

TYPES OF ERRORS CAUSING STUDENTS' MISSPELLING IN VOCABULARY DICTATION

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Abstract

The purpose of this study was to examine the types and patterns of spelling errors seen in vocabulary dictation activities among 15 seventh-grade students at a junior high school in Tasikmalaya. The study used qualitative methods, including documentation, to thoroughly analyze the nature of these errors. The study identified several cognitive and linguistic elements that contributed to the students' spelling errors. Although the particular sorts of errors were not fully identified, numerous common patterns appeared, including problems with letter sounds, vowel combinations, and word endings. Validity and reliability tests were performed to confirm the data's accuracy, which enhanced the study's conclusions. The analysis of these errors revealed that a greater knowledge of cognitive and linguistic aspects should help educators build focused teaching strategies to reduce such errors. Finally, the study's methodological rigor provided a comprehensive understanding of the issue, offering vital knowledge to enhancing spelling performance in schools.

Keywords: Spelling, Spelling Errors, Vocabulary, Spelling & Dictation, Dictation
Vocabulary

INTRODUCTION

Spelling was the basis of one of the skills that played an important role in developing and learning the English language. Spelling was part of orthography which had a range of systems for presenting language in written form (Fitria, 2020). Spelling was once described as a branch of orthography, which is the art of creating words from a proper and right arrangement of letters. Its rules for writing language using letters, words, and punctuation as its sources made it closely tied to the presence of vowels and consonants. Spelling was a skill of transcription or imitation of a word that was accurate, automatic, and fluent, because it facilitated one's writing to be more efficient (Daffern, 2020).

Spelling errors in a second language often occurred because students unconsciously used the rules and patterns of their first language to construct words in the second language. Spelling errors showed students tended to still rely on the ability of the first language system or L1 which was

consistent in the placement between letters and sounds to build a word arrangement into the second language or L2, but the difference was in the linguistic aspect which was a challenge for someone to get a level in learning a language acquisition called second language acquisition (Muhassin, 2020). In essence, students' spelling errors were caused by the interference of the first language L1 with the L2 when students learned and wrote a word but still relied on the first language as the main language, they used in organizing the information they received as it was into the L2. Spelling errors involved not only teaching transcription skills but also understanding the cognitive and linguistic challenges that students faced during language acquisition. Educators could use this knowledge to develop targeted interventions to improve spelling proficiency and overall language development among students.

Spelling

Spelling is the linguistic process of accurately constructing words based on the accepted orthography of a given language. It is the precise placement of letters to convey the meanings and sounds of words. Spelling correctly improves comprehension and clarity, therefore spelling expertise is necessary for effective written communication. Spelling abilities are normally developed via practice, exposure to written language, and education. Gaining proficiency in word spelling requires an understanding of spelling concepts including phonetics, morphology, and etymology (Moats, 2020).

Spelling Error

Spelling error is a form of negligence, weakness, deficiency, and imperfection of a person who deviates, it is a failure to do what should be right (Brown, 2007). Spelling errors are mistakes in the orthographic representation of words. They are also known as typographical errors or misspellings. Spelling errors were common in written communication and may be caused by a number of things, such as hurry, not knowing the exact spelling, or problems with cognitive processing. Usually, proofreading, spell-checking software, or human editing were used to fix them. For written communication to be effective, it was important to understand the nature of spelling errors and how they affected understanding, credibility, and clarity.

Vocabulary

Vocabulary was a part of a language that was very important for students to learn when learning a foreign language. Vocabulary could help a person achieve skills in language. Vocabulary is part of the deepest core of language proficiency and is the basic part that gives one

the ability to speak, listen, read and write (Richards, 2002). Vocabulary is the basis of a language that is very important to master first, because without mastering vocabulary it will make it difficult for someone to understand the language, so it will affect the ability to speak well, and express something (Schmitt & McCarthy, 1997).

Spelling & Dictation

Dictation is a process where someone reads something (sentences, words, or readings) to listeners or recipients who will record and enter it into the form of notes (Agustine, 2023). Dictation was an act of expressing verbally what the "dictator" or speaker had to say about a subject to be put into writing. But, are spelling and dictation closely related? Dictation and spelling were intimately linked to spelling and dictation, with one being essential to the other. In dictation activities, words, phrases, or sentences are presented orally, and learners must precisely spell the text they are asked to record. Learners can improve their spelling, listening comprehension, and memory recall skills by practicing dictation (Gruhn, 2019).

Dictation Vocabulary

Dictation vocabulary can be categorized into two main types: general vocabulary and specialized vocabulary (Musa, 2019). Words and phrases from a wide range of subjects and situations that are often used in everyday conversation were included in the category of general vocabulary.

METHOD

This study's methodologies include the number of participants, research design, data gathering, and data analysis. The complete description covers the following items:

Research design

Within qualitative research, the documentation study was one approach used. In order to get knowledge about a certain phenomenon or topic of interest, documentation studies entail the methodical inspection and evaluation of already-existing papers, texts, records, or artifacts (Bowen, 2009). These records may be personal letters, diaries, newspapers, internet content, or official records and historical resources.

Research participant

The participants of this study were second-semester junior high school students at Tasikmalaya. The researchers took fifteen seventh-grade students for the purpose of this study

Data collection and Data analysis

The researcher used documentation as a main method in collecting the data with the help of a voice recorder to help the research work efficiently. By comprehending these three procedures, the researcher investigated the phases of data analysis in qualitative research based on (Creswell, 2017) explanation in this discussion: Identifying, Categorizing, Drawing.

FINDINGS AND DISCUSSION

Finding

The purpose of this study was to find the types of errors in spelling made by students in vocabulary and to find the most frequent types of errors in spelling made by students in their vocabulary.

Omission

In the omission error in the table below, there were nine students who were found to have made errors in spelling words.

Table 1 : Student Error in Omission

| No | Participant | Error Finding | Error Type | Description |
|----|-------------|--------------------|---------------------------------|---|
| 1 | Student 1 | Short > Sort | Internal letter omission of "H" | Student 1 omitted the letter "H" in "Short" due to confusion between "Sort" and "Short". |
| | | White > Wite | Internal letter omission of "H" | Student 1 omitted the letter "H" in "White" due to hesitation in pronunciation. |
| | | Effect > Effec | Final letter omission of "T" | Student 1 omitted the letter "T" in "Effect" due to misunderstanding of pronunciation. |
| 2 | Student 2 | Short > Shor | Final letter omission of "T" | Student 2 omitted the letter "H" in "Short" due to misreading or mispronunciation, causing confusion. |
| | | Wide > Wid | Final letter omission of "E" | Student 2 omitted the letter "E" in "Wide" due to misreading or mispronunciation, causing confusion. |
| | | Effect > Efect | Internal letter omission of "F" | Student 2 omitted the letter "F" in "Effect" due to hesitation in pronunciation. |
| | | Watching > Wathing | Internal letter omission of "C" | Student 2 omitted the letter "C" in "Watching" due to hesitation in pronunciation. |
| 3 | Student 3 | Short > Shor | Final letter omission of "T" | Student 3 omitted the letter "T" in "Short" due to misreading or mispronunciation, causing confusion. |
| | | Wide > Wid | Final letter omission of "E" | Student 3 omitted the letter "E" in "Wide" due to misreading or mispronunciation, causing confusion. |

| No | Participant | Error Finding | Error Type | Description |
|----|-------------|----------------------|---------------------------------|---|
| 3 | Student 3 | Dancing > Dancin | Final letter omission of "G" | Student 3 omitted the letter "G" in "Dancing" due to misreading or mispronunciation, causing confusion. |
| 4 | Student 4 | Short > Sort | Final letter omission of "H" | Student 4 omitted the letter "H" in "Short" due to misreading or mispronunciation, causing confusion. |
| | | White > Wite | Internal letter omission of "H" | Student 4 omitted the letter "H" in "White" due to hesitation in pronunciation. |
| | | Wide > Wid | Final letter omission of "E" | Student 4 omitted the letter "E" in "Wide" due to misreading or mispronunciation, causing confusion. |
| 5 | Student 5 | Lazy > Laz | Final letter omission of "Y" | Student 5 omitted the letter "Y" in "Lazy" due to misreading or mispronunciation, causing confusion. |
| | | White > Wite | Internal letter omission of "H" | Student 5 omitted the letter "H" in "White" due to hesitation in pronunciation. |
| | | Effect > Efect | Internal letter omission of "F" | Student 5 omitted the letter "F" in "Effect" due to hesitation in pronunciation. |
| | | Watching > Wathing | Internal letter omission of "C" | Student 5 omitted the letter "C" in "Watching" due to hesitation in pronunciation. |
| 6 | Student 6 | Flower > Floer | Internal letter omission of "W" | Student 6 omitted the letter "W" in "Flower" due to hesitation in pronunciation. |
| | | Effect > Efect | Internal letter omission of "F" | Student 6 omitted the letter "F" in "Effect" due to hesitation in pronunciation. |
| 7 | Student 7 | Lazy > Laz | Final letter omission of "Y" | Student 7 omitted the letter "Y" in "Lazy" due to misreading or mispronunciation, causing confusion. |
| 8 | Student 8 | Short > Sort | Final letter omission of "H" | Student 8 omitted the letter "H" in "Short" due to misreading or mispronunciation, causing confusion. |
| | | Effect > Efect | Internal letter omission of "F" | Student 8 omitted the letter "F" in "Effect" due to hesitation in pronunciation. |
| | | Principal > Pincipal | Internal letter omission of "R" | Student 8 omitted the letter "R" in "Principal" due to hesitation in pronunciation. |
| | | Watching > Wathing | Internal letter omission of "C" | Student 8 omitted the letter "C" in "Watching" due to hesitation in pronunciation. |
| 9 | Student 9 | Principal > Pincipal | Internal letter omission of "R" | Student 9 omitted the letter "R" in "Principal" due to hesitation in pronunciation. |

In the omission error above, Internal letter omission are somewhat more dominant than final letter omission. These types of omission errors are prevalent among the findings. Internal letter omissions include errors like "Short" becoming "Sort" and "White" becoming "Wite", where students omitted the letter "H". Similarly, final letter omissions include "Short" turning into "Shor" and "Lazy" becoming "Laz", where final letters like "T" and "Y" are left out. These errors occur due to confusion in pronunciation or misreading, leading to misunderstandings and incorrect spellings.

Addition

In the addition error in the table below, there were four students who were found to have made errors in spelling words.

Table 2 : Student Error in Addition

| No | Participant | Error Finding | Error Type | Description |
|----|-------------|-------------------------|--------------------------------------|---|
| 1 | Student 1 | Blue > Belue | Addition of Internal letters of "E" | Student 1 mistakenly added the letter "E" to "Blue". |
| 2 | Student 2 | Blue > Bluew | Addition of Final letters of "W" | Student 2 mistakenly added the letter "W" to the end of "Blue". |
| 3 | Student 3 | Blue > Bluew | Addition of Final letters of "W" | Student 3 mistakenly added the letter "W" to the end of "Blue". |
| 4 | Student 4 | Blue > Belue | Addition of Internal letters of "E" | Student 4 mistakenly added the letter "E" to "Blue". |
| | | Principal > Principical | Addition of Internal letters of "IC" | Student 4 mistakenly added the letter "IC" to "Principal". |

Based on the table above, addition of internal letter error are somewhat more dominant than addition of final letter. This type of error involves students adding extra letters within words or at the end. Examples include "Blue" turning into "Belue" (internal addition of "E") and "Principal" becoming "Principical" (internal addition of "IC"). These errors often result from typographical mistakes or misunderstandings about word structure.

Substitution

In the substitution error in the table below, there were fifteen students who were found to have made errors in spelling words.

Table 3 : Student Error in Substitution

| No | Participant | Error Finding | Error Type | Description |
|----|-------------|-------------------------|---------------------------|--|
| 1 | Student 1 | Lazy > Leji | Substitution of vowel | Student 1 said "Leji" instead of "Lazy" resulting in a phonetic substitution error due to similar vowel sounds in different accents or informal speech. |
| | | Wide > Wid | Substitution of vowel | Student 1 said "Wid" instead of "Wide" resulting in a phonetic substitution error due to similar vowel sounds in different accents or informal speech. |
| | | Television > Telepision | Substitution of consonant | Student 1 said "Telepision" instead of "Television," resulting in a substitution error due to the replacement of one consonant with another, causing a phonetic misspelling. |
| | | Carrot > Karrot | Substitution of consonant | Student 1 said "Karrot" instead of "Carrot" resulting in a substitution error due to the replacement of one consonant with another, causing a phonetic misspelling. |

| No | Participant | Error Finding | Error Type | Description |
|----|-------------|-------------------------|-----------------------------------|---|
| 1 | Student 1 | Principal > Perinsipal | Substitution of consonant & vowel | Student 1 said "Perinsipal" instead of "Principal," resulting in a substitution error due to incorrect replacement of both a consonant and a vowel, causing a phonetic misspelling. |
| | | Dancing > Densing | Substitution of consonant | Student 1 said "Densing" instead of "Dancing" resulting in a substitution error due to the replacement of one consonant with another, causing a phonetic misspelling. |
| | | Favorite > Paporit | Substitution of consonant & vowel | Student 1 said "Paporit" instead of "Favorite" resulting in a substitution error due to incorrect replacement of both a consonant and a vowel, causing a phonetic misspelling. |
| 2 | Student 2 | Lazy > Leji | Substitution of vowel | Student 2 said "Leji" instead of "Lazy" resulting in a phonetic substitution error due to similar vowel sounds in different accents or informal speech. |
| | | Flower > Flower | Substitution of vowel | Student 2 said "Flower" instead of "Flower" resulting in a phonetic substitution error due to similar vowel sounds in different accents or informal speech. |
| | | Principal > Perinsipol | Substitution of consonant & vowel | Student 2 said "Perinsipol" instead of "Principal," resulting in a substitution error due to incorrect replacement of both a consonant and a vowel, causing a phonetic misspelling. |
| | | Lazy > Leji | Substitution of vowel | Student 2 said "Leji" instead of "Lazy" resulting in a phonetic substitution error due to similar vowel sounds in different accents or informal speech. |
| | | Dancing > Densing | Substitution of consonant | Student 2 said "Densing" instead of "Dancing" resulting in a substitution error due to the replacement of one consonant with another, causing a phonetic misspelling. |
| 3 | Student 3 | Small > Smoll | Substitution of vowel | Student 3 said "Smoll" instead of "Small" resulting in a phonetic substitution error due to similar vowel sounds in different accents or informal speech. |
| | | Television > Telepision | Substitution of consonant | Student 3 said "Telepision" instead of "Television," resulting in a substitution error due to the replacement of one consonant with another, causing a phonetic misspelling. |
| | | Carrot > Kerrot | Substitution of consonant | Student 3 said "Karrot" instead of "Carrot" resulting in a substitution error due to the replacement of one consonant with another, causing a phonetic misspelling. |
| | | Principal > Perinsipol | Substitution of consonant & vowel | Student 3 said "Perinsipol" instead of "Principal," resulting in a substitution error due to incorrect replacement of both a consonant and a vowel, causing a phonetic misspelling. |
| | | Dancing > Densing | Substitution of consonant | Student 3 said "Densing" instead of "Dancing" resulting in a substitution error due to the replacement of one consonant with another, causing a phonetic misspelling. |
| | | Watching > Wetching | Substitution of consonant & vowel | Student 3 said "Wetching" instead of "Watching" resulting in a substitution error due to incorrect replacement of both a consonant and a vowel, causing a phonetic misspelling. |

| No | Participant | Error Finding | Error Type | Description |
|----|-------------|-------------------------|-----------------------------------|---|
| 4 | Student 4 | Television > Telepision | Substitution of consonant | Student 4 said "Telepision" instead of "Television," resulting in a substitution error due to the replacement of one consonant with another, causing a phonetic misspelling. |
| | | Dancing > Densing | Substitution of consonant | Student 4 said "Densing" instead of "Dancing" resulting in a substitution error due to the replacement of one consonant with another, causing a phonetic misspelling. |
| | | Favorite > Peporit | Substitution of consonant & vowel | Student 4 said "Peporit" instead of "Favorite" resulting in a substitution error due to incorrect replacement of both a consonant and a vowel, causing a phonetic misspelling. |
| 5 | Student 5 | Meet > Mit | Substitution of vowel | Student 5 said "Miit" instead of "Meet" resulting in a phonetic substitution error due to similar vowel sounds in different accents or informal speech. |
| | | Lazy > Leji | Substitution of vowel | Student 5 said "Leji" instead of "Lazy" resulting in a phonetic substitution error due to similar vowel sounds in different accents or informal speech. |
| | | Wide > Wid | Substitution of vowel | Student 5 said "Wid" instead of "Wide" resulting in a phonetic substitution error due to similar vowel sounds in different accents or informal speech. |
| | | Television > Telepision | Substitution of consonant | Student 5 said "Telepision" instead of "Television," resulting in a substitution error due to the replacement of one consonant with another, causing a phonetic misspelling. |
| | | Carrot > Karrot | Substitution of consonant | Student 5 said "Karrot" instead of "Carrot" resulting in a substitution error due to the replacement of one consonant with another, causing a phonetic misspelling. |
| | | Watching > Wotching | Substitution of consonant & vowel | Student 5 said "Wotching" instead of "Watching" resulting in a substitution error due to incorrect replacement of both a consonant and a vowel, causing a phonetic misspelling. |
| | | Favorite > Paporit | Substitution of consonant & vowel | Student 5 said "Paporit" instead of "Favorite" resulting in a substitution error due to incorrect replacement of both a consonant and a vowel, causing a phonetic misspelling. |
| 6 | Student 6 | Small > Smoll | Substitution of vowel | Student 6 said "Smoll" instead of "Small" resulting in a phonetic substitution error due to similar vowel sounds in different accents or informal speech. |
| | | Hand > Hend | Substitution of vowel | Student 6 said "Hend" instead of "Hand" resulting in a phonetic substitution error due to similar vowel sounds in different accents or informal speech. |
| | | Lazy > Leji | Substitution of vowel | Student 6 said "Leji" instead of "Lazy" resulting in a phonetic substitution error due to similar vowel sounds in different accents or informal speech. |
| | | Wide > Wid | Substitution of vowel | Student 6 said "Wid" instead of "Wide" resulting in a phonetic substitution error due to similar vowel sounds in different accents or informal speech. |
| | | Effect > Epek | Substitution of consonant & vowel | Student 6 said "Epek" instead of "Effect" resulting in a substitution error due to incorrect replacement of both a consonant and a vowel, causing a phonetic misspelling. |

| No | Participant | Error Finding | Error Type | Description |
|----|-------------|-------------------------|-----------------------------------|---|
| 6 | Student 6 | Television > Telepision | Substitution of consonant | Student 6 said "Telepision" instead of "Television," resulting in a substitution error due to the replacement of one consonant with another, causing a phonetic misspelling. |
| | | Carrot > Kerrot | Substitution of consonant | Student 6 said "Karrot" instead of "Carrot" resulting in a substitution error due to the replacement of one consonant with another, causing a phonetic misspelling. |
| | | Principal > Perinsipol | Substitution of consonant & vowel | Student 6 said "Perinsipol" instead of "Principal," resulting in a substitution error due to incorrect replacement of both a consonant and a vowel, causing a phonetic misspelling. |
| | | Favorite > Paporit | Substitution of consonant & vowel | Student 6 said "Paporit" instead of "Favorite" resulting in a substitution error due to incorrect replacement of both a consonant and a vowel, causing a phonetic misspelling. |
| 7 | Student 7 | Small > Smoll | Substitution of vowel | Student 7 said "Smoll" instead of "Small" resulting in a phonetic substitution error due to similar vowel sounds in different accents or informal speech. |
| | | Lazy > Leji | Substitution of vowel | Student 7 said "Leji" instead of "Lazy" resulting in a phonetic substitution error due to similar vowel sounds in different accents or informal speech. |
| | | Flower > Flawer | Substitution of vowel | Student 7 said "Flawer" instead of "Flower" resulting in a phonetic substitution error due to similar vowel sounds in different accents or informal speech. |
| | | Effect > Epek | Substitution of consonant & vowel | Student 7 said "Epek" instead of "Effect" resulting in a substitution error due to incorrect replacement of both a consonant and a vowel, causing a phonetic misspelling. |
| | | Principal > Perinsipol | Substitution of consonant & vowel | Student 6 said "Perinsipol" instead of "Principal," resulting in a substitution error due to incorrect replacement of both a consonant and a vowel, causing a phonetic misspelling. |
| | | Favorite > Peporit | Substitution of consonant & vowel | Student 7 said "Peporit" instead of "Favorite" resulting in a substitution error due to incorrect replacement of both a consonant and a vowel, causing a phonetic misspelling. |
| 8 | Student 8 | Small > Smoll | Substitution of vowel | Student 8 said "Smoll" instead of "Small" resulting in a phonetic substitution error due to similar vowel sounds in different accents or informal speech. |
| | | Meet > Mit | Substitution of vowel | Student 8 said "Miit" instead of "Meet" resulting in a phonetic substitution error due to similar vowel sounds in different accents or informal speech. |
| | | Hand > Hend | Substitution of vowel | Student 8 said "Hend" instead of "Hand" resulting in a phonetic substitution error due to similar vowel sounds in different accents or informal speech. |
| | | Lazy > Leji | Substitution of vowel | Student 8 said "Leji" instead of "Lazy" resulting in a phonetic substitution error due to similar vowel sounds in different accents or informal speech. |
| | | Flower > Flawer | Substitution of vowel | Student 8 said "Flawer" instead of "Flower" resulting in a phonetic substitution error due to similar vowel sounds in different accents or informal speech. |

| No | Participant | Error Finding | Error Type | Description |
|----|-------------|-------------------------|-----------------------------------|--|
| 8 | Student 8 | Effect > Epek | Substitution of consonant & vowel | Student 8 said "Epek" instead of "Effect" resulting in a substitution error due to incorrect replacement of both a consonant and a vowel, causing a phonetic misspelling. |
| | | Television > Telepision | Substitution of consonant | Student 8 said "Telepision" instead of "Television," resulting in a substitution error due to the replacement of one consonant with another, causing a phonetic misspelling. |
| | | Carrot > Kerrot | Substitution of consonant | Student 8 said "Kerrot" instead of "Carrot" resulting in a substitution error due to the replacement of one consonant with another, causing a phonetic misspelling. |
| | | Principal > Perinsipol | Substitution of consonant & vowel | Student 8 said "Perinsipol" instead of "Principal," resulting in a substitution error due to incorrect replacement of both a consonant and a vowel, causing a phonetic misspelling. |
| | | Dancing > Densing | Substitution of consonant | Student 8 said "Densing" instead of "Dancing" resulting in a substitution error due to the replacement of one consonant with another, causing a phonetic misspelling. |
| | | Favorite > Peporit | Substitution of consonant & vowel | Student 8 said "Peporit" instead of "Favorite" resulting in a substitution error due to incorrect replacement of both a consonant and a vowel, causing a phonetic misspelling. |
| 9 | Student 9 | Hand > Hend | Substitution of vowel | Student 9 said "Hend" instead of "Hand" resulting in a phonetic substitution error due to similar vowel sounds in different accents or informal speech. |
| | | Flower > Flower | Substitution of vowel | Student 9 said "Flower" instead of "Flower" resulting in a phonetic substitution error due to similar vowel sounds in different accents or informal speech. |
| | | Television > Telepision | Substitution of consonant | Student 9 said "Telepision" instead of "Television," resulting in a substitution error due to the replacement of one consonant with another, causing a phonetic misspelling. |
| | | Carrot > Karrot | Substitution of consonant | Student 9 said "Karrot" instead of "Carrot" resulting in a substitution error due to the replacement of one consonant with another, causing a phonetic misspelling. |
| | | Principal > Perinsipol | Substitution of consonant & vowel | Student 9 said "Perinsipol" instead of "Principal," resulting in a substitution error due to incorrect replacement of both a consonant and a vowel, causing a phonetic misspelling. |
| | | Dancing > Densing | Substitution of consonant | Student 9 said "Densing" instead of "Dancing" resulting in a substitution error due to the replacement of one consonant with another, causing a phonetic misspelling. |
| 10 | Student 10 | Lazy > Leji | Substitution of vowel | Student 10 said "Leji" instead of "Lazy" resulting in a phonetic substitution error due to similar vowel sounds in different accents or informal speech. |
| | | Wide > Wid | Substitution of vowel | Student 10 said "Wid" instead of "Wide" resulting in a phonetic substitution error due to similar vowel sounds in different accents or informal speech. |
| | | Principal > Perinsipol | Substitution of consonant & vowel | Student 10 said "Perinsipol" instead of "Principal," resulting in a substitution error due to incorrect replacement of both a consonant and a vowel, causing a phonetic misspelling. |

| No | Participant | Error Finding | Error Type | Description |
|----|-------------|-------------------------|-----------------------------------|--|
| 11 | Student 11 | Effect > Effek | Substitution of consonant & vowel | Student 11 said "Effek" instead of "Effect" resulting in a substitution error due to incorrect replacement of both a consonant and a vowel, causing a phonetic misspelling. |
| | | Carrot > Kerrot | Substitution of consonant | Student 11 said "Kerrot" instead of "Carrot" resulting in a substitution error due to the replacement of one consonant with another, causing a phonetic misspelling. |
| 12 | Student 12 | Clean > Klean | Substitution of consonant | Student 12 said "Klean" instead of "Clean" resulting in a substitution error due to the replacement of one consonant with another, causing a phonetic misspelling. |
| | | Meet > Miat | Substitution of vowel | Student 12 said "Miat" instead of "Meet" resulting in a phonetic substitution error due to similar vowel sounds in different accents or informal speech. |
| | | Hand > Hend | Substitution of vowel | Student 12 said "Hend" instead of "Hand" resulting in a phonetic substitution error due to similar vowel sounds in different accents or informal speech. |
| | | Lazy > Leji | Substitution of vowel | Student 12 said "Leji" instead of "Lazy" resulting in a phonetic substitution error due to similar vowel sounds in different accents or informal speech. |
| | | Clear > Kelir | Substitution of consonant | Student 12 said "Kelir" instead of "Clear" resulting in a substitution error due to the replacement of one consonant with another, causing a phonetic misspelling. |
| | | Television > Telepision | Substitution of consonant | Student 12 said "Telepision" instead of "Television," resulting in a substitution error due to the replacement of one consonant with another, causing a phonetic misspelling. |
| | | Carrot > Karrot | Substitution of consonant | Student 12 said "Karrot" instead of "Carrot" resulting in a substitution error due to the replacement of one consonant with another, causing a phonetic misspelling. |
| 13 | Student 13 | Favorite > Paporit | Substitution of consonant & vowel | Student 12 said "Paporit" instead of "Favorite" resulting in a substitution error due to incorrect replacement of both a consonant and a vowel, causing a phonetic misspelling. |
| | | Effect > Epek | Substitution of consonant & vowel | Student 13 said "Epek" instead of "Effect" resulting in a substitution error due to incorrect replacement of both a consonant and a vowel, causing a phonetic misspelling. |
| | | Television > Telepision | Substitution of consonant | Student 13 said "Telepision" instead of "Television," resulting in a substitution error due to the replacement of one consonant with another, causing a phonetic misspelling. |
| | | Carrot > Karrot | Substitution of consonant | Student 13 said "Karrot" instead of "Carrot" resulting in a substitution error due to the replacement of one consonant with another, causing a phonetic misspelling. |
| | | Watching > Wetching | Substitution of consonant & vowel | Student 13 said "Wetching" instead of "Watching" resulting in a substitution error due to incorrect replacement of both a consonant and a vowel, causing a phonetic misspelling. |

| No | Participant | Error Finding | Error Type | Description |
|----|-------------|-------------------------|-----------------------------------|--|
| 13 | Student 13 | Dancing > Dansing | Substitution of consonant | Student 13 said "Dansing" instead of "Dancing" resulting in a substitution error due to the replacement of one consonant with another, causing a phonetic misspelling. |
| | | Favorite > Paporit | Substitution of consonant & vowel | Student 13 said "Paporit" instead of "Favorite" resulting in a substitution error due to incorrect replacement of both a consonant and a vowel, causing a phonetic misspelling. |
| 14 | Student 14 | Television > Telepision | Substitution of consonant | Student 14 said "Telepision" instead of "Television," resulting in a substitution error due to the replacement of one consonant with another, causing a phonetic misspelling. |
| | | Watching > Wetching | Substitution of consonant & vowel | Student 14 said "Wetching" instead of "Watching" resulting in a substitution error due to incorrect replacement of both a consonant and a vowel, causing a phonetic misspelling. |
| 15 | Student 15 | Television > Telepision | Substitution of consonant | Student 15 said "Telepision" instead of "Television," resulting in a substitution error due to the replacement of one consonant with another, causing a phonetic misspelling. |
| | | Principal > Perinsipal | Substitution of consonant & vowel | Student 15 said "Perinsipal" instead of "Principal," resulting in a substitution error due to incorrect replacement of both a consonant and a vowel, causing a phonetic misspelling. |
| | | Favorite > Peporit | Substitution of consonant & vowel | Student 15 said "Peporit" instead of "Favorite" resulting in a substitution error due to incorrect replacement of both a consonant and a vowel, causing a phonetic misspelling. |

Based on the table above, substitution of consonant and vowel error are somewhat more dominant than substitution of consonant and substitution of vowel error. These errors are common and involve replacing vowels or consonants with incorrect ones. For example, "Small" is written as "Smoll" and "Hand" as "Hend" (vowel substitution), while "Television" becomes "Telepision" and "Carrot" turns into "Kerrot" (consonant substitution).

Transposition

In the transposition error in the table below, there were twelve students who were found to have made errors in spelling words.

Table 4 : Student Error in Transposition

| No | Participant | Error Finding | Error Type | Description |
|----|-------------|---------------------|--------------------------|--|
| 1 | Student 1 | Watching > Wahtcing | Transposition of letters | Student 1 says "Wahtcing" instead of "Watching" a transposition error caused by mispronunciation, leading to swapped letters and affecting clarity in communication. |
| 2 | Student 2 | Clean > Claen | Transposition of letters | Student 2 says "Claen" instead of "Clean" a transposition error caused by mispronunciation, leading to swapped letters and affecting clarity in communication. |

| No | Participant | Error Finding | Error Type | Description |
|----|-------------|---------------------|--------------------------|--|
| 2 | Student 2 | Clear > Claer | Transposition of letters | Student 2 says "Claer" instead of "Clear" a transposition error caused by mispronunciation, leading to swapped letters and affecting clarity in communication. |
| | | White > Weith | Transposition of letters | Student 2 says "Weith" instead of "White" a transposition error caused by mispronunciation, leading to swapped letters and affecting clarity in communication. |
| | | Wide > Weid | Transposition of letters | Student 2 says "Weid" instead of "Wide" a transposition error caused by mispronunciation, leading to swapped letters and affecting clarity in communication. |
| | | Yellow > Yeollw | Transposition of letters | Student 2 says "Yeollw" instead of "Yellow" a transposition error caused by mispronunciation, leading to swapped letters and affecting clarity in communication. |
| | | Swimming > Smiwwing | Transposition of letters | Student 2 says "Smiwwing" instead of "Swimming" a transposition error caused by mispronunciation, leading to swapped letters and affecting clarity in communication. |
| 3 | Student 3 | Lazy > Layz | Transposition of letters | Student 3 says "Layz" instead of "Lazy" a transposition error caused by mispronunciation, leading to swapped letters and affecting clarity in communication. |
| 4 | Student 4 | Small > Smaill | Transposition of letters | Student 4 says "Smaill" instead of "Small" a transposition error caused by mispronunciation, leading to swapped letters and affecting clarity in communication. |
| 5 | Student 5 | Meet > Meit | Transposition of letters | Student 5 says "Meit" instead of "Meet" a transposition error caused by mispronunciation, leading to swapped letters and affecting clarity in communication. |
| | | Dancing > Dansing | Transposition of letters | Student 5 says "Dansing" instead of "Dancing" a transposition error caused by mispronunciation, leading to swapped letters and affecting clarity in communication. |
| 6 | Student 6 | Clean > Claen | Transposition of letters | Student 6 says "Claen" instead of "Clean" a transposition error caused by mispronunciation, leading to swapped letters and affecting clarity in communication. |
| | | Clear > Claer | Transposition of letters | Student 6 says "Claer" instead of "Clear" a transposition error caused by mispronunciation, leading to swapped letters and affecting clarity in communication. |
| 7 | Student 7 | Small > Smaill | Transposition of letters | Student 7 says "Smaill" instead of "Small" a transposition error caused by mispronunciation, leading to swapped letters and affecting clarity in communication. |

| No | Participant | Error Finding | Error Type | Description |
|----|-------------|---------------------|--------------------------|--|
| 7 | Student 7 | Clean > Claen | Transposition of letters | Student 7 says "Claen" instead of "Clean" a transposition error caused by mispronunciation, leading to swapped letters and affecting clarity in communication. |
| | | Clear > Claer | Transposition of letters | Student 7 says "Claer" instead of "Clear" a transposition error caused by mispronunciation, leading to swapped letters and affecting clarity in communication. |
| | | Meet > Meit | Transposition of letters | Student 7 says "Meit" instead of "Meet" a transposition error caused by mispronunciation, leading to swapped letters and affecting clarity in communication. |
| | | Swimming > Smiwwing | Transposition of letters | Student 7 says "Smiwwing" instead of "Swimming" a transposition error caused by mispronunciation, leading to swapped letters and affecting clarity in communication. |
| | | Small > Smaill | Transposition of letters | Student 8 says "Smaill" instead of "Small" a transposition error caused by mispronunciation, leading to swapped letters and affecting clarity in communication. |
| | | White > Weith | Transposition of letters | Student 8 says "Weith" instead of "White" a transposition error caused by mispronunciation, leading to swapped letters and affecting clarity in communication. |
| | | Wide > Weid | Transposition of letters | Student 8 says "Weid" instead of "Wide" a transposition error caused by mispronunciation, leading to swapped letters and affecting clarity in communication. |
| | | Flower > Floewr | Transposition of letters | Student 8 says "Floewr" instead of "Flower" a transposition error caused by mispronunciation, leading to swapped letters and affecting clarity in communication. |
| | | Dancing > Dainsing | Transposition of letters | Student 8 says "Dainsing" instead of "Dencing" a transposition error caused by mispronunciation, leading to swapped letters and affecting clarity in communication. |
| 9 | Student 9 | Small > Smaill | Transposition of letters | Student 9 says "Smaill" instead of "Small" a transposition error caused by mispronunciation, leading to swapped letters and affecting clarity in communication. |
| 10 | Student 10 | Watching > Wahtcing | Transposition of letters | Student 10 says "Wahtcing" instead of "Watching" a transposition error caused by mispronunciation, leading to swapped letters and affecting clarity. |

Transposition error occur when letters within a word are switched, resulting in improper pronunciation and spelling. The table lists various examples of transposition errors among students, including both the wrong and right versions of the terms. Examples include "Swimming"

turning into "Smiwwing" (Transposition of letter "Miwwing") and "Dancing" becoming "Dansing" (Transposition of letter "s").

CONCLUSION

This study looked at spelling errors produced by students in an English vocabulary context at a school in Tasikmalaya. The research identified four main forms of errors: omission, addition, substitution, and transposition. The most common omission errors were when students omitted letters within words or at the conclusion, which was frequently caused by pronunciation difficulties or misreading. Addition errors were less prevalent and consisted of the superfluous insertion of letters inside words, which were usually caused by typographical errors or misunderstandings of word structure. Substitution errors were detected in all participants, with right letters being replaced with wrong ones, sometimes due to phonetic similarities in various dialects or casual speech. Transposition errors, while less prevalent, entailed students reversing the sequence of letters inside a word, which was frequently caused by hasty writing or a lack of attention to detail. These errors reveal major difficulties in student understanding and implementation of English spelling standards, including discriminating between phonetically similar sounds, properly retaining word structures, and keeping proper letter order.

For Students

In improving students' spelling skills, the researcher respectfully suggests that students try to learn new words by reading and then practicing using the words they have learned. Pay attention to the pronunciation and pronunciation of the learned word and continue to practice regularly until it is correct as this can help students in understanding spelling even if it is little by little. Do not hesitate to ask for help from teachers or peers if you are struggling because it is a very important process to understand the pronunciation of words.

For School

Respectfully, the researcher proposes that educational institutions experiment with unique approaches to support students' spelling development. These methods might involve practicing spelling on a regular basis, teaching words via tales, and demonstrating word sounding. By using these steps, we can improve children' word learning, help them pronounce words correctly, and help them comprehend why spelling in English might be challenging. Overall, this will improve students' English proficiency.

For Researchers

It is advised that future researchers who are interested in related subjects expand on the results of this study by investigating the particular methods that are shown here for correcting spelling errors in junior high school student. Additionally, as educational systems and languages vary widely between regions, it might be beneficial to modify these tactics to meet the requirements of the student you are researching. Collaborating with educators and linguists can help you generate ideas and ensure the success of your strategy. In general, it's critical to comprehend the issues that students encounter and devise workable solutions to support their learning.

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