

AN ANALYSIS OF ENGLISH SPELLING ERROR THROUGH DICTATION TEST MADE BY SEVENTH GRADE STUDENTS OF MTs BANIY KHOLIEL

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ABSTRACT

This research aims to investigate English written spelling ability of students, with understanding types of spelling error, and causes of spelling error to prevent students with such repetition of error. Dictation test is used to test students' spelling ability. The subject of this research is seventh grade students of MTs Baniy Kholiel. There were 23 participants and 6 students as sample. The research used descriptive qualitative and error analysis as the research design. The data were collected through dictation test, interview and content analysis. The results found eight types of spelling error, such as; letter add 4%, letter omit 18,05%, transposition letter 0,39%, doubling letter 2,50% , vowel substitution 18,70%, consonant substitution 19,36%, change of word 10%, and missing word 28%. Causes of spelling error are students' weakness on vocabulary mastery, influence of L1, weak in phonological knowledge in stressing letter, blending sound, deletion of sound, and identifying sound in word. Weak in morphological knowledge such as: singular and plural form, and article (*a/an* and *the*), and less appropriate instruction of spelling ability in English.

Keywords: Spelling error, dictation test, error analysis.

ABSTRAK

Penelitian ini bertujuan untuk meneliti kemampuan siswa untuk mengeja bahasa Inggris dengan mengetahui tipe-tipe salah eja dan penyebab salah eja tersebut untuk mencegah terjadinya pengulangan tersebut. Test dikte digunakan untuk mengukur kemampuan mengaja siswa. Subyek penelitian ini adalah siswa kelas tujuh dari MTs Baniy Kholiel. Ada 23 peserta yang mengikuti test ini dan 6 siswa dipilih sebagai sample. Desain penelitian ini diskriptif qualitative dan error analisis sebagai pendekatannya. Hasilnya menemukan ada delapan tipe salaheja, seperti; penambahan huruf 4%, pengurangan huruf 18,05%, transposisi huruf 0,39%, penggandaan huruf 2,50%, penggantian vowel 18,70%, penggantian konsonan 19,36%, perubahan kata 10%, dan penghilangan kata 28%. Penyebab dari salah eja yaitu siswa lemah dalam penghafalan kosakata, pengaruh dari bahasa pertama, lemah pengetahuan fonologi pada; penekanan huruf, penyatuan suara, penghilangan suara, dan mengidentifikasi susara dalam huruf. Lemah pada pengetahuan morfologi seperti; bentuk tunggal dan jamak, dan

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artikel (a/an dan the), dan kurangnya instruksi pembelajaran yang tepat untuk kemampuan mengeja bahasa Inggris.

Kata kunci: Kesalahan ejaan, test dikte, anallisis kesalahan

INTRODUCTION

Spelling is an ability to write words correctly, accurate spelling adds to the quality of overall writing text (Yasin 2015:235). In contrast, poor spelling can have drastic effects on writing, such as miss interpretation, misunderstanding or even the reader does not understand at all. Dictation test will be use in taking sampling in this research because dictation test is an appropriate type of test to measure student academic performance. This research deals with the problems faced by seventh grade of junior high school (JHS) students of MTs. Baniy Kholiel Bangsalsari , which have difficulties perform their ability in writing through dictation test.

The result shows only 43 % from all of student right in spelling and the rest is wrong spelled, it shows that correct spelling still become a big problem since the student showing result of spelling error in the high level. In the reality the students very weak in spelling English vocabulary, which is means that when the simplest unit they did not master also they still hard to masters the higher level of curriculum target.

Furthermore, analysis of error is needed to guide this research. Errors can be taken as red flags which provide us into a system that is evidence of the condition of a learner's knowledge of the L2.

LITERARY REVIEW

Concept of Error Analysis

In Corder's point of view, error will be significant in the three ways; first, they provided the teacher with information about how much the students has learn; second, it provided the researcher with evidence of how language was learn; and the last, they served as devices by which the learner discovered the rules of TL (Corder cited in Ellis 1994:48).

a. Error versus Mistake

To provide misperception Corder was careful to distinguish between *errors* and *mistakes*. Mistakes are slips of the tongue, they are generally one-time-only events and the speaker who makes a mistake is able to recognize that it as a mistake and correct it if necessary. An error other hand, is more systematic. It is likely to occur repeatedly and not recognized by the learner as an error.

b. Types of Error

Corder in Ellis (1994:56) was distinguish three types of error according to the systematically; First, pre-systematic error signed by when learner can not give any reasons why a particular form is chosen. Second, systematic error is when the learner unable to correct the error but can explain the mistaken

rule used. Last, post-systematic error when the learner can explain the target language rule that is normally used.

Concept of Dictation

Dictation is kind of test that can be use to testing spelling, writing, and another language skill in the same time when the test doing. Then, dictation is used to evaluate most of the aspects of language simultaneously; the main purpose is to check the proficiency of the students about the language being learned through their listening ability (Melawanti 2007:7). If language is a chain of sounds, then dictation is a measure of how well this sound chain is understood, an indicator of how this sound chain is interpreted (Fisher 2001:7)

a. Listening Ability in Dictation

Listening is a gate way from dictation to deliver the message, it is an action to focus giving attention to the sound. Listening ability to identify and understand what speaker saying. This involves understanding the pronunciation, grammar and vocabulary, and grasping the meaning of the speaker said. (Howatt & Dakin cited in Melawanti:2007).

b. Traditional Dictation

Traditional dictation is kind of dictation which the speaker saying word aloud and the listener get to write down on the paper. According to Williams in Sarki (2015:23) the procedures are; (a) Speaker dictates at normal speed while students just listen. (b) The second dictation followed in phrases or word groups and the students write down what they have heard, (c) last, dictation is done at normal speed where the students could make possible revisions.

c. Spelling and Dictation

Spelling through dictation means ability to form orthographic symbol of dictated words accurately in paper. When the words dictated students' starts to write any word that implies lexicon search and to find lexical representation, this process is invoked orthographic and phonological knowledge because such information is intrinsic to the word representation.

Concept of Spelling

Proficiency in spelling actually supports reading skill (Moats cited in Reed 2012:5), and accurate spelling reflects more advanced linguistic knowledge because it requires the integration of phonological, orthographic, and morphological knowledge (Ehri cited in Reed 2012:5).

a. Teaching Spelling in EFL

In recent year, spelling has been marginalized in education world because teachers either place more importance on other reading and writing skills or believe that the English language spelling system is too irregular and unpredictable to make instruction useful (Simonsen & Gunter cited in Reed 2012:5). Many educators have believed that learning to spell depends on rote memorization of words (Schlagal cited in Reed 2012:10). Students are not taught how to learn and remember the spellings of the words depend on memorize them (Reed 2012:11).

b. Causes of Spelling Error

1. Interference of First language (L1)

In learning English as Foreign languages (EFL) Indonesian students have their own difficulties. Alphabet of English and Indonesian is same which consist of 21 consonants and 6 vowel but different pronunciations in some letter or sound (Menard 2010:1). It looks unimportant but give a great confusion for our learner, first language they learn is a base of their understanding in FL.

2. Phonological Awareness

PA skills are important in order to develop good reading skills because. In JHS students are expected to having PA in the following skills such as; recognizing when words rhyme, segmentation of words in sentences, blending syllables, segmentation of syllables, deletion of syllables, identifying sounds in words, blending sounds, segmentation of sounds, deletion of sounds, addition of sounds, and manipulation of sounds.

3. Morphological Awareness

MA can provide an in-depth knowledge of the spelling system, and help to overcome the spelling difficulties rising in the basic alphabetic level of phoneme-letter correspondences (Anastasiou, Dimitris: 2012). In JHS students especially for seventh grade, they expected to be aware with the use of article "a" or "an" and "the", and the use of singular and plural form with ending suffix "s".

c. Classification of Spelling Error

To divided classification of error, the researcher point out to the book *Spelling Approaches Teaching and Assessments* and the classification of errors in this by (Peters, Howell, Fox & Morehead, Miller, Rakes & Choate, in Westwood 2005:56), there are 8 (eight) classification will be represent of students spelling error those are;

1. Letter Added (LA)

The process where there is an addition of new letter is called addition. E.g.; colledge(college) - addition of *d*.

2. Letter Omitted (LO)

This type of error that characterize by omit the letter from target word.e.g.;Sumit (submit) - deletion of *b*.

3. Transposition Letter (TL)

These types of error that characterize by transpose the letter position. E.g.;Animal (aminal) – transpose of *m* and *n*.

4. Substitution Vowel (SV)

These types of error that characterize by change the correct vowel. E.g; Stuff (staff) - the vowel *a* has changed into *u*.

5. Substitution Consonant (SC)

This is error classification will happen if a consonant which supposed to exist in a word but replaced by another consonant. E.g.;glass (class) - the consonant *g* has changed into *c*.

6. Double and Single Letter (DL)

This type of error that characterize commonly doubling consonant. E.g.;adres (address) – the double consonant of *d* and *s* has deleted

7. Change Word (CW)

This type of error occurs when a word is changed by another word, it happens because the listener fails to catch the actual word. E.g.; *two* changed by *to*.

8. Missing Word (MW)

It's happen when participant lost hearing, can't catch the word, or don't know what should they write in the paper and left blank space in their paper.

RESEARCH METHOD

Descriptive qualitative approach is a methodology that use in this research which error analysis a method to corrected the result of test. There are two variable in this research independent variable is dictation test and result of spelling error as dependent variable. The participant is consist of 23 students in a class and then focuses on 6 students as sample being analyzed. Purposive sampling is chosen because the researcher tends to know the differences students achievement is three category level (high, middle and low score).

Data Collecting Method

1. Test

Traditional dictation test was chosen as a method to testing spelling as and curriculum based test is a background in selecting the material. The materials was chosen from teacher's handbook that is *Bright an English course for junior high school student for seventh grade 2014*, the writer is Nur Zaida and published by Erlangga.

2. Interview

6 students and 1 English teacher that teach them also being interview to find out the problem from various sources to avoid from subjectivity. Interview was conducted one time after the following dictation test, for the students the topic are about their felling, opinion that they face in dictation test, and for the English teacher also about felling, opinion, and their teaching experience in seventh grade class.

3. Content Analysis (CA)

CA is focuses on the characteristic of the materials and explains the meaning that reflected in source. One of the purposes from content analysis is to analyze types of errors in students' writing (Ary, Jacobs, & Sorensen 2010:457).

Data Analysis Method

a. Coding

The researcher codes all error by giving sign correction with red pen. The error code is consist of LA, LO, TL, SV, SC, DL, CW, PE, and MW. The researcher gives sign 1 (one) if there are exist every types of error that exist in word.

b. Making Clusters

In making clusters after coding the researcher input the classification on error by grouping each other to find out the highest score of classification error made.

c. Scoring

To obtain the student's score in whole error spelling, the researcher use these formula. According to Ary, D (2010:118) To find out the percentage of error obtained:

$$N\% = \frac{N1}{Totalscore} \times 100$$

To find out the percentage of each classification of error:

$$NE = \frac{\text{Number of Error in 1 classification}}{\text{Total Classification Error}} \times 100$$

d. Data Interpretation

This step is explain the context, giving reasons, and concluding a concept which from various source such as in context why this letter is chosen, what the factor behind this, what the reasons, and etc, that will explain in data interpretation.

e. Triangulation

To avoid from subjectivity the researcher use triangulation as base in validating the result by asking from the expert come from English lecturer in Islamic University of Jember and several theories which have learned from journals, article and books.

DISCUSSION

From the data analysis there are four types of spelling error which become major number of spelling error, there are missing word with 28% or 209 repetition of error, then substitution consonant with 19,36% or 147 repetition, substitution vowel with 18,70% or 142 repetition, letter omit with 18,05% or 137 repetition, change of word with 10% or 74 repetition, then letter add with 4% or 28 repetition, doubling letter with 2,50% or 19 repetition, and last transposition letter with 0,39% or 3 repetition.

As the result of interview, when the students do not know the target vocabulary, they try to guessing base on phoneme and grapheme correspondent which they already know in L1 not in L2. The influence of L1 also have a big influence in substitution consonant, substitution vowel, letter ad and letter omit

at spelling error. They still hard to distinguish pronunciation at letter vocal <a>, <i>, and <e>. At consonant, they hard to distinguish letters <y>, <c>, and <v>.

Phonological knowledge reflect the spelling error in (1)**stressing letter**, the example <sorry> become <sory>, in (2)**blending sound**, found in word <the> become <de>(3)**deletion of sound**, found in word <first> become <firs>, and <4>**identifying sound in word** such as found in word <to> become <two>. Morphological knowledge reflect spelling error found in plural form such as in word <cups> become <cup>, <pencils> become <a pencil>.

There is no appropriate instruction for learning spelling is take a part of this error. The teacher focuses on memorization of word by ask the student to read and re read dictionary, not on how to memorize a set of letter. Spelling ability seems not important but if this skill not mastered well it reveal weak knowledge of English understanding, and the people agree with this.

Those causes of spelling error has similar finding with several researcher before such as in Ahmed (2017:103), Subhi&Yasin (2015:245) and Bereiki&Mekhlafi (2016:39) which recommended that reading-spelling, writing-spelling and listening-spelling links can be taken into consideration when developing spelling tasks.

CONCLUSION

a. Students' Achievement of Dictation Test

The result of analysis spelling error by dictation test shows that students with high score of correct spelling tend to have one type of error and fall into category systematic error, means that they had prior knowledge of the vocabulary tested but failed to represent it. Students with middle score of correct spelling tend to have more than one type of error and fall into category pre-systematic error, means that the student has less knowledge of the vocabulary being tested and more trying to guess what is being heard. Thus, for students with low score of correct spelling tend to have type of spelling error missing word, this means they have very little understanding of the vocabulary being tested, as it leaves more blank space, and also fall into category pre-systematic error.

b. The Types and Frequency of Spelling Error by Dictation Test

The researcher found eight types of spelling error with the frequency of error; missing word with 28% or 209 repetition of error, substitution consonant with 19,36% or 147 repetition of error, substitution vowel with 18,70% or 142 repetition of error, letter omit with 18,05% or 137 repetition of error, change of word with 10% or 74 repetition of error, letter add with 4% or 28 repetition of error, doubling letter with 2,50% or 19 repetition of error, and transposition letter with 0,39% or 3 repetition of error.

c. Causes of Spelling Error by Dictation Test

1. Students have weak of vocabulary mastery.

2. Great influence of L1 in this case is Indonesian, the students hard to spell these several letter at; vowel (*a, i, and e*), consonant (*y, c, and v*).
3. Students weak in phonological knowledge, especially in; stressing letter, blending sound, deletion of sound, and identifying sound in word.
4. Students weak in morphological knowledge such as: singular and plural form, and article (*a/an and the*).
5. Less appropriate instruction of spelling ability in classroom activity.

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