

CHAPTER II

RELATED THEORIES

2.1 Spelling Errors

2.1.1 Concept of Spelling Errors

Spelling is the learner ability to write a word correctly, if learners do not know about the spelling, they cannot write the sentence correctly and will make reader confuse with their word or sentences. Before learn about new language we must familiar with the alphabet where learner should write and spell the character. Not only that, student must know many vocabulary in order to make the writing correctly. If student know about many vocabulary, the error will be less than student that know less vocabulary. Student do misspelled because they are sure if the word that they write is right, but the reality, the word that they write is wrong or error. Sometimes, native speaker also write some word with error. Even less, student or people that live not using English, they live or study English as their second language, it is so hard to know or remember the word unless we already familiar or remember with the word. In writing, student often do an error. Spelling errors is to understand and facilitate the learner about spelling difficulties. If student know about spelling error, it can make student less in do spelling error. They will more careful in doing writing. To make good spelling in the written English, the sound from the utterance must be clear, and student must have knowledge to write down what the

speakers says, so the good utterance and the good knowledge can be the key to master spelling.

Alhasoni Eid (in Bean and Boufler 1987), Standard spelling has assumed importance beyond the function it plays in written language. Its mean that, if spelling is the important thing it plays in written English. To make a good writing, we must be careful in spelling in written English.

Ali Alsaawi (in Bowen, 2011) emphasized the learning of spelling as a component of writing, not as the result of studying isolated words. It is mean that, the more we can spell, the more we can write the right word. Spelling is the component of writing, if we use the correct word and spelling correctly, it can make our writing better.

Bandar Mohammad Saeed Al-Shobi said if spelling error refers to any inaccuracy in English words resulting from the student's lack of knowledge of phonology, morphology, orthography and semantics. It is mean that the reason of the spelling error is lack of knowledge. If we have knowledge, we cannot make misspell in writing.

Mihiretu Miressa (2011) said if readers who are reading wrongly spelt words may understand the word in a wrong way and he may be confused to understand the message of the writers. Therefore, knowing and using the correct spelling of words help to create good communication between writers and readers. It is important for a person to know how to spell English words. A person who does not know how to spell English words commits spelling errors that can cause communication

breakdown. So if we make error in spelling, we can give the wrong information because the reader will translate the sentence differently than the writer.

David S Kreiner said if spelling errors can affect how people perceive writers, particularly when there are many spelling errors. So, we can also see the writer ability in their spelling, if there are so many error in spelling, the writer ability is not too good.

Ronald Candy S (2014) said if Students spell out words by referring to the sound of the words. They admitted that the student do not know how to produce a word correctly for appropriate spelling.

Ali Alsaawi (in Sammour, 2013) asserted that successful English spelling performance involve the processes of segmenting the spoken word into its phonemic components and then selecting the appropriate graphemes to represent phonemes. However, the latter point has been devastatingly critiqued by Tops et al. (2014:295) who argued that the mapping between sounds and letters is not always regular or predictable. It is mean that, someone that dictate some words or sentence, must speak fluently or speak correctly, if it is not, people that hearer the word or sentence will make any error in writing or will miscommunication.

Sekha Al Bareiki (in Vaddapalli, 2012) stated that there were various reasons that caused students' spelling errors. These reasons included, English spelling system, phonology, lack of proper spelling instruction at schools and colleges, lack of motivation and seriousness among students, poor reading skills, poor listening skills

(p. 272). So there are so many causes that can student have in spelling. To make a good spelling, we have to master the cause of the spelling error.

Malek Jabr M Albalawi (2015) assert that if spelling errors may be attributed to mother tongue interferences in which they relate to the differences between the systems of both native language and foreign language. So the mother language can affect the error in spelling. Because the different between system of native language and foreign language.

Varnhagen et al., (1997) said if spelling errors is the best way to understand the process of spelling development. When we make any error, it will help us to grow. Same with Varnhagen said, if we often do spelling error in written English, we can know our fault and make it better than before.

Spelling is essential since one misspelling may change the meaning that the author intended to convey in the text (Fagerberg, 2006). It is mean that, if one letter is missing, the entire word will be error.

According to Safa Nabael Subhi (2015) said if Writing well is really a big challenge for both native and non-native students. Because, not only non native speakers make an errors, but also native speakers make errors in spelling.

Cook (1999) assert that unlike native speaker, student may not know the actual system of English and will appear to use the wrong letter. Writing well is challenging to both native and native speakers. Student is a new learner. So student is still learn English and they often do misspelled.

2.1.2 Purpose of Spelling Errors

There are some purposes in study spelling errors. The purpose are to know about error that we do in written English. sometimes, teacher do dictate in explain lessons, and then, the student write down what the teacher said, but, in student many error in write what teacher said and also to analyze the error made by student in the school. From this, we will know what spelling that we often to made and know what kind of types from that error.

According to Fatima Salamh Albalawi, The purpose of this study is not merely to analyze the students' errors but also to determine the problems and try to understand them so that they could be tackled more effectively and to provide suggestions on how to help students improve their writing skills. Error analysis in this study would reveal the sources of these spelling errors and the causes of their frequent occurrence. Once the sources and causes are discovered, it would be possible to determine the remedy.

2.1.3 Types of Spelling Errors

Sometimes student that hear the word once will confuse with the word. They will be deleting, replacing, adding or reversing the word. There are some types of error which is often done in writing English. There are four types of spelling errors as proposed by Cook (1999). The types of spelling error are omission (the deletion some

letter), substitution (replacing one letter with another letter), insertion (adding extra letter) and transposition (reversing the position of the letter). This is the error that often happen in writing.

2.2 Omission in Spelling Errors

2.2.1 Concept of Omission

Cook (1999) said if omission is deletion of some letter in writing. Sometimes, learner that is not sure with the word will make an error in writing. Not only that, learner will make any error when they hear some word that has same letter in the word. For example like ‘recommendation,’ when learner heard that, they will write that word ‘recomendation’ instead of ‘recommendation.

Learner that is not familiar with that word definitely make error in writing. This study shows that the spelling pattern of the learner follows pronunciation pattern, which is an indication of the strong correlation between English word articulation and the ways learner spelled the word. Learner also always do not pay attention in the word that the final word has ‘e’ letter. For example like ‘ignore’ become ‘ignor.’

So, when student hear a word and must write down the word, they have to know or to hear clearly what is the speaker say and student will write the word correctly, but if student definitely not know about the word and just guessing the word, they will make an error in write or spell the word.

2.2.2 Types of Omission

2.2.2.1 Omission of (e)

'Silent' final <e> has several functions. The students, sometimes not recognize or do not write the final vowel <e>. Because of the silent letter, student does not know if the final word is the letter <e>. According to Robert J Deacon (2017) said that silent omission is an unpronounced graph/digraph is missing.

For example is vowel leads to some word-final <e> omissions by students users *mad* , *morphem* and *softwar* , and *befor* , *determin*. Also common are omission of <e> before the adverb 'ly' <-ly> *anfortunatly* , *completly* , *likly*; and omission of <e> before 'in' <fore-> as in *forsee* , *forsight* and *unforseen*. Omission of <e> in the past tense <-ed> was sometimes found, as in *prefferd* , *happend* , and *invertd*. For example is the word *adventure*. Because of the final silent <e>, they write the word *adventure* became *adventur*.

Not only in the final letter but also the silent letter (e) contained in the existing word that have letter (e) for example 'piece' become 'pice' it is mean because the letter (e) often silent in the word. Because students have poor knowledge in this error, they delete the letter (e) from the word. Not only (e), but also in other silent letter. For example is the word 'quickly'. Sometimes, student deletes the letter (c) because the just hear the word 'k', so they write the word 'quickly' become 'quikly'.

2.2.3 The Impact of Omission

The student will not know or will not aware with the double consonant. If there is a double consonant, they will just use one consonant, because they do not aware with the double consonant and student usually delete the consonant doubling in the word because they do not know if that word has double consonant. It is also because the lacks of the vocabulary that make student do spelling error in their written. This type takes place when there is a *deletion of one or two letters* in the standard spelling of the word. The cause of committing this type of errors may relate to *the inconsistent correspondence* between the sound and the letter system in English language.

And then, student will not write the letter <e> because the letter <e> is a silent letter. For example like ‘before’, because the letter <e> is a silent letter, they will not write letter <e>. Another example is eliminating [e] at the end of the words, such as ‘becaus’ for ‘because’, ‘by plan’ for ‘by plane’, ‘favourit’ for ‘favourite/favorite’, and ‘sam’ for ‘same’.

So we have to careful in written English. Because of the silent letter, student will not be careful with the final consonant letter. They will delete the word that has final letter <e> because they do not be careful or do not familiar about the word.

2.3 Substitution in Spelling Errors

2.3.1 Concept of Substitution

Cook (1999) said if substitution is replacing one letter with another letter. In this error, substituting vowel more frequently than consonant, and they mainly relate in pronunciation. When native speaker speak and nonnative speaker hear what native speaker say, they will confuse because they cannot distinguish the word. It is depend on speaking. When someone said something, the hearer must know how to write the word. If they do not know or understand, they will write the word wrongly.

For example when you said 'destroy', people will write 'distroy' if they do not know the differences in that word. This error can be attributed to a failure to recognize the fact that English words have multiple correspondences between the sound of the language and the letters that represent the sound. It is plausible that this error occurred in the subjects' effort to correspond the articulation with the spelling. For all of the error, know more about vocabulary is good. Because it will help us and can help distinguish word by word.

2.3.2 Types of Subtitution

2.3.2.1 Vowel Subtitution

The majority of vowel substitutions is exchanges between <a>, <e> and <i>, as they did in Bebout (1985). <a> and <e>. In one direction <a> is often found for <e>, as in *catagories* and *machinary*; in the other <e> stands for <a> in *exectly*

and *persueded*. <e> and <i>. Again a large group of errors, with <e> wrongly used in examples such as *definetely* and *penecillin*, and <i> wrongly used in *biggin* and *convinient*. <a> and <i>. The set of errors with <a> includes *languistics* and *feasable*, the set of incorrect <i>'s includes *privite* and *imaginitive*.

For example, In writing 'dear', the participant's choice of [ee] instead of [ea], a bound morpheme, seems closely related to the audible pronunciation of the word. The same applies for substituting.

2.3.2.2 Consonants

a. (d,) (t)

The main type of errors for the students is the choice between (d) and (t), This is the notorious sound/letter problem with sibilants, as witnessed by the sprinkling of errors from students.

Errors of substituting [d] with [t] in 'avoit' for 'avoid' underlines the errors that occur as a result of having no systematic rule for representing the /d/ consonant with the (d) or (t) in the initial position. This is the reason why the participants substituted one for the other. These errors can be attributed to a failure to recognize the fact that English words have multiple correspondences between the sounds of the language and the letters that represent those sounds.

For example is sat. The learner will replace letter ‘t’ with the letter ‘d’, because the sound of the word is same. So the learner will replace the letter ‘t’ with ‘d’. the word cell became sell.

b. <y>, <i>

It seems best to treat all errors with <y> together. As a vowel, word-final <y> corresponds to /i/ as in *wealthy* and syllable-internal <y> to /ai/ as in *type* or /i/ as in *pygmy*. Substitution of <i> and <y> is common in both directions, whether the student write *bicycle* or *analise* , and *studies* . This is particularly common with the <-ies> spelling when <y> is followed by an inflectional <s> whether in nouns *dictionary*s ns and *essay*ies p, or verbs *imply*s . Other problems are: whether to change <i> to <y> at a morpheme break, as in *Chomskian* , *identifying* or *studing* ; the use of <y> to represent /i/ as the only vowel in the syllable *phisical* and *synonim* ; and the conversion of nouns in <y> to verbs *discovered*.

The error that student often make is bicycle. They confuse with the letter ‘I’ and the letter ‘y’. it is the often error that student make in their written. Because of the substitution, the word bicycle became bycicle.

2.3.3 Impact of Substitution

The impact of substitution are student will often to change the vowel a,e and i. They will make many error if there are a letter a,e and i. not only that letter, but also with the similar letter like <d,t>, <l,r> and <y,i>. They will not aware with that letter

if they did not pay attention, know, or hear the right word. If student do substitution in their written, the student will not careful or less attention. And they end up replacing the right letter with the wrong letters. This type of error is caused by the misspelling of the word. The participants committed some errors when they wrote the words according to their pronunciation. This is connected with the fact that some English letters may possess varied pronunciations in different contexts.

2.4 Insertion in Spelling Errors

2.4.1 Concept of Insertion

This error is appeared because of the addition of extra letter in a word. The major sources of the error relate to the distinction between competence and performance (Chomsky, 1965) the student make errors because they have insufficient knowledge to spell word correctly or lack of attention and confuse with the word. Native speaker usually make error by mistyping or omission, substitution, insertion or transportation of a single or two words. On the contrary, as non-native writers do not have adequate knowledge of the target language, they usually make competence errors. These errors would be a result of the lack of knowledge as English is not a phonetic language. For instance, students tend to write words the way they say it, such as: 'whay' for 'why', 'earley' for 'early' and 'phictures' for 'pictures' so they ended up with words that are misspelled phonetically.

Most systematic insertions have already been discussed under consonant doubling above. One group of sound-based insertions consists of incorrect sound/letter correspondences that coincidentally add a letter. Student common use <ie> corresponding to /ai/ in words spelled with <i>, *priemary* ar and *dierect*; student use <er> corresponding to <'> as in *intergated* and *properganda*. To these can be added some errors with <ur> that were assigned to grapheme substitution, such as *persue*. Some L1 insertions probably reflected the user's pronunciation as in *vocabularyly* and *idear* (indeed the printed text of James et al (1993, p.299) itself contains an uncorrected use of *vocabularyly*, showing the invisibility of this error to authors and editors).

2.4.2 Types of Insertion

2.4.2.1 Consonant doubling.

According to Cook (1999) consonant doubling also can use in insertion. Student made errors with most doubled letters, ranging from <gg> *biggin* and *agreement* to <ff> *proffessional* and *profficiency*. Double <ll> was a particular problem, both groups having unnecessary double letters, as in *controll*, *allready*, *carefull*, *bellow* and *propell*, and single letters in a double pair, as in *filed* and *modeled* ns. <ss> had similar errors in both directions: *decission*, *occassion*, *necesity* and *posses*.

Not only consonant doubling, this errors can use in any word, because student sometime add the extra letter in a word. Cook (1999) said one group of sound-based

insertions consists of incorrect sound/letter correspondences that coincidentally add a letter. So student sometime add extra letter because they lack of knowledge or vocabulary.

2.4.3 The impact of Insertion

Student will add some letter that will not use in the word. Usually the letter that they add is the double consonant. Double consonant not also make student do a Omission or delete some letter, but also can make student add some letter. So we have to careful to use double consonant. We have to know when we use the double consonant.

Alhaison (2015) said a lack of competence can be considered the main cause of this error. So a lack of competences as do not know about the right word or the right vocabulary can make insertion error in our written. We have to increase our knowledge and competence to avoid this error.

2.5 Transposition in Spelling Errors

2.5.1 Concept of Transposition

Transposition is reversing the position of the letter. In this error, we reverse the word with unconsciousness and ignorance. For example, bicycle. Sometimes, many people reverse the word 'I' with the word 'y'. So, they write down the bicycle is bycicle. It is because they do not know about the right word and lack of vocabulary. Errors of transposition, or mis-ordering, were the least frequently

appearing errors in this study. Despite their relative rarity, these errors should not be ignored if the goal is to eliminate, or at least reduce the spelling errors.

Example of transposition errors are ‘freind’ for ‘friend’, ‘thier’ for ‘their’, and ‘quite’ for ‘quiet’. In these errors, the mis-ordering of the vowels ‘ie’ was the most frequent error, which corresponds with Cook (1999). The other errors, for example, were ‘beuateful’ for ‘beautiful’, ‘pepole’ for ‘people’, and ‘shose’ for ‘shoes’.

2.5.2 Types of Transposition

2.5.2.1 The Letter <e>

A few transpositions of pairs of letters were found. The pair that was transposed more than once by the student is <e>, whether in the famous problem following <c> *concieve*, *percieved*, *recieved*, or in words such as *heirarchy*.

Not only that, this error can be made in any word. Deacuse sometimes, student confuse with that word an reverse the word. Errors of transposition or miss ordering that student commit because of confusion between the element of words. So because of that, students reverse the letter in that word. for example like the word ‘plate.’ Sometimes student confuse about the word. so they write ‘pleat’ instead ‘plate.’

2.5.3 The Impact of Transposition

Student that use transposition in writing will not know where is the location of that letter. It is because they do not know about the word or confuse with the word. Sometimes, when we write the word, we confuse if the right word is that. Because we just reverse the letter and we think that is the right word. So look the dictionary to make sure your word or your writing does not have any error.

The errors of transposition made up the least errors identified in the study. Such errors resulted from misplacing letters as in *quietly, *traeuser and *advenuter rather than *quietly*, *treasure* and *adventure*. This could be attributed to the lack of correspondence between sounds and letters in English, i.e. one phoneme can have different representations, which appears to be confusing to the Arab students' whose first language is highly phonetic. In this regard, the errors could have resulted as reversing the order of vowel letters when spelling the words.

2.6 Spelling Errors in Writing English

Spelling errors and written English is a very related matter. Before we write, we have to know what will we write, grammar, vocabulary and also spell the right words. If your spelling is errors, than there is no meaning in your written or that will make reader confuse. Spelling is the learner's ability to write word correctly. Writing accurate spelling adds to the quality of overall writing texts.

According to Woralak Banacha (2013) said if Spelling in particular is one of the many English writing problems students encounter. The study of learners' spelling errors provides an opportunity to understand and facilitate in the learners' spelling difficulties. It will result in the improvement of learners writing and may largely contribute to transforming learner into good writer. Spelling errors attribute to major errors in English. Bowen (2011) said emphasized the learning of spelling as a component of writing, not as the result of studying isolated words. It is mean, if the bad spelling will affects English sentence structure and causes the mispronunciation of words.

Maryam Eslami (2014) said Learning to spell is important to learning writing and reading. Student faced many difficulties when they write, especially in spelling. They cannot express their idea, because they cannot spell words correctly. The researcher noted that there is a problem with student in writing and spelling in particular, where they have difficulties in spelling and pronunciation of the word, because of the difference between Bahasa and English. it was also noted that when student cannot spell the English word, they try to write it in Bahasa.

2.7 Past Studies

The previous study on this research is “Spelling Error in English Writing Committed by English-Major Student at BAU” by Asma Al-Outdat, 2017 . This study aims at investigating spelling errors committed by English-Major students at

BAU. The participants in the present study were 65 students. The participants' essays in "technical writing" course were used to be the data of the study. Next, data were analyzed based on Cook's classification of spelling errors. The results of the study show four types of spelling errors, substitution errors, insertion errors, omission errors and transposition errors. In addition, results indicate that the difference between English and Arabic writing system is one of the major causes for students' errors. Results are hopefully useful information in Error Analysis studies and other related areas. The researcher then examines each error type (omission, substitution, insertion, and transposition) individually in addition to the main sources of errors. The study is mainly analyzed based on the classification of cook (1999), who studied spelling errors committed by L2 students. Spelling errors were categorized according to OSIT (Omission, Substitution, Insertion, and Transposition).

The other previous study on this research is "Analysis of Spelling Errors of Saudi Beginner Learners of English Enrolled in an Intensive English Language Program" by Eid M Alhasoni, 2015. The purpose of the This study is to reports the types of spelling errors made by the beginner learners of English in the EFL context as well as the major sources underpinning such errors in contextual writing composition tasks. Data were collected from written samples of 122 EFL students (male and female) enrolled in the intensive English language programme during the preparatory year at the University of Ha'il in Saudi Arabia. Students were given 1.5 hours to write on one of four different descriptive topics related to their life and

culture. The spelling errors found in the writing samples was analysed and classified into four categories of errors according to Cook's Classification: omission, substitution, insertion, and transposition. An analysis of errors established that errors of omission constituted the highest proportion of errors. The majority of learners' spelling errors were related to a wrong use of vowels and pronunciation. When uncertain about accurate spellings, beginner learners often associated a wide range of vowel and consonant combinations in an attempt to spell words accurately, sometimes even combining two distinct lexical items by overlapping vowels. The findings suggest that spelling errors are mainly the outcome of anomalies existing in the target language of the learners as well as L1 interference from their internalized Arabic language system.

The third previous study on this research is "Investigating Jordanian EFL Student's Spelling Errors at Tertiary Level" by Khalid M. Al-zuoud, 2013. This paper presented a study in which the researchers examined spelling errors made by 43 Learners of English in a written composition. They analyzed a total of 228 spelling errors that occurred in 43 written papers and subsequently classified them into four types: (a) Insertion (b) Substitution (c) Omission (d) Transposition, they also determined the kinds and frequencies of errors that can occur. In addition, the researchers interviewed teachers to choose a suitable topic that students can write about it. Results indicate that most of the spelling errors are substitution and omission errors. Moreover, students have a problem in using actual words in their writing. The

researchers suggest strategies, which support teachers to help their students to be good at spelling, such as doing more practices in spelling to get a better understanding of spelling. The researchers followed the semi-structured interview type. It is a flexible method of collecting data and it allows new questions to be brought up during the interview. The interviewer in a semi-structured interview generally has a framework of themes to be explored. The researchers give the teachers the opportunity to suggest topics that students can write about according to their level of writing. They also interviewed the teachers to gather information about their students' proficiency in writing and the difficulties that they faced most frequently in writing class. The two interview's questions served the purpose of this study.