CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents findings and discussion of the research. In finding consists types of spelling errors and frequency of each types of spelling errors.

A. Findings

Findings in this research includes types of spelling errors and frequency of each types of spelling errors.

1. Types of spelling errors

    Researcher founds three types of spelling errors in this research, those are:

    a. Omission

        Omission errors are characterized by the absence of an item that must appear in a well-formed utterance, Dulay et al (1982:154). In other words, the learners omit an item that must be used in grammatically correct sentence. Especially in spelling, the learners omit an or some item(s)/ letter should be appear in the well-formed word/ vocabulary. For example: in the word 'black' the students write down 'blak'. Here, the student omit letter 'c'.

    b. Addition

        Addition e the opposite of omission. They are characterized by the presence of an item which must not appear in well-formed utterance. This type of error usually occurs in the later states of

second language acquisition, when the learner has already acquired some target language rules. Sometimes, the learners put an unnecessary letter in the word, like put double 'l' in the word 'Beautiful'. The student write down 'beautifull' the last letter 'l' here is unnecessary. It called as addition error.

c. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. These errors occur systematically for both second language and first language learners in constructions that have already been acquired. Especially in spelling, the learners misorder the letter, for example: they want to write 'quiet' means *diam/ tenang.* But, they write 'quite' that means *sungguh.* Misorder the placement of letter 'e' would change the meaning.

In this research, researcher did not find the types of misformation erros. Misformation error is characterized by the use of the wrong form of the morpheme or structure. It is not suitable with spelling errors that in spelling errors the misformat is letter.

2. Frequency of each types of spelling errors

There are three types of spelling errors found in this research. Those are omission, addition, and misordering. the frequency of each types spelling errors are omission 34 errors, addition 13 errors, and misordering 1 error. For the detail we can see the following table.

Table 4.1. Types of spelling errors found in the student's writing task

All Figure 4.4 expalin the percentage of error

No.	Types of spelling error	Frequency	Percentage
1	Omission	34	70,83%
2	Addition	13	27,08%
3	Misordering	1	2,08%
	TOTAL	**48**	**100%**

found based on each types.

Figure 4.1. Percentage types of spelling errors found in the student's writing task
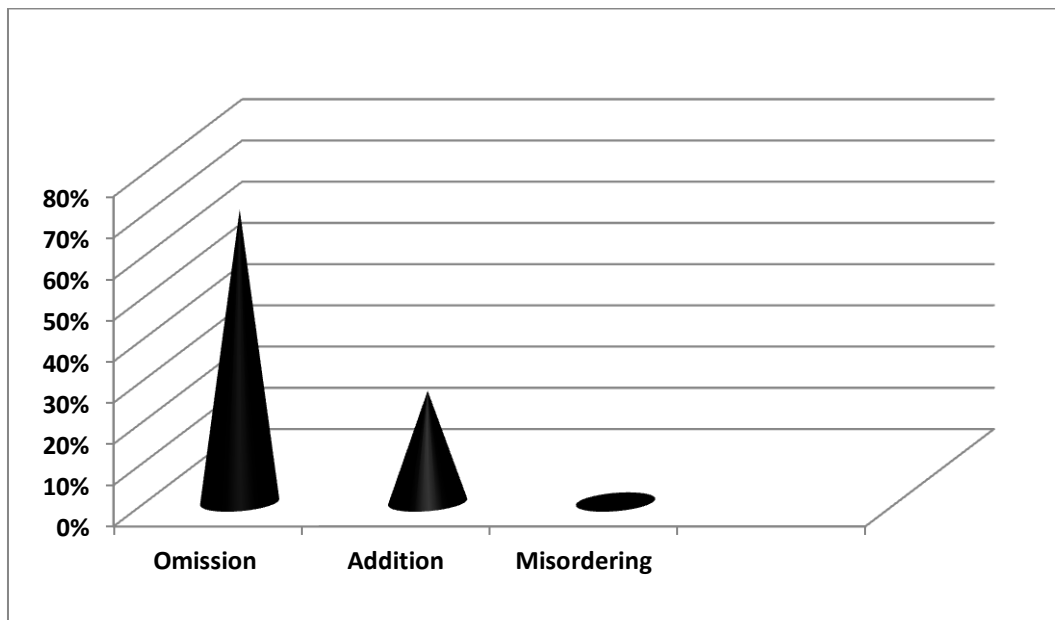
The most error were in the omission error types. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance Dulay et al (1982:154). In other words, the learners omit an item that must be used in grammatically correct sentence. Especially in spelling, the learners omit an or some item(s)/ letter should be appear in the well-formed word/ vocabulary. For example: the learners omited an item/ letter in the word of 'black'. The learners omited letter 'c' with wrote 'blak' stands for 'black'. The other student omitted two items/ letters. She omitted letter 'i' and 'd'. She wrote 'fren' for 'friend'.

B. Discussion

Findings from this research show that it is not related with the theory. The findings show there are three types of spelling errors. Those are omission, addition, and misordering. It is not same with the theory of analyzing error based on surface strategy taxonomy since it divides error into four types, those are omission, addition, misformation, and miasordering. Misformation does not include the error found in this research because the definition of misformation does not relevan if applied in spelling errors. Omission placed the first sequence the often error happened with percentage 70,83%, followed by addition 27,08%, and misordering 2,08%.

In this research, errors happened because of two factors, there are interlingual error and slip of the pen. Interlingual error is the error happened because of the interference of mother tongue. For example in the word 'sleeping', it pronounce 'sli:ping'. The student applicate the mother tongue in her/ his writing by write 'sliping'.

Error caused of slip of the pen likes in the word 'she'. The student write 'seh'. Based on Chomsky's theory (1965) it can be called as 'performance' factors. Performance factors is error caused by factors such as fatigue and inattention.

The finding in this research implicate with English language teaching. If the error that find didn't knowing by the teacher, the teacher can not evaluate it. In addition, the student will make the same error in the next day. So, it very important to conduct the research in this topic.