* by grandfatherand *grandmother* (S.25)
	• I ate together and played game with my *brather* (S.28)	• I ate together and played game with my *brother* (S.28)
	• I stayed at there fro 3 days with my *famili* (S.30)	• I stayed at there fro 3 days with my *family* (S.30)
	• My family and I took a *vocasion* in Monas Jakarta (S.31)	• My family and I took a *vocation* in Monas Jakarta (S.31)
	• When we arrived in Monas direcly we had *lanch* (S.31)	• When we arrived in Monas direcly we had *lunch* (S.31)

f) Interchange of Two Adjacent Letters

The next category of spelling error is interchange of two adjacent letters form. It occurs when students wrrite a word that any letter in the incorrect position. In this category found 16 spelling errors from the students' writing of recount text. The errors will be explained in the following table:

Table 4.6 The Error of Interchange Two Adjacent Letters in Students'

Writing of Recount Text.

Categories of Spelling Error	Spelling Error Analysis	Corrected Spelling Error
Interchange of two adjacents letter	• I hiking *whit* my friends (S.7) • I eating gudeg and *dirnk* ice tee (S.8) • Its was very beautiful *tempel* (S.11) • The ball fell near my *uncel* (S.12) • I did not go to any where I just at *hoem* (S.13) • I helped my mother sold *colths* in there (S.13) • On Wednesday *nigth* I packed up (S.14) • I *retunr* to my home • It was the frist time I climbed the *muontain* (S.19) • *Lats* month I went to jogja for traveled in there (S.20) • In there it has frienly *peopel* (S.21) • *Perpared* to back to my home (S.28) • There was so many *peopel* and very crout (S.31) • We bought some *T-sirth* (S.31) • It was very beautiful *viwe* that we could not find in Jakarta (S.32) • Taking pictures *whit* all my family (S.32)	• I hiking *with* my friends (S.7) • I eating gudeg and *drink* ice tee (S.8) • Its was very beautiful *temple* (S.11) • The ball fell near my *uncel* (S.12) • I did not go to any where, I just at *home* (S.13) • I helped my mother sold *cloths* in there (S.13) • On Wednesday *nigth* I packed up (S.14) • I *return* to my home • It was the frist time I climbed the *mountain* (S.19) • *Last* month I went to jogja for traveled in there (S.20) • In there it has frienly *people* (S.21) • *Prepared* to back to my home (S.28) • There was so many *people* and very crout (S.31) • We bought some *T-shirt* (S.31) • It was very beautiful *view* that we could not find in Jakarta (S.32) • Taking picture *with* my family (S.32)

g) Involving an Apostrophe

Based on the analyzing the data there are some errors

of involving an apostrophe. This error occurs when the

students mistakenly put an apostrophe on a word and also when students not added or forget to put an apostrophe. There were only nine spelling errors that found by the researcher in this category. The following table will be explained about the error of involving an apostrophe.

Table 4.7 The Error of Involvinng an Apostrophe in Students' Writing of Recount Text

Categories of Spelling Error	Spelling Error Analysis	Corrected Spelling Error
Involving an Apostrophe	• The last holiday I went to my ***grandmother house*** (S.10) • It was very beautiful tempel, ***wasnt*** it? (S.11) • Last holiday, I went to ***my uncle house*** (S.12) • I ***didnt*** go anywere I just ah home (S.13) • After arrived in my ***grandfather house*** (S.16) • I arrived at Jogja at 6 ***o clock*** in the evening (S.20) • ***Im*** so tired but very fun (S.21) • Last school holiday I ***didnt*** went to anywere (S.28) • It ***wasnt*** far form the house that I stayed (S.30)	• The last holiday I went to my ***grandmother's house*** (S.10) • It was very beautiful tempel, ***was'nt*** it? (S.11) • Last holiday, I went to ***my uncle's house*** (S.12) • I ***didn't*** go anywere I just ah home (S.13) • After arrived in my ***grandfather's house*** (S.16) • I arrived at Jogja at 6 ***o'clock*** in the evening (S.20) • ***I'm*** so tired but very fun (S.21) • Last school holiday I ***didn't*** went to anywere (S.28) • It ***wasn't*** far form the house that I stayed (S.30)

h)   Erroneous Spliting or Joining of Words (Word Segmentation error)

Word segmentation errors or erroneous splitting or joining of words means a word that includes splitting or joining two words with or without space. There were 12 spelling errors of word segmentation error found in the students' recount texts. The following table will explain some sentences that contained word segmentation error committed by the students in their writing recount text.

Table 4.8 The Error of Erroneous Spliting or Joining of Words (Word Segmentation error)

Categories of Spelling errors	Spelling error analysis	Corrected spelling error
Erroneous spliting or joining of words (Word Segmentation error)	• We could saw some beautiful views of mountain, forest and *water fall* (S.1) • We saw *somany* animal and take a picture with merak bird (S.2) • We ordered *meat ball* and ice tea (S.11) • I went to my *home town* in Jakarta (S.17) • My father took a pictures and I played with may sister in the *play ground* (S.21) • In there was *somany* kind of plants (S.23) • In there I ate *meat ball*, sekuteng and many more (S.23) • In the *after noon* we packed out clothes and ready went to home (S.23)	• We could saw some beautiful views of mountain, forest and *waterfall* (S.1) • We saw *so many* animal and take a picture with merak bird (S.2) • We ordered *meatball* and ice tea (S.11) • I went to my hometown in Jakarta (S.17) • My father took a pictures and I played with may sister in the *playground* (S.21) • In there was *so many* kind of plants (S.23) • In there I ate *meatball*, sekuteng and many more (S.23) • In the *afternoon* we packed out clothes and ready went to home (S.23)

	• I cooked for my sister and my **grand mother** (S.26)	• I cooked for my sister and my **grandmother** (S.26)
	• I could saw a beautiful **sun set** in the evening (S.28)	• I could saw a beautiful **sunset** in the evening (S.28)
	• In scond day we went to **water fall** (S.30)	• In scond day we went to **waterfall** (S.30)
	• It had 5 **bed room** (S.30)	• It had 5 **bedroom** (S.30)

i) Two or More Errors of the Same Categories or of the Different

Categories (Multiple Error)

The last category is two or more errors of the same categories or of the different categories (multiple error). This category occurs when two or more errors contained in a word. There were 22 spelling errors that found by the researcher in this category. The following table will explain some sentences that contained multiple error committed by the students in their writing recount text.

Table 4.9 The Multiple Error in Students' Writing of Recount Text

Categories of Spelling error	Spelling Error Analysis	Corrected Error Analysis
Two or more errors of the same categories error or the different categories (multiple error)	• It was the **naise** time for fishing because today in weekend day (S.4) • On the way we saw a **beatyful** sunset (S.6) • After 7 **aurs** walking in the night we could arived on the top (S.7) • I go to there by bus and **arifed** at 2 am (S.7) • I arrived in Tugu **Staciun** at 3.15 pm (S.8) • I was jast at home on my vocation **schul** (S.9) • Then I was **perpered** all the tools to fishing (S.9) • Nex we had launch **toggeter** (S.10)	• It was the **nice** time for fishing because today in weekend day (S.4) • On the way we saw a **beautiful** sunset (S.6) • After 7 h**ours** walking in the night we could arived on the top (S.7) • I go to there by bus and **arrived** at 2 am (S.7) • I arrived in Tugu **Station** at 3.15 pm (S.8) • I was jast at home on my vocation **school** (S.9) • Then I was **prepared** all the tools to fishing (S.9) • Nex we had launch **together** (S.10)

• In the mourning my doughter watched Tv *waille* I was played soccer (S.12)	• In the mourning my doughter watched Tv *while* I was played soccer (S.12)
• In the evening my *anty* made lunch (S.12)	• In the evening my *aunt* made lunch (S.12)
• I bought *sofenir* in there (S.15)	• I bought *souvenir* in there (S.15)
• I just stay at home didnt go *any were* (S.17)	• I just stay at home didnt go *anywhere* (S.17)
• In there *conside* with Jakarta's birthday (S.17)	• In there *coincide* with Jakarta's birthday (S.17)
• We had to be more careful to do thing *proses* (S.19)	• We had to be more careful to do thing *process* (S.19)
• After we *araived* at the zoo (S.22)	• After we *arrived* at the zoo (S.22)
• Fist I went to walking *arroun* Malioboro stret (S.22)	• Fist I went to walking *around* Malioboro stret (S.22)
• We walked dawn to saw *enather* animals in cage (S.22)	• We walked dawn to saw *another* animals in cage (S.22)
• We were so tired and *finely* we back to the home (S.22)	• We were so tired and *finally* we back to the home (S.22)
• My grandma asked me to *cuss* one of the rabbit that I love (S.25)	• My grandma asked me to *chose* one of the rabbit that I love (S.25)
• I ate *togeder* and I played with my *brader* (S.28)	• I ate together and I played game with my *brother* (S.28)
• To swam and took a pictures that was *wondefull* (S.30)	• To swam and took a pictures that was *wonderful* (S.30)

Based on the findings above, from the nine categories of spelling errors, the most frequency of error that occurred in students' writing recount text at tenth grade students Science Program (X MIA 1) at MA Al-Muayyad Surakarta as seen in the table 4.10. From the data analysis it can be gained the highest frequency of spelling error's categories. In table 4.10 classified the occurrence of each errors types from the highest to the lowest rank. The researcher used relative

frequency distribution table as explained in the chapter two to analyze the frequency of error.

According to Mac Donal (1986: 64) relative frequency distribution display numerical value ranging from the highest to the lowest number of times each value occurs. Based on the theory and the table above, the highest frequency was ommision of a letter and the lowest frequency was interchange of two adjacent letters. The researcher used percentage to show the frequency of spelling errors for helping the readers in understanding the research findings. The researcher used Sudijono Anas Formulas to count the errors' percentage.

Table 4.10 Relative Frequency Distribution Table

No	Categories of Spelling Errors	Number of Spelling Error Occurs	Relative Frequency (Percentage)
1.	Omission of a letter	48	24%
2.	Addition of a letter	31	15.5%
3.	Single letter instead of double letter	20	10%
4.	Double letter instead of single letter	18	9%
5.	Substitution of one letter	24	12%
6.	Interchange of two adjacents letter	16	8%

7.	Involving an apostrophe	9	4.5%
8.	Erreneous splitting or joining of words (word segme	12	6%
9.	Two or more errors of the same categories or of the different categories (multiple error)	22	11%
	.Total Errors	200	100%

On the students' writing recount text, there were some errors on nine categories of spelling errors. Based on the formula above, it was found 48 spelling errors in omission of a letter or 24% from 200 errors. The researcher concludes that students still lacked in spelling skill especially in writing texts. The student did not pay attention how to write Englih words correctly, because they thought when pronounced an English word it was the same with in written word, and they did not know how to differentiate some letters or sounds. They were still confused to differentiate some letters or sounds for example in letter *k, s* from letter *c* that had the same sound when they were pronounced. According to Al-Jarf (2010: 10) spelling problems can be classified into phonological problems. Phonological problems refer to the errors in which the misspelled words do not sound like the target word because the whole words, consonant, vowels, syllables, prefix, grapheme clusters is not heard at all or mishraed or added with another letter.

2. The causes of spelling error

The Second research question asked about the causes of the spelling error. In this study, the researcher used questionnaire to answer the research question. The questionnaire asked based on the theory of the cause of error in second language which had explained on chapter two.

Based on the theory on the chapter two, there are two main causes of errors, interlingual and interalingual. Interlingual error is caused by mother tongue interference while interalingual error is caused by the difficulty of the second language or target language.

a. Interlingual Errors

The questionnaire's questions which were related to the interlingual error's theories were questions number *six, seven, eleven,* and *twelve*. Those questions will be showed in the table below:

Table 4.11 Interlingual Error's Question 1

Question 6	Variable	Number of Students	% of Students' Questionnaire
What do you do if you do not know how to spell a word?	Write it as I feel it is	3	9.4%
	As my friend	4	12.5%
	As my teacher	23	71. 9%
	Check it up in the dictionary	2	6.2%
Total		32	100%

The most frequent of the variable above was on choice (c) *ask my teacher,* with the number of students' answer was 71.9% or there were 23 students from 32 students. It means that the students will ask their teacher if they do not know how to spell a word. While there were 12.5% or four students who chose (b) *ask my friend.* It means that there were four students from 32 students will ask their friend if they do not know how to spell a word. Then, the students will write as their feel if they do not know how to spell a word. There were 9.4% or three students who chose on (a) *write it as I feel it is.* While, the were 6.2% or only two students from 32 students who chose (d) *check it up in the dictionary* if they do not know how to spell a word. Based on the most frequent of the variable above, the students will ask their teacher if they do not know how to spell a word.

Table 4.12 Interlingual Errors' Question 2

Question 7	Variable	Number of Students	% of Students' Questionnaire
What are the causes for your spelling errors?	The difference between written and spoken English	18	56.3%
	The origin of English word	6	18.7%
	Carelessness	4	12.5%
	All	4	12.5%
Total		32	100%

From the table above, it showed that the majority choice was on variable (a) *the difference between written and spoken English.* It means the cause of students' spelling errors was the difference between written and spoken English with the number of students' answer was 56.3% or there were 18 students from 32 students. There were 18.7% who chose (b) *the origin English words.* It means that there were six students from 32 students who answere the origin of English words as the cause if the spelling error. Then, the students chose carelessness as the cause of their spelling error with the number of students' answer was 12.5% or there were only four students who chose on (c) *carelessnes*. Then there were 12.5% or four students from 32 students who chose (d) *all.* It means that the students chose the difference between written and spoken English, the origin of the English words and also carelessness as the cause of students' spelling error. Based on the majority choice, the cause of students' spelling error was the difference between written and spoken English.

Table 4.13 Interlingual Errors' Question 3

Question	Items	A	%	D	%
11	Some teacher lack interest in teaching spelling	22	68.8	10	31.2
12	Many teachers sometimes seem to commit spelling errors while writing on the whiteboard or notebook	20	62.5	12	37.5

The table above showed that both the questions got the majority choice on variable (a) *agree.* It was found 68.8% or 22 students who agree that some teachers lack interest in teaching spelling while there were 31.2% or only 10 students who disagree about some teachers lack interest in taching spelling.

Besides, there were 62.5% or 19 students agree that many teachers sometimes seem to commit spelling errors while writing on the whiteboard or notebook. However, there were 37.5% or 12 students who disagree about that. Based on the most frequent of the variable above, the students agree if there were some teachers lack interest in teaching spelling and many teacher sometimes seem to commit spelling errors while writing on the whiteboard or notebook.

From the table of interlingual error above, The cause of students' spelling errors was the difference between written and spoken English. Then, the students will ask their teacher if they do not know how to spell a word. Unfortunately, some teacher lack interest in teaching spelling in the class. Even, many teachers sometimes seem to commit spelling errors while writing on the whiteboard or notebook.

b. Intralingual Errors

The questionnaire's questions which were related to the intralingual errors' theories were questions number *one, two, three,*

four, five, eight, nine, and ten. Then, the following table showed the questions.

Table 4.14 Interalingual Errors' Question 1

Question 1	Variable	Number of Students	% of Students' Questionnaire
How often do you care about the spelling of words when you write?	Always	14	43.8%
	Usually	8	25%
	Sometimes	8	25%
	Never	2	6.2%
Total		32	100%

From the table above, it showed that the majority choice was on variable (a) *always* with the number of students' answere was 43.8% or there were 14 students from 32 students. It means that the students always care about the spelling of words when they write. There were 25% or eight students who chose (b) *sometimes.* It means that there were eight students from 32 students who sometimes care about spelling when they write. Then, the students usually care about spelling of word when they write. It was found 25% or eight students who chose on (c). While, there were 6.2% or only two students who do not care about spelling when they write. Based on the explanation above, the students always care about the spelling of a word when they write.

Table 4.15 Intralingual Errors' Question 2

Question 2	Variable	Number of Students	% of Students' Questionnaire
How often do you commit spelling error?	Most often	6	18.7%
	Sometimes	15	46.9%
	Rarely	9	28.2%
	Never	2	6.2%
Total		32	100%

Based on the table above, the students sometimes commited spelling errors, it showed by the majority score on choice (b) with the number of students answer was 46.9% or there were 15 students. There were 28.2% who chose (c) *rarely*. It means that there were nine students from 32 students who rarely commit spelling errors. Then, the students most often commited spelling errors. It was showed by there were 18.4% who chose (a) *most often* or there were only six students from 32 students. While, there were 6.2% or only two students who chose (d) *never*. It means that there were two students who never commited spelling errors. Based on the explanation above, the students sometimes commited spelling errors.

Table 4.16 Intralingual Errors' Question 3

Question 3	Variable	Number of Students	% of Students' Questionnaire
How much important is it to know the correct spelling of words?	Not important	3	9.4%
	To some extent important	6	18.7%
	Very important	23	71. 9%
Total		32	100%

From the question above, there were 23 students or 71.9% from 32 students feel very important to knowing the correct spelling of words. It was displayed in the majority choice on (c) *very important.* While, there were 18.7% or six students who chose (b) *To some extent important*. Then, the students considered that it is not important to know the correct spelling of words with the number of students' answer 7.1% or only three students who chose on (a) *Not important* or there were only two students. Based on the explanation above, it was very important for the students to knowing the correct spelling of words.

Table 4.17 Intralingual Errors Question 4

Question 4	Variable	Number of Students	% of Students' Questionnaire
How do you feel about learning the spelling of words?	Very enthusiastic	4	12.5%
	Like	24	75%
	Dislike	3	12.5%
Total		32	100%

Based on the table above, the students liked about learning the spelling of words. It displayed by the majority choice on variable (b) *Like* with the number of students' answer was 75% or there were 24 students. While, there were 12.5% who chose (a) *very enthusiastic*. It means that there were four students from 32 students who was very enthusiastic about learning spelling of words. While, there were 12.5% who chose (c) *Dislike* or there were also four students who dislike about learning the spelling of words. Based on the explanation above, the students liked about learning the spelling of words.

Table 4.18 Intralingual Errors' Question 5

Question 5	Variable	Number of Students	% of Students' Questionnaire
What is your main problem in learning spelling?	Sometimes, the teacher do not care abot spelling words when teaching	6	18.7%
	Lack of materials	7	21.9%
	Lack of interest to learn	19	59.4%
	All	0	0%
Total		32	100%

From the question above, it showed that the main problem of students' spelling error was the lack of interest to learn. It was displayed by the most frequent choice on variable (c) *lack of interest to learn* with the number of students' answer was 59.4% or there were 19 students from 32 students. While there were 21.9% who chose (b) *lack of materials.* It means that there were seven students from 32 students who answer lack of materials as the main problem in learning spelling. Then, the students answer lack of good teacher as the main problem in learning spelling with the number of students' anwer was 18.7% or only six students who chose on (a) sometimes the teacher do not care about spelling words. While, there were 0% or there were no one from 32 students who chose (d) *all.* It

means that the main problem of the students in learning spelling did not derive from three of those such as lack of good teacher, lack of material and lack of interest to learn. Based on the majority choice the main problem of students in learning spelling was lack of interest to learn.

Those five question on the table showed that the main problem of students in learning spelling is lack of interest to learn in the class. The students just felt like in spelling but not very enthusiastic about learning spelling if words when teacher taught spelling in the class. For the students, it was very important for the students to knowing the correct spelling of words. As the result, they always care about the spelling of words when they write. Unfortunately, the students sometimes commited some spelling errors in their writing.

Table 4. 19 Intralingual Errors' Questions 6

Ques tion	Items	A	%	D	%
8	Students commit spelling errors because spelling is not actually taught as an aspect/ sub skill of English language	29	90.6	3	9.4
9	Students commit spelling errors because most students do not take	21	65.6	11	34.4

	the pain to go through their works after writing				
10	There are few books that emphasize spelling rules in the achool libraries	24	75	8	25

The table showed that three questions above got the majority choice on the variable (a) *agree.* It was found 90.6% or 29 students who agree that students commit spelling errors because spelling is not taught as an aspect/ sub-skill of English language while there were 9.4% or only three students who disagree. Furthermore, the next question got the majority choice on the variable (a) *agree*, there were 65.6% or 21 students agree that students commit spelling errors because most students do not take the pain to go through their works after writing. However, there were 34.4% or nine students who disagree about that. Then, the last question got the majority choice on the variable (a) *agree,* there were 75% or 24 students agree that there are few books that emphasize spelling rules in the school libraries. However, there were 25% or eight students who disagree with that.

Based on the most frequent of each variable from three questions above, the students agree if students commit spelling error because spelling is not actually taught as an aspect/ sub-skill of English language, students commit spelling errors because most of the students do not take the pain to go through their works after

writing, and there are few books that emphasize spelling rules in the school libraries. After explaining all the questions based on the intralingual error and interlingual error, the intralingual error is more often occur than the interlingual error.

B. Discussion

Based on the research findings, the researcher found some categories of spelling errors on students' worksheet of writing recount text. From the errors, the researcher counts the spelling error that most frequently occurred. Then, based on the findings, the researcher also found some causes of spelling errors.

From the data analysis of the research findings, the researcher found 200 spelling errors identified in 32 students in students' writing of recount text. The errors divided on nine categories based on Bestgen and Grannger's theories such as omission a letter, addition of letter, single letter instead of double letter, double letter instead of single letter, substitution of one letter, interchange two adjacent letters, error involving an apostrophe, erroneous splitting or joining of words (words segmentation error), two or more errors of the same categories or different categories (multiple error). Then, it can be seen that the most frequent errors are *omission of the letter* with 48 errors or 24%. The researcher concludes that students still lacked in spelling skill especially in writing texts. The student did not pay attention to how to write English words correctly, because

they thought when pronounced an English word it was the same within the written word, and they did not know how to differentiate some letters or sounds. They were still confused to differentiate some letters or sounds for example in letter *k, s* from letter *c* that had the same sound when they were pronounced. According to Al-Jarf (2010: 10), spelling problems can be classified into phonological problems. Phonological problems refer to the errors in which the misspelled words do not sound like the target word because the whole words, consonant, vowels, syllables, prefix, grapheme clusters are not heard at all or missed added with another letter.

The second common error which is committed is the *addition of a letter* with 31 errors or 15.5%. As the researcher explained earlier, many words in English that have the same sounds. For example in the word "after" as pronounced with /ˈæf.tɚ/ which is incorrectly written as "aft**h**er" the students added a letter *h* after *t*. it happened because the students do not familiar with how to pronounce a word that contains "th" or not because is almost the same in the pronounced. Based on the findings conforms with Al-Jarf (2010: 10) who stated that misspelling happens when any graphemes are added, deleted, substituted by another or reversed. The third error which is committed by students is *substitution of a letter* with 24 errors or 12%. The students committed this error because they were still influenced by their first language in writing English. The researcher interprets that the student's substituted the wrong letter especially, in the words that had the same sounds. For example in the word

"other" which is pronounced as /ˈʌð.ə r /, sound like *a,* so the students wrote in the word "ather" in which letter *o* substituted by a letter *a.*

The fourth error was committed by the students is *multiple errors* with 22 errors or 11%, this category occurs when two or more errors are contained in a word. For example in the word "bicycle" which is pronounced as /ˈbai.si.kl/ which was erroneously written as "baycikle". The sample means that the students made an error by adding two letters *a* and y that was categorized into substitution type of error and addition error. Besides, the researcher also found word errors seem like in the word "jins" which means "jeans", and "cuss" which means "chose". Based on the researcher's analysis, it occurred because of the influence of students' L1. In students' L1, there are several words adopted from a foreign language. Indonesian language, such as Sanskrit, Portuguese, Arabic, Dutch, Chinese, and English Yulianto (2014:5). Based on the explanation above, students' L1 can influence their writing, especially in spelling. It can be proven from several samples above, and those findings confirm Hourani (2008: 1) statement who pointed out that there tends to be intervention from the beginning ESL students' first language (L1) in the process of writing in English *t.*

Then the fifth error is *single letter instead double letter* with 20 errors or 10%. This error occurs when the students miss a letter in a word that contains double letters. Based on the researcher analysis, this error

occurred because it is related to students' L1. These findings are similar to Hourani (2008) as the researcher explained before. In students' L1, there is seldom found a word that contains a digraph or double letters, and it is found only in a word that contained suffix, inserted, and prefix. For example like in the word *menunjukkan, menggunakkan,menggarisbawahi,* and others.

Then the sixth error is followed by *double letter instead single letter* with 18 error or 9%. Here, to influence of the learners' L1 appears as a likely factor. As pointed out by Bebout (1985: 583), although consonant doubling is a difficulty for any learner or writer of English, it is particularly treacherous for students or teachers who are less used to pay attention to the presence or absence of doubled consonants or to make the decision about doubling when writing. So, the students confused when they write double consonants that was necessarily only one consonant letter. As the example in the word "hotel" which is pronounced as /h ə ʊ 'tel/ which is incorrectly written as "hottel" it shows double letters *t*. The seventh error is the *interchange of two adjacent letter* with 16 errors or 8%. The students committed the errors because they were still confused how to write English word clearly, although they were right in how to pronounced the words. For example in the word "people" which is pronounced as /ˈpiː.pl / it is incorrectly written as "peopel", the student did not attention to letter *e* and *o* in the right position. So, the students did error in oerdering two letters *e* and *o*.

The next error which committ is *word segmentation error* with 12 errors or 6%. The students did not pay attention to the words whether they use a space or not. However, it could change the meanings For example in the word "waterfall" it was incorrectly written as "water_fall". The student wrote with added a space. Those words have different meaning, "waterfall" means *air terjun*, but if with space it means word by word "water" as *air* and "fall" as *jatuh*. It can be made the reader confused to understand the real meaning.

The last error which is committed by students is *involving an apostrophe* with nine errors or 4.5%. The students committed this because they wrote in incorrect positions when using an apostrophe and they were still confused about how to use it in possessive forms. For example in the word "grandmother's home" which is incorrectly written as "grandmother home". The students wrote that phrase without an apostrophe. The findings are a reflection of the error involving an apostrophe. The words written by students were not following Straus's (2008: 63) theory. According to her, using the apostrophe with contractions, the apostrophe is always placed at the spot where the letter *s* has been removed, for example, "don't", "it's" and many others. Meanwhile, when using the apostrophe with the possession, the place of an apostrophe is before the *s* to show singular possession, for example, "Mr. Shan's house". Therefore, the teacher should give more explanation about how to use apostrophes, especially in the possessive forms.

Based on the researcher analysis, those nine categories of errors occurred because several words in English have the same sounds. Besides, the students' first language (L1) is also one of the influences on students spelling errors in their writing. In analyzing spelling error form on students' writing, the researcher used the questionnaire instrument. As mentioned in chapter two, a factor that causes errors are divided into two errors such as interlingual errors and intralingual errors. The following discussion explained the finding of the causes of spelling errors based on interlingual and intralingual errors.

As explained in chapter two. First, interlingual errors or interference errors caused by mother tongue interference such as phonological, morphological, grammatical, and semantic. There are four questions related to the interlingual theories such as question number *six*, *seven*, *eleven*, and *twelve*. The first question related to the interlingual errors' theories was question number six which asked about how to spell for students if they don't know how to spell. In this question, there are four multiple choices such as (*a*) *write it as I feel it is*, (*b*) *ask my friends*, (*c*) *ask my teachers*, and (*d*) *check it up in the dictionary*. Then, there are 23 of 32 students answer (*c*) *ask my teachers*. It means that the students ask their teacher if they don't know how to spell a word. It means on their teacher all the time, waiting for instruction, words of approval, correction, advice or praise. Teachers in the class as the tutor to help the students to develop

their language skill especially in spelling, for example, asked their students to check to spell in the dictionary.

The next is question number seven which asked about the cause they commit spelling error in their writing. It is related to the Khashavarsz's theories that stated the interlingual error resulted from the transfer of phonological, morphological, grammatical, semantics and learners' mother tongue to learn the target language. In this question, there are four multiple choices such as (*a*) *the difference between written and spoken English*, (*b*) *the origin of English words*, (*c*) *carelessness*, (*d*) *all*. There were 18 of 32 students who answer (*a*) *the difference between written and spoken English.* It means that most of the students agree that the difference between written and spoken English is the cause of spelling error. It is related to Smith, Bahloul, Al Hasan and Jayousi thought that the first main cause of spelling errors are the irregularities of the English spelling system. In other words, English words are spelled is complex and inconsistent.

Then question number eleven asked about some teacher's lack of interest in teaching spelling. There were 22 of 32 students who agree about that. The researcher classified a lack of interest in teaching spelling that includes different between English and Indonesian writing system, phonological problems, lack of morphological, limited knowledge of spelling (grammatical and spelling rule) and limited time in teaching spelling in class. Based on those classifications of lack of interest in

teaching spelling, the most classification of lack of interest that most occur is phonological problems and limited time in teaching. The phonological problem happened because there is the inconsistency of letter and sound in English while teaching spelling needs sufficient time because improving spelling is not something that just happens. Those two reasons lead to a lack of teaching spelling.

The last question related to interlingual theories is question number 12 about many teachers sometimes seem to commit spelling errors while writing on the whiteboard or notebook. There were 20 of 32 students who get the majority choice on (*a*) *agree*. It means that most of the students agree that many teachers sometimes seem to commit spelling errors while writing on the whiteboard or notebook.

Second is the intralingual error. As explained in chapter two, Touchie stated that intralingual errors are caused by the difficulty of the target language. There are eight questions related to the intralingual theories such as question number *one, two, three, four, five, eight, nine, and ten*. The first is question number one to analyze intralingual errors. The question which asked about students' care about the spelling was answered by 14 students who choose (a) *always*, 8 students choose (b) *usually*, 8 students choose (c) *sometimes*, and 2 students choose (d) *never*. It means that students always care about the spelling of words when they write.

Question number two asked about how often students commit spelling errors. 15 students choose (a) *sometimes* students, 9 who choose (b) *rarely*, 6 students who choose (c) *most often*, and 2 students choose (d) *never*. It means that students sometimes commit spelling errors when they write. According to Touchie, the errors are also caused by the difficulty or the problem of language itself.

Question number three asked about how much important to know the correct spelling of words. 23 students choose (c) *very important*, 3 students who choose (a) *not important*, 6 students who choose (b) *to some extent important.* It means that it is very important to know the correct spelling of words. The next is question number four about students' feelings in learning the spelling of words. 24 students choose (b) *like*, 4 students choose (a) *dislike*, and four students choose (c) very *enthusiastic*. It means that the students like about leaning the spelling of a word but they are not so enthusiastic. Question number four is about the main problem in learning to spell. 19 students choose (b) *lack of interest to learn*, 7 students who choose (a) *lack of materials* and six students choose (c) *lack of a good teacher.* According to Shaw, the students should develop a desire to learn, dedicate sufficient time to learn the spelling of English words and become competent speller. It means that one of the students' main problem in learning spelling is lack of interest to learn. Many students don't give attention to whether they write a word with the correct spelling or not. According to Hary, students

commit spelling errors because they are not motivated to learn correct spelling due to lack of the desire to learn it.

Question number five asked about students commit spelling errors because spelling is not taught as an aspect/sub-skill of the English language in Junior High School. 29 students agree. It means that the other cause of spelling error was spelling is not taught as an aspect/subskill of the English language.

Question number nine is about students commit spelling errors because most students do not take the pain to go through their works after writing. 21 students agree about that. It means that students commit spelling errors because most students don't take the pain to go through their works after writing is one of the intralingual errors. As stated by Miressa and Dumessa (2011: 103-115) many spelling error is committed due to inattention of the students when they spell a word, they simply write the way they feel rather than the way it is supposed to be written. The last question which related to intralingual error's theories is question number ten, asked about there are few books that emphasize spelling rules in the school libraries. 24 students agree about that. It means that the other cause of spelling error is because there are a few books that emphasize spelling rules in the school libraries.

Based on the explanation about interlingual and intralingual error above, the intralingual error is a more dominant factor that caused spelling

error. According to Touchie (1986: 7), intralingual or development factors occur because:

1. Simplification (students often choose simple form instead of more complex ones).

2. Overgeneralization (students use one form in one context and extending it is an application such as the use of *comedy* and *good* as the past tense form of *coming* and *go*.

3. Hypercorrection (zealous effort of teachers in correcting students' error causes the students to make an error such as students say *pird* and *pattle* of *bird* and *battle.*

4. Faulty teaching (some teachers are even influenced by their students' errors in the course of long teaching)

5. Fossilization (some errors especially errors in pronunciation persist for long periods and become quite difficult to avoid.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion drawn from the research findings and discussion in the previous chapter. This chapter is divided into two parts. The first is the conclusion and the second is the suggestion.

A. Conclusion

Based on the research findings, the tenth-grade students of Science Program (X MIA 1) had some categories of spelling errors in writing recount text. The finding also found the frequencies of errors occurred based on the categories of spelling errors. The last, it was found the causes of spelling errors. The researcher concludes several points as follows:

1. There were 200 spelling errors identified in 32 students' writing of recount text. The errors divided on nine categories based on Bestgen and Granger theories such as, omission a letter, addition of letter, single letter instead of double letter, double letter instead of single letter, substitution of one letter, interchange two adjacent letters, error involving an apostrophe, erroneous splitting or joining of words (words segmentation error), two or more errors of the same categories or the different categories (multiple error).

In the frequency of spelling errors that occurred at tenth-grade students of MA Al-Muayyad Surakarta, the highest spelling error

occurred was dominated by omission of a letter category. There were 48 errors with a percentage of 24%. The second was the addition of a letter, there were 31 errors and the frequencies were 15.5%. The third was substitution of a letter, there were 24 errors and the frequencies were 12%. The fourth was multiple errors, there were 22 errors and the frequencies were 11%. The fifth was a single letter instead of double letter, there were 20 errors and the frequencies were 10%. The sixth was double letter instead of single letter, there were 18 errors and the frequencies were 9%. The seventh was Interchange of two adjacents letter, there were 16 errors and the frequencies were 8%. The next is word segmenting error, there were 12 errors with frequencies that were 6%. The last was error involving an apostrophe, there were nine errors and the frequencies were 4.5%.

2. The causes of spelling error are divided into interlingual error and intralingual error. The interlingual errors were found on phonological, morphological, grammatical, and semantic interference. Then, the causes of spelling errors based on the intralingual errors were found on students' lack of interest to learn. Intralingual error or a developmental error was caused by the difficulty of the target language in which it was the more dominant factor that caused of a spelling error.

B. Suggestion

Based on the result, this research provides several recommendations for the students or readers, teachers, and the next researchers.

1. For the students or readers

To increase students' mastery in spellings, the researcher suggests they be aware of writing, especially in spelling, particularly for students of English Language Education of IAIN Surakarta as the prospective teachers. The students or readers should practice more concerning spelling English words, so they can avoid spelling errors in their writing.

2. For the teachers

Based on findings of the research about spelling error analysis in students' writing at the tenth grade of MA Al-Muayyad Surakarta, the researcher suggests that the teacher should know the problem in spelling, especially in writing English words and also give more practice about spelling in writing a course to avoid spelling errors in students writing.

3. For the next researchers

Based on findings of the research about the types of students' spelling errors at the tenth grade science program of MA Al-Muayyad Surakarta, the researcher suggests the next researchers who are

interested doing the same topic to intensely research on different focuses or different methodologies, such as using quantitative approach to explore the facts and to found new theories

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Appendix 1

Student Attendance

KELAS: X MIA 1

NO	NIS	NAMA	L/P
1	3778	Ade Farhab Arrozaq	L
2	3786	Afiendra Miftakhul Huda	L
3	3781	Ahmad Haidar Fatihul H B	L
4	3774	Alsa Juntwothree	L
5	3785	Muhamad Hafidz Immadudin	L
6	3782	Muhamad Handika Yusuf	L
7	3788	Muhamad Iqbal	L
8	3783	Muhammad Faqih Khamimi	L
9	3777	Muhammad Labib Hasbullah	L
10	3784	Muhammad Rijal Bahtiar	L
11	3792	Muhammad Rofik Nurcholis	L
12	3779	Muhammad Saifur Rizal	L
13	3773	Muhammad Tsabit Abbiyul	L
14	3775	Nur Huda	L
15	3776	Rahmad Ulin Nuha	L
16	3787	Shifa Ramadhana Indra	L
17	3821	Ada Riski Rahma Noviana	P
18	3818	Adela Ashma Khuldina	P
19	3819	Amalia Sholihah F Hayati	P
20	3813	Assyifau Nurul Istiqomah	P
21	3822	Azka Athiya Humaira	P
22	3823	Choiriyah Annas	P
23	3817	Dewi Masitoh	P
24	3816	Dhorva Endriana Fatimatul	P
25	3810	Diyan Nashih	P
26	3809	Farah Kania	P
27	3820	Jamilatun Nur Rohmah	P
28	3812	Maulidya Anis Asy-Syifa	P
29	3814	Muhimmatus Saniyyah	P
30	3815	Nur Syarifah Kusumawati	P
31	3847	Rintang Ayu Anggraini S	P
32	3811	Salsa Dewi Ashila	P

Appendix 2

Students' Worksheet of Writing Recount Text

Nama: Ade furhan Arrozaq
No : 01
Kelas: X- MIA1

MY Holiday

last week I spent my holiday in magelang.
Went to Borobudor teample to spent my holiday. I and
my family want there In the morning. We went to
Borobudur by private car. on the way we Could
see some beautiful view or mountown forest
and water fall. We arrived at there at 15.30
am. We saw many turist and we took a Pictures
together than we and my family leave it
at. 04.30 in the evening. Although I am tired.
butt I was very happy

Error Analysis

1. teample (teample)   = Addition
2. Water fall (waterfall)   = Word Segmentation error
3 turist (tourist)   = Omission
4 leave (leave)   = Omission
5 happy (happy)   = Single letter

Ahmad Haidar F.H.G
03 (X MIA 1)

Camping In the Beach

Last weekend, I and my Friend's went Camping to gunung kidul jogjakarta. We Built the Camp near a small river. In the night we held a fire Camp. We sang together and enjoy the fire Camp Afther it we were Sleping. We wake up before Subuh pray. to saw the sunrise. Its Very beauty Ful. Then we went to houme in early moning before saw the Sunrise

Error Analysis
1. Sleping (Sleeping) * Omission
2. Houme (Home   ) ≠ Addition
3 Moning (Morning) ≠ Omission

Ahmad Haidar F.H.G
03 (X MIA 1)

Camping In the Beach

Last weekend, I and my Friend's went Camping to gunung kidul jogjakarta. We Built the Camp near a small river. In the night we held a fire camp. We sang together and enjoy the fire camp Afther it we were Sleping. We wake up before Subuh pray. ta Saw the sunrise. Its Very beauty Ful. Then we went ta houme in early maning before Saw the Sunrise

Error Analysis
1. Sleping (Sleeping)   * Omission
2. Houme (Home   )   = Addition
3 Moning (Morning) = Omission

Also Junta Dinnese
04 MIA 1

My last howliday.

In my last howliday I was going to the lake. It was the naise time for fishing, because that day was sunny day. I wore up earlier in the morning and prepared all the touls. Afther that I went to the lake to start fishing. 30 minutes left and finaly there was a big fish ate my bait. I was the first big enough fish that I got. I got 5 big fish and 2 small fish. I would cook that fish at houme with my family. I was very thired but it was my unforgattable experience.

Error Analysis :
1. howliday (holiday)   = Addition
2. naise (nice)   • Multiple error
3. becouse (because)   = Substitution
4. afther (after)   = Addition
5. finaly (finally)   = Single letter
6. houme (home)   = Addition
7. thired (tired)   = Addition

Muhammad Hafidz I

D5 (x MIA1)

My vacation

One day I and my family had a vocation to the beach, It was a daylight and the sun was realy thirsty. because we forgot to bring drink. So we stop to the mini market to bought water, Mean while the outside was so hot. finally I sleept in the car seat. I did not feel we have arrived at the Siung beach. The senery is very beautiful and I was very happy and then we want to change. our clothes in the toilet near the beach, we swam togeter and had fun in there. In the evening we enjoyed the beatiful sun set. After it we want retur need to the home at 1 pm.

Error Analysis

1. realy (really)   = Single letter
2. sleept (slept)   = Double letter
3. Senery (scenery)   = Omission
4. togeter (together) = Omission
5. Afther (After)   = Addition
6. Beatiful (beautiful) = Omission

Never put off till tomorrow what you can do today

Appendix 3

Instrument of Questionnaire

Nama   :

No. Absen   :

1. How often do you care about the spelling of words when you write?

    (Seberapa sering anda memperhatikan ejaan kata saat menulis?)

    A. Sometimes/ Kadang-kadang

    B. Usually/ Biasa saja

    C. Often/ Sering

    D. Never/ Tidak pernah

2. How often do you commit about spelling errors?

    (Seberapa sering anda melakukan kesalahan ejaan kata?)

    A. Sometimes/ kadang-kadang

    B. Rarely/ jarang

    C. Most often/ Sangat sering

    D. Never/ Tidak pernah

3. How important is it to know the the correct spelling words?

    (Seberapa pentingkah mengetahui ejaan kata dengan benar?)

    A. Not important/ tidak penting

    B. To some extent important/

    C. Very important/sangat penting

4. How do you feel about learning the spelling of the word?

    (Bagaimana menurut anda tentang belajar ejaan kata?)

    A. Dislike/ tidak suka

    B. Like/ suka

    C. Very enthusiastic/ sangat antusias

5. What is your main problem in learning to spell?

    (Apa masalah utama anda dalam belajar ejaan)

    A. Lack of materials/ kurangnya materi

B. Lack of interest to learn/ kurang tertarik untuk mempelajari

C. Sometimes the teacher does not care about spelling word when teaching/ kadang-kadang guru tidak memperhatikan ejaan kata ketika mengajar

6. What do you do if do you not know how to spell a word?

(Apa yang anda lakukan jika anda tidak tahu bagaimana mengeja kata?)

A. Write it as you feel it is/ menulisnya sesuai apa yang anda pikirkan

B. Ask my friends/ bertanya teman

C. Ask my teacher/bertanya guru

D. Check it up in the dictionary/ mengeceknya di kamus

7. What are the causes of your spelling errors?

(Apa penyebab dari kesalahan ejaan anda?)

A. The difference between written and spoken English/ Perbedaan antara tulisan dan pengucapan

B. The origin of English word/ Keaslian kata

C. Carelessness/ Ketidakpedulian

D. All/ Semua

8. Students commit spelling errors because spelling is not taught as an aspect/sub-skill of English language.

(Siswa melakukan kesalahan ejaan karena sebenarnya ejaan bukan termasuk aspek utama/ keterampilan dalam Bahasa Inggris)

o Agree/ Setuju

o Disagree/ Tidak setuju

9. Students commit spelling errors because most of students do not make correction their works after writing.

(Siswa melakukan kesalahan ejaan karena kebanyakan mereka tidak mengkoreksi kembali pekerjaan mereka setelah menulis)

o Agree/ Setuju

o Disagree/ Tidak setuju

10. There are few books that emphasize spelling rules in the school libraries.

(Ada beberapa buku yang berisi tentang ejaan di perpustakaan sekolah)

     o Agree/ Setuju

     o Disagree/ Tidak setuju

11. Some teachers lack interest in teaching spelling.

  (Beberapa guru kurang menarik dalam mengajar ejaan)

     o Agree/ Setuju

     o Disagree/ Tidak setuju

12. Many teachers sometimes seem to commit spelling errors while writing on the whiteboard or notebook. (Para guru kadang melakukan kesalahan ejaan ketika menulis di papan tulis atau di notebook).

     o Agree/ Setuju

     o Disagree/ Tidak setuju

Appendix 4

RPP of Recount Text

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama satuan pendidikan   : MA Al-Muayyad Surakarta

Mata Pelajaran   : Bahasa Inggris

Kelas/semester   : X/2

Materi pokok   : Teks recount lisan dan tulis sederhana, tentang pengalaman/ kejadian/peristiwa

Alokasi waktu   : 6 x 45 menit

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi dasar dan indicator pencapaian kompetensi:

3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.

4.13. Menangkap makna dalam teks *recount* lisan dan tulis sederhana.

4.14. Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/ kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks

C. Indikator Pencapaian Kompetensi (IPK):

Pertemuan 1

3.9.1. Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks recount sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab.

3.9.2. Mengurai gambaran umum dan informasi tertentu dari teks recount sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab.

3.9.3. Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount sederhana.

Pertemuan 2

4.13.1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana sederhana tentang kegiatan/kejadian/peristiwa.

4.13.2. Menyunting teks recount sederhana lisan sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Pertemuan 3

    4.14.1.Menyunting teks recount sederhana tulis sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

    4.14.2.Menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Tujuan pembelajaran   :

Pertemuan 1

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menganalisis dan menangkap makna teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.

Pertemuan 2

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menangkap makna dan menyunting teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.

Pertemuan 3

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu menangkap makna dan menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.

D. Materi Pembelajaran

Teks recount sederhana lisan dan tulis

Fungsi sosial : to tell/ to retell past events for the purpose of informing or entertaining.

Generic Structure	Text
Orientation (Pengenalan:Who, When, Where, dll)	Last holiday my family and I went to Jakarta. We visited my uncle's house. It had a big garden and a lot of colorful flowers and tennis court.
Events: (Urutan Peristiwa)	On Friday my nephew and I went to National Museum and went up to the top of monument which had the golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city. On Saturday we went to Ancol beach to see DuniaFantasiand Dolphin show.
Reorientation (Penutup cerita, rangkuman rentetan peristiwa)	On Sunday we went to Ragunan Zoo and then we went home. We really enjoyed our holiday.

Lexico Grammatical Features

1. Focus on specific participant

2. Used action verbs and simple past tense (V2), example: was, were, spent, visited, etc.

3. Use time connectives, example: then, after that, when.

4. Chronologically.

E. Metode Pembelajaran; *TBL*

   Model Pembelajaran *CIRC (Cooperative Integrated Reading and Composition)*

F. Media, Alat, dan Sumber Pembelajaran:

   1. Media　　　　　　　　*: VCD dan Power Point Presentation*

   2. Alat　　　　　　　　*: Laptop, LCD, dan Speaker Active*

   3. Sumber Belajar　　　　: www.englishindo.com

G. Langkah-langkah pembelajaran

Pertemuan 1
a. Kegiatan Pendahuluan
    - menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
    - memberi motivasi belajar.
    - mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari.
    - menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

    Mengamati

    - Siswa membaca beberapa recount sederhana kegiatan/kejadian/peristiwa yang terdapat dalam buku teks atau sumber lainnya dalam kelompok 4 orang kemudian masing-masing anggota kelompok membacakan recount sederhana yang dibacanya. (Siswa melakukan proses ini berdasarkan panduan yang disiapkan guru).
    - Siswa menirukan contoh pengucapan kalimat-kalimat dalam iklan kegiatan/kejadian/peristiwa tersebut dengan bimbingan guru.
    - Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca.

    Menanya

    - Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks recount sederhana yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan.
    - Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount sederhana tentang kegiatan/kejadian/peristiwa.

Mengeksplorasi

- Siswa melaporkan hasil diskusi kelompok pada tahap mengamati dan ditanggapi oleh kelompok lain.
- Siswa secara kelompok membacakan teks recount sederhana berupa sebuah brosur kegiatan/kejadian/peristiwa yang sudah dibawa dengan pengucapan, tekanan kata dan intonasi yang tepat.
- Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks recount sederhana yang dibaca/didengar.

Mengasosiasi

- Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan kegiatan/kejadian/peristiwa dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan.
- Siswa mengelompokkan teks recount sederhana sesuai dengan fungsi sosialnya.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

Mengomunikasikan

- Menyampaikan hasil kerja kelompok tentang kegiatan/kejadian/peristiwa sesuai dengan panduan yang disiapkan guru.
- Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan kegiatan/kejadian/peristiwa dan termasuk menyebutkan dukungan dan kendala yang dialami (*learning journal*).

c. Penutup
- memberikan umpan balik terhadap proses dan hasil pembelajaran; Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?
- melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual.
- menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

Pertemuan 2

a. Kegiatan Pendahuluan

- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
- memberi motivasi belajar.
- mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari.
- menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

Mengamati

- Siswa mendengarkan teks recount sederhran tentang kegiatan/kejadian/peristiwa sambil melengkapi format yang disediakan guru.
- Siswa secara bergantian membacakan sebuah teks recount tentang kegiatan/kejadian/peristiwa pada pasangan masing-masing.
- Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari recount sederhana yang dibacakan teman dengan mengisi blangko.

Menanya

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks recount sederhana yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia terutama tentang fungsi social, struktur teks, dan unsur kebahasaan.
- Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount sederhana tentang kegiatan/kejadian/peristiwa

Mengeksplorasi

- Siswa secara kelompok dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat.

- Siswa berpasangan membaca teks recount sederhana lain untuk menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks recount sederhana yang dibaca.
- Berkelompok 4 orang, siswa menyunting teks recount sederhana lisan tentang kegiatan/kejadian/peristiwa yang diberikan guru dari segi struktur dan unsur kebahasaan

Mengasosiasi

- Siswa membedakan teks recount sederhana yang sudah disunting sesuai dengan fungsi sosialnya.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

Mengomunikasikan

- Siswa menyunting recount sederhana kegiatan/kejadian/peristiwa yang disediakan guru.
- Siswa menyampaikan hasil suntingannya didepan guru dan teman dan mempublikasikannya di mading.

c. Penutup
- Memberikan umpan balik terhadap proses dan hasil pembelajaran; You did a great job today, I'm very happy with your activity. Thank you very much for your participation. By the way, how do you feel to be in my class? Please write your feeling, your problem and your success during my class in your journal.
- Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (learning journal).
- Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individua membaca beberapa teks recount sederhana tentang kegiatan/kejadian/peristiwa.
- Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya adalah melanjutkan

Pertemuan 3

a. Kegiatan Pendahuluan
- menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- memberi motivasi belajar

- mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari
- menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

   Mengamati

- Siswa membaca beberapa recount sederhana kegiatan/kejadian/peristiwa hasil suntingan teman dalam kelompok 4 orang kemudian masing-masing anggota kelompok membacakannya
- Siswa menonton iklan kegiatan/kejadian/peristiwa yang ditayangkan guru.
- Siswa menirukan contoh pengucapan kalimat-kalimat dalam iklan kegiatan/kejadian/peristiwa tersebut dengan bimbingan guru.

   Menanya

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks recount sederhana yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia terutama tentang fungsi social, struktur teks, dan unsur kebahasaan.

   Mengeksplorasi

- Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks recount sederhana yang dibaca/didengar.
- Berkelompok, siswa menggambarkan kegiatan/kejadian/peristiwa kesukaannya pada anggota kelompok dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari.

   Mengasosiasi

- Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan teks kegiatan/kejadian/peristiwa yang disusun oleh

teman anggota kelompok dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan.
- Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

Mengomunikasikan

- Berkelompok, siswa menyusun teks recount sederhana tentang kegiatan/kejadian/peristiwa sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya .
- Siswa menyampaikan recount sederhananya didepan guru dan teman dan mempublikasikannya di mading.

c. Penutup
- Memberikan umpan balik terhadap proses dan hasil pembelajaran; For all of you, thank you very much for your participation. Good job, I like your performance today. Almost all of active. I hope next time all of you have to be active in the class. Okay? Now as ususal Please write your feeling, your problem and your success during my class in your journal.
- Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (learning journal).
- Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual.
- Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

H. Penilaian hasil pembelajaran

Kriteria penilaian Kinerja dan Tugas

- Pencapaian fungsi sosial.
- Kelengkapan dan keruntutan struktur teks recount sederhana.
- Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.
- Kesesuaian format penulisan/ penyampaian.

KINERJA (praktik)

- Melakukan monolog tentang recount sederhana kegiatan/kejadian/peristiwa di depan kelas / berpasangan.
- Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks recount sederhana

Speaking Rubric

Apprentice	Basic	Learned	Exemplary
• Presentation shows lack of interest. • Speech difficult to understand. • Lack of eye contact. • Knowledge is minimal. • Volume is uneven. • Lacks of focus. • Lacks of information. • Grammatical errors.	• Presentation lacks enthusiasm. • Speech is adequate. • Lapses in sentence structure and grammar. • Fact not included. • Volume is uneven.	• Speech is clear. • Eye contact is made intermittently. • Grammar usually correct. • Knowledge and facts are partially included. • Volume is appropriate.	• Speech is clear. • Eye contact is made. • Grammar is conventional. • Knowledge and facts are included. • Volume is appropriate.

Penugasan/ulangan harian
Menentukan gambaran umum, informasi tertentu/tersurat, dan rujukan kata dari teks recount sederhana

Observasi:
Lembar Pengamatan Sikap Peserta didik

No	Indikator Sikap. Nama Peserta didik.	Bertanggung jawab	Jujur	Santun dalam berkumunikasi	Percaya diri	Kedisiplinan dalam tugas	Nilai rata-rata (kualitatif/ huruf).
1							
2							
3							
4							

Note: Setiap aspek menggunakan skala 1 s.d. 5

1 = Sangat Kurang   3 = Cukup   5 = Amat Baik

2 = Kurang   4 = Baik

PORTOFOLIO

Rubriks Portofolio (Format 1)

Nama Siswa   : _____

Kelas   : _____

Guru   : _____

NO	Kreteria Aspek	SB	B	C	K
1.	Ada kumpulan catatan kemajuan belajar	5 kreteria terpenuhi	4 Kreteria terpenuhi	3 Kreteria terpenuhi	≤ 2 kreteria terpenuhi
2.	Ada rekaman monolog teks recount sederhana				
3.	Ada kumpulan karya siswa yang mendukung proses penulisan teks recount sederhana berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi				
4.	Ada kumpulan hasil tes dan latihan.				
5.	Ada catatan penilaian diri dan penilaian sejawat				

Format 2

-KRITERIA	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak Jelas Pelaksanaannya	Beberapa Kegiatan Jelas dan Rinci	Semua Jelas dan Rinci
Role Play	Membaca script, kosa kata terbatas, dan tidak lancar	Lancar dan kosa kata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Menyunting Teks	Penggunaan kata, kalimat, dan struktur tidak sesuai	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat serta ada modifikasi

Penilaian Diri

Bentuk: jurnal belajar

Contoh Format:

My Learning Journal Name:
A summary of what I have covered:
Things I am still not sure of:
What do I need to do to overcome these uncertainties?
Things I have learned successful today:

Penilaian Sejawat berupa komentar atau daftar cek.

                                                    Surakarta, 20 Juli   2015

Mengetahui:
Kepala Sekolah   Guru Mata Pelajaran

Drs. Masrokan, M.Pd   Arif Darmayanti, S.

Appendix 5

Photo Documentation

The researcher explains the instruction to answer the questionnaire to the
students

The students do the questionnaire