

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the writer present the errors identification and description errors with the theory that have been presented previously, 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, transposition, and multiple errors letters. There are examples of nine categories :

1. Omission of a letter (completly – completely)
2. Addition of a letter (develope - develop)
3. Single letter instead of double letter (ocurred - occurred)
4. Double letter instead of single letter (loosing - losing)
5. Substitution of one letter (uncredible - incredible)
6. Interchange of two adjacent letter (peopels - peoples)
7. Involving an apostrophe (childrens' - children's)
8. Erroneous splitting or joining of words/word segmentation error (every_one - everyone)
9. Two or more error of the same type or of different types (theirselves - themselves)

The data presented relate to the research questions covering factors of making errors in writing recount text and also effort to reduce that problem from the students and English teacher.

A. Finding

I. Identification and Description Errors

In this section, the writer identifies and describes the errors found in students' writing recount text. The writer got students' writing recount texts as documentation from the English teacher when the condition was fine before the corona virus came to Indonesia. The total of students' recount texts was 18 from 26 students in the tenth grade Social 4B class, because some students were absent from the class when the material of recount text was given by the teacher. Then, the writer presents the identification and description of errors made by students in the form of table below :

I.1. Students' Recount Text

1). Written Recount Text 1

The writer found one type of spelling error in the written recount text 1.

The error shows in the table 4.1 bellow :

Table 4.1 Type of Error in Written Recount Text 1

No.	Spelling Error Identification	Corrected Spelling Error	Types of Errors
1.	I want there	I went there	Substitution of a letter

In the table 4.1 shows that the student 1 made one type of spelling error namely substitution of a letter. The student changed one letter in the word “*went*” which was incorrectly written as “*want*”. It maybe occurred because the student

confused how to write correctly and used letter *a* or *e* because in English letter *a* is read as *e*.

2). Written Recount Text 2

The type of error was found in the written recount text 2 was omission of a letter. The identification and description shows in the table 4.2 below :

Table 4.2 Type of Error in Written Recount Text 2

No.	Spelling Error Identification	Corrected Spelling Error	Types of Errors
1.	To buy a sovenir	To buy a souvenir	Omission of a letter

In the table 4.2 shows that the written recount text 2 made one type of spelling error namely omission of a letter. The student omitted one letter in the word “souvenir” which was incorrectly written as “sovenir”. It should be added a letter *u* in the middle of the word “so_venir” it became “souvenir”.

3. Written Recount Text 3

The writer found four types of errors in the written recount text 3 namely substitution of a letter, multiple error, omission of a letter, and interchange of two adjacent letter. The identification and description shows in the table 4.3.

Table 4.3 Types of Errors in Written Recount Text 3

No.	Spelling Error Identification	Corrected Spelling Error	Types of Errors
1.	Ofer there We ware	Over there We were	Substitution of a letter
2.	Out said	Outside	Multiple error
3.	Refresing	Refreshing	Omission of a letter
4.	Theacer	Teacher	Interchange of two letter

Table 4.3 shows several errors that classified in the some categories. The first category was substitution of a letter. The writer found in the word “*over there*” which was incorrectly written as “*ofer there*”. The student changed a letter *v* to *f* in the word “*over*”. The next word was “*we were*” which was incorrectly written as “*we ware*”. The student changed a letter *e* to *a* in the word “*were*” which has a different meaning in English word.

The second error was multiple error. It was occurred when the student made error more than one in a word. The writer found in the word “*outside*” which was written as “*out_said*”. It was multiple error because there were two errors in a word. First, substitution of letter *i* to *a*. Second, word segmentation error. The student wrote word “*outside*” was erroneously written as “*out_said*” there was no space in the word “*outside*”. So, the space should be deleted.

The third error came to the omission of a letter. The student wrote the word “refreshing” which was incorrectly written as “*refresing*” it should be added a letter *h* in the middle of the word “*refres_ing*” it became “*refreshing*”.

The fourth error came from word “*teacher*” which was erroneously written as “*theacer*”. The student did misordering between the letter t, e, a, c, **h**, e, r became t, **h**, e, a, c, e, r.

4. Written Recount Text 4

The types of errors was found in written recount text 4 are addition of a letter and substitution of a letter. The identification and description shows in the table 4.4 below :

Table 4.4 Types of Errors in Written Recount Text 4

No.	Spelling Error Identification	Corrected Spelling Error	Types of Errors
1.	Destinatination	Destination	Addition of a letter
2.	Examenition	Examination	Substitution of a letter

The first type of error was addition of a letter. The student wrote word “*destination*” which was erroneously written as “*destinatination*”. The student added four letters *t, i, n, a* in the word “destination”.

The substitution of a letter was found in written recount text 4 as the second error. The student wrote the word “*examination*” which was incorrectly written as “*examinitition*” the letter **a** changed by letter **i** which made the word has different meaning. So, the student made error in the word “*examination*” as “*examinitition*”.

5. Written Recount Text 5

The writer found one type of spelling error in the written recount text 5. The errors shows in the table 4.5 bellow :

Table 4.5 Type of Error in Written Recount Text 5

No.	Spelling Error Identification	Corrected Spelling Error	Types of Errors
1.	Roll coaster	Roller coaster	Omission of letter

In the table 4.5 shows that in the written recount text 5 was found one type of spelling error namely omission of letter. The student omitted two letters in the word “*roller coaster*” which was incorrectly written as “*roll coaster*” it should be added letter **e** and **r** in the word “*roll_er*” it became “*roller*”.

6. Written Recount Text 6

The type of error was found in the written recount text 6 was substitution of letter. The identification and description shows in the table 4.6 below :

Table 4.6 Type of Error in Written Recount Text 6

No.	Spelling Error Identification	Corrected Spelling Error	Types of Errors
1.	Compotision Be nervest	Competition Be nervous	Substitution of letter

The writer found one kind of error. That was substitution of letter which found in the first word “*Competition*” which was written as “*Compotision*”. The student substituted letter *e* to *o* and letter *t* to *s*. The second word was “*nervous*” which was incorrectly written as “*nervest*”. The student substituted a letter *o* into *e* and letter *u* into *s*, then substituted letter *s* into letter *t*.

7. Written Recount Text 7

The writer found three types of error in the Written Recount Text 7. They are substitution of a letter , multiple error, and double letter instead of single letter. The identification and description shows in the table 4.7.

Table 4.7 Types of Errors in Written Recount Text 7

No.	Spelling Error Identification	Corrected Spelling Error	Types of Errors
1.	Very spacial Bicause	Very special Because	Substitution of a letter
2.	I bay sliper	I buy slipper	Multiple error

3.	Shoping	Shopping	Single letter instead of double letter
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Table 4.7 shows several errors in the written recount text 7. The first was substitution of a letter. The writer found two words errors such as in the word “*special*” which was incorrectly written as “*spacial*”. The student substituted a letter *e* into *a* in the word “*special*”. Then, in the word “*because*” was incorrectly written as “*because*”. The student also substituted a letter *e* into *i* in the word “*because*”.

The second type of error was multiple error. The first error found in the word “*buy*” which was incorrectly written as “*bay*”. The student substituted a letter *u* with a letter *a*. Then, the second error found in the word “*slipper*” which was incorrectly written as “*sliper*”. In that word, the student made single letter instead of double letter error because there was only found one letter *p* in the word “*slipper*” which should written with two letter *p*.

The third type of error was single letter instead of double letter. The word “*shopping*” it was incorrectly written as “*shoping*”. The student only put single letter of *p*, it should be used double *p* in the word “*shopping*”.

8. Written Recount Text 8

The writer found two types of error in the written recount text 8. They are substitution of letter and omission of a letter. The identification and description shows in the table 4.8.

Table 4.8 Types of Errors in Written Recount Text 8

No.	Spelling Error Identification	Corrected Spelling Error	Types of Errors
1.	Delegant My Exford dictionary Pronounseton	Diligent My Oxford dictionary Pronunciation	Substitution of letter
2.	Perfect student in this word	Perfect student in this world	Omission of a letter

The first was substitution of letter. The writer found three words errors. The first was in the word “*diligent*” which was incorrectly written as “*delegent*”. The student substituted two letter *e* into *i* in the word “*dilligent*”. Then, in the word “*Oxford*” was incorrectly written as “*Exford*”. The student also substituted the first letter **O** into **E** in the word “*Oxford*”. The third type substitution of error was found in the word “*pronunciation*” which was incorrectly written as “*pronounseton*”. The error was student substituted letter *o* to *u*, letter *u* into *n*, letter *n* into *c*, letter *s* into *i*, and letter *e* into *a*.

The second error found in the word “*world*” which was incorrectly written as “*word*”. In that word, the student made omission of a letter error because the student omitted a letter *l* in the word “*world*”.

9. Written Recount Text 9

The writer found one type of error in written recount text 9 namely substitution of letter. The identification and description shows in the table 4.9 below:

Table 4.9 Type of Error in Written Recount Text 9

No.	Spelling Error Identification	Corrected Spelling Error	Types of Errors
1.	Hesitand Examenition	Hesitant Examination	Substitution of letter

Based on the table 4.9, the writer found one type of error in written recount text 9. The type of error was substitution of a letter in the first word “*hesitant*” which was incorrectly as “*hesitand*”. The student substitute a letter *t* into *d* in the last letter of hesitant word. The second was found in the word “*examination*” which was erroneously written as “*examenition*”. In that word, the student substituted letter *i* into *e* and letter *a* into *i*.

10. Written Recount Text 10

There was one type of error in the written recount text 10 namely multiple error. The identification and description shows in the table 4.10 below :

Table 4.10 Type of Error in Written Recount Text 10

No.	Spelling Error Identification	Corrected Spelling Error	Types of Errors
1.	Preapering Forgeten	Preparing Forgotten	Multiple error

Based on the table 4.10, the writer found multiple error in written recount text 10. The first type of error was in the word “*preparing*” which was incorrectly written as “*preapering*”. There were two errors in that word. The first one was interchange of two adjacent letters from *pre_pa_ring* to *pre_ap_ering*. Then, the second error was addition of a letter *e* in that word *preap_e_ring*.

The second multiple error was found in the word “*forgotten*” which was incorrectly written as “*forgeten*”. The first error was substitution of a letter *o* to *e* in the word “*forgotten*”. Then, the second error was single letter instead of double letter of a letter *t* in the word “*forgotten*” which was incorrectly written as “*forgeten*”.

11. Written Recount Text 11

In the written recount text 11, the writer found three types of errors namely substitution of a letter, omission of a letter, and multiple error. The identification and description shows in the table 4.11 below :

Table 4.11 Types of Errors in Written Recount Text 11

No.	Spelling Error Identification	Corrected Spelling Error	Types of Errors
1.	Whan holiday	When holiday	Substitution of a letter
2.	To see vew	To see view	Omission of a letter
3.	My brodher friend's	My brother's friend	Multiple error

In table 4.11 shows three types of errors found by the writer. The first error was found in the word “*when*” which was incorrectly written as “*whan*”. Those word were contain error in substitution of a letter. The student substituted a letter *e* with a letter *a* in the word “*when*”.

The second type was omission of a letter. The writer found in the word “*view*” which was incorrectly written as “*vew*”. The student omitted letter *i* in the word “*view*”, so the word was written as “*vew*”.

The third type error came to multiple error. The student made two types of error in the word “*brother's friend*” as written with “*brodher friend's*”. The first error was substitution of a letter. The error was found in the word “*brother*” which was incorrectly written as “*brodher*”. The student substituted the letter *t* with *d* in that word. Then, the second error was involving an apostrophe. The writer found that error in the word “*brother's friend*” which was incorrectly written as “*brodher friend's*”. The apostrophe should be moved in the word “*brother's*” and deleted

from the word “*friend's*”, because that has different meaning in possessive adjective.

12. Written Recount Text 12

The type of error in the written recount text 12 was omission of letter. The identification and description shows in the table 4.12 below :

Table 4.12 Type of Error in Written Recount Text 12

No.	Spelling Error Identification	Corrected Spelling Error	Types of Errors
1.	Streng	Strength	Omission of letter

Table 4.12 shows that student made one type of error namely omission of letter. The writer found the error in the word “*Strength*” which was erroneously written as “*Streng*”. The student omitted letter **t** and **h** in the word “strength”.

13. Written Recount Text 13

There are three types of error in the written recount text 13 namely interchange of two adjacent letter, substitution of a letter, and omission of a letter. The identification and description shows in the table 4.13 below :

Table 4.13 Types of Errors in Written Recount Text 13

No.	Spelling Error Identification	Corrected Spelling Error	Types of Errors
1.	There days	Three days	Interchange of two adjacent letter
2.	Sunrice in mountain	Sunrise in mountain	Substitution of a letter
3.	The experince	The experience	Omission of a letter

Based on the table 4.13, the writer found three types of errors. The first type of error was interchange of two adjacent letter. The student made error in the word “*three*” was incorrectly written as “*there*”. The student changed the letter **r** and **e**, became **e** and **r**. It was incorrect form in the word “*three*”.

The second type of error was came from substitution of a letter. The student wrote “*Sunrise*” was incorrectly written as “*Sunrice*”. The letter **s** substituted with letter **c** in the word “*sunrise*”.

The last type was omission of a letter. The word error was in the word “*experience*” which was incorrectly written as “*experince*”. The student omitted one letter of **e** after a letter **i**.

14. Written Recount Text 14

The type of error was found in the written recount text 14 was addition of letter. The identification and description shows in the table 4.14 below :

Table 4.14 Type of Error in Written Recount Text 14

No.	Spelling Error Identification	Corrected Spelling Error	Types of Errors
1.	I nervese	I nervous	Addition of letter

Table 4.14 shows type of error namely addition of a letter. The writer found the error in the word “*nervous*” which was erroneously written as “*nervese*”. The student added letters **d** in the last word, it became “*nervese*”.

15. Written Recount Text 15

The writer found three types of errors. Those are omission of a letter, addition of a letter, and substitution of letter. The identification and description shows in the table 4.15 below :

Table 4.15 Types of Errors in Written Recount Text 15

No.	Spelling Error Identification	Corrected Spelling Error	Types of Errors
1.	Five year Experient	Five years Experience	Omission of a letter
2.	We gate	We get	Addition of a letter
3.	Ofer there After thet Went in the road	Over there After that When in the road	Substitution of letter

	Mucium	Museum	
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Based on the table 4.15, the writer found several types of errors. The first type was omission of a letter. The word error was “*five years*” which was incorrectly written as “*five year*”. The student omitted one letter of *s* in the end of the word. The next word was “*experience*” which was incorrectly written as “*experient*”. The student omitted one letter *e* in the word “experience”.

The second error was addition of a letter in the word “*we get*” which was incorrectly written as “*we gate*”. The student added a letter *a* in the word “get”.

The third type of error was substitution of a letter. It found in the word “*over there*” which was incorrectly written as “*of er there*”. The student substituted letter *v* with letter *f*. The next substitution of a letter error found in the second word “*that*” which was incorrectly written as “*thet*”. The student substituted a letter *a* with a letter *e* in the word which should correctly wrote in the form “*that*”. The third error occurred in the word “*when*” it was incorrectly written as “*went*”. The student substituted letter *h* with *t* and also moved the sequence of letters from “*when*” to “*went*”. The last word was “*museum*” which was incorrectly written as “*mucium*”. The student substituted letter *s* to *c* and letter *e* to *i*.

16. Written Recount Text 16

The type of error in the written recount text 16 was addition of a letter. The identification and description shows in the table 4.16 below :

Table 4.16 Type of Error in Written Recount Text 16

No.	Spelling Error Identification	Corrected Spelling Error	Types of Errors
1.	Whe holiday	We holiday	Addition of a letter

In the table 4.16 shows one type of spelling error namely addition of a letter.

The student added one letter in the word “we” which was incorrectly written as “whe”. It should be deleted a letter **h** in the middle of the word “w_e” it became “we”.

17. Written Recount Text 17

There are two types of errors occurred in written recount text 17, they are substitution of a letter and multiple error. The identification and description shows in table 4.17 below :

Table 4.17 Types of Errors in Written Recount Text 17

No.	Spelling Error Identification	Corrected Spelling Error	Types of Errors
1.	Spacial day Give surprize Expacially	Special day Give surprise Especially	Substitution of letter
2.	Unforgatable	Unforgettable	Multiple error

Table 4.17 shows two types of errors. The first error was substitution of a letter. The first word error was in the word “*special*” which was incorrectly written as “*spacial*”. The student substituted a letter *e* with a letter *a*. The second word error was in the word “*surprise*” which was incorrectly written as “*surprize*”. The student changed a letter *s* with a letter *z*. The third word was “*especially*” which was incorrectly written as “*expacially*”. The student substituted a letter *s* to *x* and letter *e* to *a* in the word “*especially*” which was incorrectly written as “*expacially*”.

The next was multiple error. The writer found in the word “*unforgettable*” which was incorrectly written as “*unforgatable*”. The first error was substitution of letter *a* to *e* in the form of word “*forget*”. The next error was single letter instead of double letter, because a letter *t* in word “*unforgettable*” was written as “*unforgatale*”.

18. Written Recount Text 18

The type of error in the written recount 18 was substitution of a letter. The identification and description shows in the table 4.18 below :

Table 4.18 Type of Error in Written Recount Text 18

No.	Spelling Error Identification	Corrected Spelling Error	Types of Errors
1.	Muny dresses	Many dresses	Substitution of a letter

In the table 4.18 shows one type of spelling error namely substitution of a letter. The student substituted one letter in the word “*many*” which was incorrectly written as “*muny*”. The student substituted a letter *a* with a letter *u*. It should be change a letter *u* with letter *a*, so that the form of word “*many*” was written correctly.

Based on the findings above, the writer found seven types of spelling error made by the tenth grade students at MA Darul Hikmah Tawangsari especially Social 4B class. The writer categorized the seven types of spelling errors as seen in the table 4.19 below :

Table 4.19 Categories of Errors found in Students' Writing Recount Text

NO.	CATEGORIZED OF SPELLING ERRORS	OCCURANCE OF ERROR (Word)
1.	Omission of letter	10
2.	Addition of letter	5
3.	Single letter instead of double letter	3
4.	Substitution of letter	28
5.	Interchange two adjacent letter	3
6.	Involving an apostrophe	1
7.	Word segmentation error	1

The error that most frequently occurred in students' writing of tenth grade students Social 4B at MA Darul Hikmah Tawangsari as seen in the table 4.19. From

the data analysis it can be gained the highest frequency of error's type. The highest of spelling errors type was about substitution of letter with occurrence of error was 28 words and the lower spelling errors type was about involving an apostrophe and word segmentation error with occurrence of error was 1 word.

Besides, the other spelling errors type also has some occurrence of error, those were spelling error of omission letter with 10 words, addition of letter with 5 words, single letter instead of double letter with 3 words, and the last was interchange two adjacent letter with 3 words.

From the findings before, there were found seven categories of spelling errors type which made by students. Those errors purely occurred when students produced their writing in recount text. That was evidenced in the previous finding table 4.19 :

B.1.1. Substitution of Letter

The number of spelling errors made by students if sorted from high to lowest, substitution of letter as the highest position of the types of spelling mistakes made by students in the tenth Social 4B class MA Darul Hikmah Tawangsari, with 28 errors in spelling of the word. According to Bestgen and Granger's Categories in Spelling Errors (2011:5), substitution error was occurred when students substituted wrong letter especially, in the words that had the same sounds. For example in the word "other" which is pronounced as /'ʌðər/, sound like a, so the students wrote in the word "ather" in which letter o substituted by a letter a. So, in this type of error was in the form of replacing of several letters in one English word

with another letter, for example in the word "*spacial*" which should be written as "*special*". In this word, students write spelling by changing the letter "*e*" to "*a*". It happen because students feeling confused. Students only know how to read the letter "*a*" in English was same with "*e*", so they thought that the writing of the spelling would be same with the pronunciation, without they checking that in the dictionary first.

B.1.2. Omission of Letter

The next highest position after substitution of letter was omission of letter with 10 words written error. 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, consonants, vowels, syllables, prefixes, grapheme clusters is not heard at all or misheard, or added with another letter. Those spelling error was different from the previous highest error, the student makes a mistake in writing English spelling by eliminating letters that should be in the English word written, so that the result in the pronunciation becomes different. For example, in the word "*view*" which was only written as "*vew*". In that word, students eliminate one letter "*i*", it called as omission. Of course, that error was affects the meaning of the word even though it looks like a small mistake. So, writing the spelling of an English word must really be considered.

B.1.3. Addition of Letter

The next type of error was addition of letter with the number of writing errors 5 words. Based on the findings is in conformity with Al-Jarf (2010: 10) who stated that misspelling happen when any graphemes are added, deleted, substituted by another or reversed. Addition of letter was writing English words by adding letters that are not needed in the word. For example, in the word "we" which was incorrectly written as "whe". There was addition of the letter "h" which is not needed in writing the word "we", so this kind of error is called an addition of letter.

B.1.4. Single Letter Instead of Double Letter

The next type of writing error was single letter instead of double letter. Single letter instead of double letter was a type of writing errors in English by eliminating one letter that should be double written. So, in the spelling only write one letter but does not has differences in pronunciation. For example in the word "shopping" which was incorrectly written as "shoping". In writing the word "shopping" which requires using the two letters "p", students only write one letter "p". Even though the pronunciation is relatively same, the writing in English words was still wrong. 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 confirms Hourani's (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.

B.1.5. Interchange of Two Adjacent Letter

Next was interchange of two adjacent letter. This next type of error in writing words was replaced the position of writing letters. For example in the word "teacher" which was incorrectly written as "*theacer*". In this word, an error occurs in the positioning of the letter "**h**" which should be placed after the letter "*c*", not the letter "*t*". This type of error are classified by Carney as analogy errors that students commit because of "confusion between elements of words" (1994: 84).

B.1.6. Involving an Apostrophe

Then, the error types in English spelling done by students Social 4B MA Darul Hikmah Tawangsari was involving an apostrophe with the number of errors only one word. Involving an apostrophe was a type of error writing quotation marks or often called apostrophe which usually give a symbol of ownership of something. For example, in the word "*brother's friend*" which was incorrectly written as "*brother friend's*". The use of apostrophe which shows ownership usually located after the subject, because the subject was the owner. The words written by students were not in accordance with Straus' (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.

B.1.7. Word Segmentation Error

The next was the word segmentation error which is a type of writing error when using spaces in a word. 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 "*outside*" which was incorrectly written as "*out side*". The writing of that word should not require space, because both are one word.

From the explanation about types of errors found by the writer, students of tenth Social 4B MA Darul Hikmah Tawangsari made seven types of spelling mistakes from nine categories of spelling errors in English based on Bestgen and Granger's theory (2011: 5). Then, based on the writer's analysis those errors occurred because several words in English has the same sounds, so that was made students feel confused to write the correct spelling without checking the truth first.

Table 4.20 Students' Interview Result (Internal Factors)

In table 4.20 shows students' interview result which has done by the writer especially in internal factors. The writer got the data from students by used google docs. The subjects here was three students which randomly selected in the Social tenth 4B class MA Darul Hikmah Tawangsari. They are student 1, student 2, and student 3. These are results of the interview of each question which explain about the reasons of making spelling errors in writing recount text and the effort of them to reduce spelling errors in writing recount text :

NO.	Interview Questions	Responses
1.	Do you think that English spelling written was same with the pronunciation ?	- Student 1 : "Yes." - Student 2 : "No." - Student 3 : "Not same."
2.	Do you understand well about English spelling ?	- Student 1 : "Yes." - Student 2 : "Not yet."

		- Student 3 : "Not understand yet."
3.	Do you think that writing English spelling is difficult ? Why ?	<ul style="list-style-type: none"> - Student 1 : "No. Because I have learning and memorized before about spelling." - Student 2 : "No. Because I did not think that writing English spelling so difficult." - Student 3 : "Actually no, it was easy. We have to memorized the pronunciation of the letters before."
4.	Have you tried to improve your knowledge of writing English spelling ?	<ul style="list-style-type: none"> - Student 1 : "Yes, I have tried to making learning not bored and always improve curiosity about writing English spelling." - Student 2 : "Yes. I done it by learning." - Student 3 : "Yes. My effort was memorize the pronunciation of letters. Ya, I prefer to memorize the pronunciation of the letters."

5.	What causes you write incorrect English spelling ?	<ul style="list-style-type: none"> - Student 1 : “I don’t know how to write the correct spelling, because I rarely practice writing it.” - Student 2 : “Forgot. So I think not sure to write it.” - Student 3 : “In the letter, because that was not too familiar in the pronunciation of letters.”
6.	Have you ever tried to improve your ability to write English vocabulary independently ? If yes, how are your efforts and is that effective ?	<ul style="list-style-type: none"> - Student 1 : “Not yet.” - Student 2 : “Yes. By learn how to write and memorize the writing. I think that was effective.” - Student 3 : “Once, by memorizing the form and it was effective for me.”
7.	Do you realized if you are making the English spelling errors ?	<ul style="list-style-type: none"> - Student 1 : “No.” - Student 2 : “No.” - Student 3 : “No.”
8.	How do you feel if you wrote a lot of incorrect English vocabulary spelling ?	<ul style="list-style-type: none"> - Student 1 : “So sad.” - Student 2 : “Sad.” - Student 3 : “Disappointed.”

9.	Do you feel happy and confident when you succeed in writing English vocabulary spelling ?	- Student 1 : "Yes, of course." - Student 2 : "Yes." - Student 3 : "Yes, very happy."
10.	Do you still making mistakes when writing English spelling ?	- Student 1 : "Yes." - Student 2 : "Sometimes." - Student 3 : "I think yes."
11.	Do you often used a dictionary when writing English vocabularies spelling ?	- Student 1 : "Yes, sometimes." - Student 2 : "Sometimes." - Student 3 : "Sometimes."
12.	Do you always check the truth of English spelling vocabularies in the dictionary before writing it ?	- Student 1 : "Yes, sometimes." - Student 2 : "Sometimes." - Student 3 : "Yes, sometimes."

From the table 4.20 shows that three students which was asked to answer the interview questions was has different responses. But, there were still found the same responses for some interview questions.

About first question, student 1 think that English spelling written was same with the pronunciation. But, student 2 and student 3 think if that was not same. An issue that makes spelling difficult for several students is the fact that not all varieties of English spell the same words in the same way (Harmer, 2001:156).

For the second question, the student which felt that she understand well about spelling in English only student 1. Student 2 and student 3 felt that they did not understand well about English spelling. So, it can be said if there still more student

which did not understand well about English spelling than student which understand well about English spelling.

The next was third question, it was about the difficulties in writing English spelling. Student 1, 2, and 3 answer the question by not felt difficult when they writing English spelling. So, it can be said that actually students did not know if they were still making errors. Because, they did not found difficulties when they were writing without checking the truth first.

Fourth question was about students effort to improve their knowledge of writing English spelling. They were doing efforts to improve their knowledge by learning, those are making their learning process not bored and always improve their curiosity about writing English spelling. Then, they also memorize the pronunciation of letters.

The fifth question was about causes of students making errors on their writing recount text. All of three students has reason of making errors, those are they felt difficult to write the correct spelling, because they were rarely practice writing so that they were do not know how to write correctly. Then, they felt forgot to write the correct spelling of word. They also felt that the pronunciation of letter was not familiar, so they felt confused to write.

The sixth question was about students' effort to improve their knowledge in writing English vocabulary by themselves or independently. The first student's response was not yet. Then, the second and third students' responses was yes. Those are done

by learn how to write and memorize the writing or spelling of letters. They also said that their effort was effective for themselves.

Then, the seventh question was about students' awareness of making the English spelling errors. In this question, all of three students said that they were not realized when they were making errors in writing English spelling.

Eight question was about students' feeling when they were making a lot of errors in writing English spelling. They were said that they felt so sad and also disappointed when making a lot of errors on their writing English spelling.

The ninth question was about students' feeling when they were succeeded to write correct English spelling. Then, three students was felt that they were very happy.

The tenth question was about the truth of students still making mistakes on writing English spelling. Three students was said that they were still making mistakes when they were writing English spelling.

Eleventh question was about using of dictionary when students writing English vocabularies spelling. All of students' responses was "sometimes". So, based on their responses they were still rarely open the dictionary when writing English vocabularies.

The twelfth question was about students' habit on writing English especially in checking the truth of English spelling vocabularies in the dictionary before writing the word. All of students responses also "sometimes". So, that was same as the eleventh question, because they were still rarely checking the truth of writing English spelling vocabularies.

Table 4.21 Students' Interview Result (External Factors)

In table 4.21 shows students' interview result which has done by the writer especially in external factors. These are results of the interview of each question :

NO.	Interview Questions	Responses
1.	How many times a week do you received additional English vocabulary writing lessons ?	<ul style="list-style-type: none"> - Student 1 : "Four times a week from a language adviser with the writing spelling learning and repeated again at the end of the week." - Student 2 : "Four times a week." - Student 3 : "Four times a week."
2.	Do you have a friend / study group / teacher who can support your knowledge in the writting correct spelling of English ?	<ul style="list-style-type: none"> - Student 1 : "Not yet. I still learn alone by my self." - Student 2 : "Yes, I have a friend who can support my knowledge in the writing English vocabulary." - Student 3 : "Yes, there are friends and teachers who accompany me to learn."
3.	Do you think that having additional vocabulary lesson every week can reduce your	<ul style="list-style-type: none"> - Student 1 : "Yes." - Student 2 : "Yes, because I can improve my enthusiasm to

	mistakes in writing English spelling ?	learning writing English spelling.” - Student 3 : “Yes, that was very helpful.”
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Table 4.21 above shows that three students gave their responses to the interview questions especially about external factors which affects them. The question was about additional vocabulary lessons which done four times every week. All students said that the additional vocabulary lesson program was effective for them because students felt that the additional vocabulary lesson can reduce students' mistakes in writing English spelling. Then, the next question was about friend or study group. Two of three students said that they were has friend or study group to support their knowledge in writting correct spelling of English and the one of them still learning by herself.

Table 4.22 Teacher's Interview Result

In the table 4.22 shows data from English teacher by used google docs. The English teacher's name is Mr. Furqon. He explain his impression and also his effort to reduce students writing English spelling errors below :

NO.	Interview Question	Responses
1.	What is your impression if your students still making mistakes repeatedly in	My impression for my students who repeatedly making mistakes in writing

	writing English spelling, even though that has been discussed many times ?	<p>English spelling, even though it has been discussed many times is as follows :</p> <ul style="list-style-type: none"> a. I think they were less focused because they was more concerned with other subjects or lessons. b. Maybe they were lacking or dislikes English lessons for a reason that have to find out. c. Maybe they were too tired because of the many tasks they had done. d. It might their low cognitive ability to memorize. e. It was also possible when in the learning process, I gave lesson which not very interesting for them.
2.	What is your efforts to reduce students' spelling errors in writing English words ?	<p>a. Open the dictionary. That was what I often asked to my students. Therefore, the dictionary is the main weapon of students in learning English, especially abaout vocabulary. Usually I also asked them to write a new vocabulary list and how to read that. Then, it can be used as a personal dictionary for themselves.</p>

		b. Play videos containing vocabulary and how to read that one. Those effort was to imitated and memorized the vocabularies.
3.	Are students enthusiastic with your efforts in reducing writing English spelling error ?	Some are enthusiastic and some are not. Students responses with my efforts to reduce writing English spelling errors are has many variation. For students who want progress in themselves usually very enthusiastic and also students which did not care were not enthusiastic.
4.	Do you think that your efforts was effective for you and also your students ?	Yes, so far as long as that was often repeated.
5.	Are there additional lessons about writing English spelling from the school ? If yes, how many times in a week that was done? Then, is that learning effective ?	Yes, there was additional learning. It usually done in the morning before students entering the class. Every day there are additional new vocabulary in English and Arabic. In a week at least 4 to 5 times. Yes, it seems effective.

B. Discussion

In this sub-chapter presented about the interpretation of the research findings. It discussed the finding from interview that has been conducted by the writer with the English teacher and the tenth Social 4B students by using google docs. Here, the writer discussed about the factors of spelling errors that made by students in writing recount text and how the effort to reduce that problem.

The writer conducted interview with the English teacher and 10 students Social 4B MA Darul Hikmah Tawangsari which made many errors on their writing recount text about the factors of students made spelling errors on their writing recount text and the efforts to reduce that problem by themselves. They has been answered the questions from the writer by used google docs as media for the writer to gained the data.

B.1. Factors of Making Spelling Errors

In this sub-chapter, the writer was explained the factors of making error first. Students made errors on their writing especially in recount text because they did not really know how the correct spelling and usually they felt confused when they should wrote sentences or word from what they have listen. According to Straus' (2008: 63), the words written by students were not in accordance. It happened because students were lazy to open the dictionary and memorize the spelling of English words. So, the first factor of making error in writing English especially on recount text was the laziness of students to open the dictionary. Whereas, the dictionary is the main weapon that can making students easy to be able to write English spelling correctly.

B.1.1. Students' Explanation

The factors of making spelling error especially in recount text made by the students based on the finding table 4.20 and 4.21 are divided in two types, there are in intrinsic factor and extrinsic factor. The first was intrinsic factor. Deci (1975:23) defines intrinsically motivated activities as : “the ones for which there is no apparent reward except the activity itself”. So, based on the interview which was done by the writer with students, the intrinsic factor which caused students made spelling error was they felt difficult to write the correct spelling, because they were rarely practice writing so that they were do not know how to write correctly. Then, they felt forgot to write the correct spelling of word. They also felt that the pronunciation of letter was not familiar, so they felt confused to write. Beside, students also lazy to open the dictionary when they are writing. It made they only wrote the English word based on what they remember. The other intrinsic factor was students unaware when making mistakes in writing English spelling, because they feel they are true, even though they have not checked the truth from the dictionary. Then, students was mishearing the pronunciation of English words, especially in the listening section. So, students only wrote based on what they have heard without checking the truth of the spelling first.

The second was extrinsic factor which caused students making spelling error when they produce writing, especially recount text. That was shows in the finding table 4.21. Students did not has learning group or private teacher to increase their ability in mastery vocabularies of English words. So that, their vocabulary mastery only based on what they have learn in the class with English teacher.

B.1.2. Teacher's Explanation

Based on the results of interview conducted by the writer in the finding table 4.22 above, the kinds of factors that caused errors in writing spelling of English made by students according to English teacher are “students has less focused in the class because they are more concerned with other subjects, students dislike English lessons, students are too tired because of the many tasks that have to be done, the cognitive ability of students to memorize was low, and the lesson which was given by the teacher may not easy to understood or not interesting for students”.

Based on statements about the factors that caused students made spelling errors in English from the teacher, the students also feel the factors that came from themselves so they made spelling mistakes. They are students who have difficulty memorizing and easy to forget how to writing English spelling, especially if they are listening. The difficulty in memorizing and the problem of easy to forget made by students came from many variety of reasons that has given by English teacher's opinions. In addition, some of them are also unaware when making mistakes in writing English spelling, because they feel they are right, even though they have not checked the truth from the dictionary. So, they still often made errors when writing English spelling.

B.2. Efforts to Reduce Students' Spelling Errors

B.2.1. Students' Efforts

Not only the teacher, students tenth Social 4B MA Darul Hikmah also has efforts to reduce their mistakes on writing spelling English words in finding table 4.20. Their efforts are continuing learning process to improve their English ability, especially in

writing English spelling correctly. That was done by growing up their depth curiosity and practiced by frequently opening the dictionary when they wanting to write or when they forgot how to write the correct spelling of English words.

B.2.2. Teacher's Efforts

Although there are many factors that made students still made mistakes of writing English spelling, English teachers did not just stay quiet and let his students continue to made mistakes. There are several ways that are done by the teacher as an effort to overcome students' errors in writing English spelling. That was shows on the finding table 4.22. The effort that was often done by teacher was asked students to frequently open dictionary when attending English lessons, whether when writing or speaking. As usually, the teacher also asked students to write a new vocabulary list and also asked the students to practiced how to read those vocabulary, which can be used as personal students' dictionary. By opening up the dictionary and learning how to pronounce it, students are expected to be able to develop their knowledge of how to write English spelling correctly according to the dictionary and can increase vocabulary knowledge. The learners may feel empower when they have ability to use a dictionary (Gonzales, 1999).

Furthermore, the teacher also often plays videos containing English vocabulary and how to pronounce them to be imitated and memorized by students. Harmer (2003: 290) states that videos can help students to feel more realistic. According to English teacher, the effort was effective in improving students' ability to write English spelling correctly, because by using videos students can better understand how to pronounce and write English spelling correctly and according to Graham & Perin (2007), students' writing ability can

be improved by fostering their interest, motivation, and enjoyment for writing, through technology.

Although not all students are enthusiastic when the teacher makes those efforts to support the writing ability of the students' English spelling, however as the teacher must not surrender to keep trying and repeating their efforts, so that the students would really able to improve their abilities, especially in writing English spelling correctly.

B.2.3. Additional Learning Program from Boarding School

In addition, the boarding school also conducts additional learning program about English. Of course inside there has many types of learning such as grammar, pronunciation, addition of English vocabulary, and writing English spelling correctly. Thus, not only the efforts of the teacher and students were done, but the boarding school also provided a special program to encourage or support the language skills of students at MA Darul Hikmah Tawangsari Tulungagung.

The additional learning was done at least four to five times a week. Usually, it done in the morning before entering the class and there were additional new vocabularies everyday. Learning new words in a meaningful context can promote better vocabulary memorization (Nation, 2001). So, there are many efforts for making students mastered English language proficiency have been done at MA Darul Hikmah Tawangsari. However, from all efforts that have been done by the boarding school and also the English teacher, those still returned to the seriousness and cognitive abilities of each students. If the student was diligent and serious, they would be easy to mastered the ability in English, especially

writing correct spelling. Conversely, if students are not serious, they would be difficult to mastering English skill, especially writing English spelling correctly.