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**AN ERROR ANALYSIS IN SPELLING ENGLISH WORDS
PRODUCED BY THE SEVENTH GRADE STUDENTS OF
HUSNUL KHOTIMAH ISLAMIC BOARDING SCHOOL AS SEEN
FROM THEIR DICTATION TEST**

A THESIS

**Submitted to English Education Department of IAIN Syekh Nurjati Cirebon in
Partial Fulfillment of the Requirements for Islamic Scholar in English
Education (S.Pd.I)**



By :

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2012**



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ABSTRACT

SITI MUKAROMAH :AN ERROR ANALYSIS IN SPELLING ENGLISH WORDS PRODUCED BY THE SEVENTH GRADE STUDENTS OF *HUSNUL KHOTIMAH ISLAMIC BOARDING SCHOOL* AS SEEN FROM THEIR DICTATION TEST

Learning English is not easy. Moreover, for the learners in second language. The language learners may have difficulties. Because of these, there will be errors that can be found in their learning. These errors will influence their communication. Therefore, the writer decided to analyze spelling errors in students' writing.

Spelling is instrument how to pronounce the words. There are three areas we need to know about in the pronunciation of English. 1. Sounds; words are made up of individual sounds (phonemes), example 'beat' = /b + I: + t (i: is the symbol for the sound 'ee'). 2. Stress; when emphasis is placed in words and sentences, example 'complain' (has the greatest emphasis). 3. Pitch and intonation; pitch describes the level at which you speak (high or low-pitched voices), intonation is described as the music of speech. According to corder, error analysis is a clinical approach to the study of the learner's language. Error analysis involves; identification of error, description of error, and explanation of error (involves a study of the mother tongue interference, pedagogical, sociological and psychological).

The kind of the research is qualitative research. It means that the writer is going to present all of the data in details. The writer will describe and explain all facts in data. The aims of the research are to find out about the kinds of spelling errors the students make, and to find out which spelling errors the students mostly make.

Husnul Khotimah Islamic Boarding School is chosen as the place of the research. It is established on may ^{2nd}, 1994. And it is managed by modern organizational system. The result of the analysis data shows that the students produced many kinds of errors. The most frequent error is homophone confusion, it is 24.7%. The second most frequent error is sounds distinction, it is 23.7%. The third most frequent error is letters that conveying different sounds, it is 21.4%. Meanwhile, the forth most frequent error that produced by the students is unpronounced letter, it is 16.1%. And pattern five is the fifth rank with 8.2%. Finally, the last frequent error is sounds that absent in L2, it is 14.1%. From the frequent of errors we know that the students mostly make errors in homophone confusion.

After looking at the data, the writer conclude that *Husnul Khotimah* Islamic Boarding School students have not mastered in spelling very well. They should learn more about spelling, they should receive more listening practice.



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PREFACE

In the name of Allah the Most Gracious, the Most Merciful. All praises and thankfulness are given to Allah lord of all creatures and universe. Many invocation and safety always be given to the prophet Mohammad (Peace be upon Him), his companions, his families, and his followers up to the end of the world.

With the blessing of Allah the Almighty. A number of wonderful people have worked hard and support the writer is finally able to finish writing this thesis under the title “AN ERROR ANALYSIS IN SPELLING ENGLISH WORDS PRODUCED BY THE SEVENTH GRADE STUDENTS OF *HUSNUL KHOTIMAH ISLAMIC BOARDING SCHOOL* AS SEEN FROM THEIR DICTATION TEST”.

This thesis is presented to the English Study Program Tarbiyah Faculty of The State Institute for Islamic Studies (IAIN) Syekh Nurjati Cirebon in partial fulfillment of requirements for the Islamic Scholar in English Education (S. Pd. I)

Grateful acknowledgement are due to a lot of people who have taken a part helped, supported, and advised the writer in constructing this thesis. Therefore, the writer would like to convey her sincere gratitude to:

1. Prof. DR. H. Maksum Mukhtar, M.A, President of IAIN Syekh Nurjati Cirebon.
2. Dr. Saefudin Zuhri, M.Ag, Dean of Tarbiyah Faculty of IAIN Syekh Nurjati Cirebon.
3. DR. Hj. Huriyah Saleh, M. Pd, Chairwoman of English Education Department of IAIN Syekh Nurjati Cirebon and as the first supervisor.



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4. DRS. H. Effendi, as the second supervisor who has given valuable guidance, motivation, suggestion, and helps the writer during the process of writing this thesis.
5. My beloved parents, brothers and sisters who always give spirit, financial help, and their invocation that never end.
6. All of friends who always give their support and motivation in finishing the thesis either formally or informally.

The writer trust that this thesis is still so many lacks found and far from being perfect because to make a good thesis will consume much time. Therefore, the writer with the great pleasure would receive the guidance, suggestion, and constructive critic from the readers.

At the last, the writer hopes that this thesis would be useful and valuable for the readers and particularly for the writer and for English Education Department of the State Institute for Islamic Studies (IAIN) Syekh Nurjati Cirebon.

Cirebon, March 2012

The Writer



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CHAPTER I

INTRODUCTION

A. The Background of the Problem

The English language plays an essential role in commerce, industry, politics and education in the world. Upon fact in the academic world of today. So it is important for someone to be able to express oneself properly and to communicate with other in English, not only orally, but in writing as well.

In order to use a language well, learners should learn the rules of a language or to know how they work. They cannot avoid errors because errors mostly occur in learning process. It happens because they use different forms to deliver their ideas, feelings or messages so they need considerable amount of time to be able to master the target language well. Besides, by making errors, learners will build their new knowledge to use the target language as Littlewood stated that making errors during studying the second language can be considered as a means of building learners' abilities because they can learn something from making errors (Littlewood, 1992)

Learning English is not easy. Moreover, for the learners in second language. The language learners may have difficulties. The difficulties that are encountered by every student will vary according to his / her native language. Because of these, there will be errors that can be found in their learning. These errors will influence their communication.

Children learn by imitation (Wiener,1990,p.11). According to Wiener, today's children have poorer writing skill, in part, from the advantages of the modern world. Television, movies, videos, telephones, and stereos are making the written word in some sense absolute. Even letter writing is often replaced by taped cassettes and long distance phone calls (Wiener, p.9). children just don't see writing modeled.

One important factor to take into account when discussing writing is spelling. In the worst case, one single misspelled letter can change a word and alter the whole meaning of a text. In the popular view, correct spelling is a sign of education. Conversely, bad spelling simply looks ill.(Fagarberg,2006)

The errors usually occur in the productive skills, speaking and writing, but to analyze the errors in productive skills in short time is not easy. It takes much time, money, and requires a high ability of an analyst. Therefore, the writer decided to analyze only spelling errors in students' writing.

In this study, the writer chose 7th grade students of *Husnul Khotimah Islamic Boarding School* as her subject of investigation. The writer is anxious to know whether the *Husnul Khotimah* Islamic Boarding School students had already acquired the spelling. That is why the writer does this study in order to know whether or not they produce spelling errors. In addition, concerning the importance of studying learners' errors, the writer considers that this study will give lots of contribution, especially to the *Husnul Khotimah Islamic Boarding School* teachers, students and her as the researcher.



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B. The identification of the problem

1. The research area

The research area of this thesis are writing, spelling, error analysis, and dictation test.

The definition of writing, spelling, error analysis and dictation will be explained briefly in chapter two, because the writer is going to use those theories to explain the process of analyzing the data.

2. The kinds of the problem

The kinds of the problem are pronunciation, sounds, and homophone confusion.

3. The main problem

The main problem of this research is the errors of the students in spelling words.

C. The limitation of the problem

The writer conduct this study in the scope of spelling errors. The writer analyz the spelling errors in dictation test.

1. Written yet unpronounced letters in English orthography e.g. kettle, weigh, could, leave
2. Homophone confusion in English, two words may have the same pronunciation, but they may not be spelt in the same way. The students are already well familiar well with both forms of the words. It seems that unawareness of the lexicogrammatical functioning of the words result in their



occurrence. The following errors were found within this pattern : their for there, it for eat, write for right, to for too, etc

3. Letters in English conveying different sound: batl...bottle, noize...noise, enouf...enough, etc.
4. Sounds present in L2.but absent in L1;tree for three, think for thing.
5. Sound distinctions present in L2, but not in L1.in English such sound distinctions are evident in the sound /l/ and /l:/ such sound distinctions are absent in Indonesian. It...eat, bit...beat, live..leave, fit...feet.

D. The questions of the research

In this study, the writer is curious to know spelling errors made by some students. The analysis is done by answering the following questions:

1. What kinds of spelling error do the students make?
2. Which spelling error do the students mostly make?

E. The aims of the research

The aims of this research are:

1. To find out the kinds of spelling errors the students make
2. To find out which spelling errors the students mostly make



F. The use of the research

This research has significances as follow:

1. To help teachers of the English Department, by giving them an important contribution in the English teaching process which is part of writing they should pay attention to.
2. To help students, by giving valuable input about errors they encounter and how to overcome them.
3. It hopes that this thesis will help other researchers to do the some related researches in deeper, further and better techniques.





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