

**ENGLISH MISSPELLING MADE BY
THE SEVENTH GRADE STUDENTS
OF SMPN 13 OF MALANG**

THESIS

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**ENGLISH LETTERS AND LANGUAGE DEPARTMENT
HUMANITY AND CULTURE FACULTY
THE STATE ISLAMIC UNIVERSITY OF MALANG
2007**

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THESIS

**Presented to
The State Islamic University of Malang
in partial fulfillment of the requirements
for the degree of Sarjana Sastra (S1)**

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2007**

APPROVAL SHEET

This is to certify that *Sarjana's* thesis of Fathimatuz Zahrah entitled *English Misspelling Made by the Seventh Grade Students of SMPN 13 of Malang* has been approved by the thesis advisor for further approval by the Board of Examiners.

Malang, 22nd September 2007

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MOTTO

إن مع العسر يسراً - الانشراح: ٦-

Verily, with every difficulty

there is relief (*Al Insyirah: 6*)

This is proudly dedicated to

My beloved mom and sisters,
for their endless love, solemn prayers and sincere sacrifices

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praise is due to Allah swt., the Lord of the world, the Master and the Creator of everything in the universe, the Destroyer all oppressors and the Hope of the oppressed, who has given the mercy, bless and inspiration to me until I can finish writing the thesis.

Peace and salutation be upon to the noble Prophet of Islam, Muhammad saw. and his household, his companions and his faithful followers, who has guided us from the darkness to the enlightenment in the world as well as in the next world.

Finishing this study is a challenging thing. I definitely has leaned very much and got a valuable experience and knowledge in the process of conducting the research. This study would not have been completed without some contributions, advices and supports from some people. Therefore, I would like to give my deepest gratitude to:

1. Prof. Dr. H. Imam Suprayogo as The Rector of The State Islamic University of Malang,
2. Drs. H. Dimjati Ahmadin, M.Pd. as The Dean of Humanity and Culture Faculty,
3. Dra. Hj. Syafiyah, M.A. as The Head of English Letters and Language Department and as the advisor,
4. Rina Sari, M.Pd as the vice-advisor, and
5. All the lectures of English Letters and Language Department, who have given their valuable knowledge, experience, patience, best guidance, advices and motivation in the process of learning and writing this thesis.

I also would like to give my deepest gratitude to my beloved parents (M. Muhzi and Zaenab), my two sisters (Usy and Eny), my cute niece (Anis) and my brothers-in-law who always give their endless loves, prayers, supports and sacrifices for me. Then, all of the students of English Letters and Language

Department of 2003, who always accompany my days whether in happy or in sorrowful and all others who I cannot mention them in this occasion.

Realizing that this thesis is far from being perfect, therefore I need the suggestions and critics from the readers. And, I hope that this thesis will be useful for people who want to improve their knowledge.

Malang, 22 September 2007

The Writer,

Fathimatuz Zahrah

ABSTRACT

Zahrah, Fathimatuz. 2007. *English Misspelling Made by The Seventh Grade Students of SMPN 13 of Malang*. English Letters and Language Department. Humanities and Culture Faculty. The State Islamic University of Malang. The Advisors: (I) Dra. Hj. Syafiyah, M.A. (II) Rina Sari, M.Pd.

Key words: Missepelling, Seventh Grade Students, SMPN 13 of Malang, Speech Perception.

It is a common case that English has no close one-to-one correspondence between the letters and sounds. Some words have same letters, but those are pronounced differently. On the other hand, there are some English words which are similar in the way they are pronounced although they are represented in different letter sequences. Thus, getting perfect English spelling is not easy for some people. Because of the English inconsistency, some English words are commonly misspelled into other forms.

This study is conducted to observe words misspelled by the seventh grade students of SMPN 13 of Malang. The research problems are: first, what kinds of misspelling made by the seventh grade students of SMPN 13 of Malang are, and second, why the seventh grade students of SMPN 13 of Malang misspell English words. Then, the objectives of this study are to find out the kinds of misspelling made by the seventh grade students of SMPN 13 of Malang and to explain why the seventh grade students of SMPN 13 of Malang misspell English words.

The study applied qualitative approach which took the students' writing when they were doing listening test. It means that the study entered to the natural setting and the researcher did not do any experiments. In addition, this study used phonological perspective to describe and explain the kinds of misspelling happened. Still, speech perception theory was also used to give deep explanation about the misspelling's causes.

The data were gathered from the English writings of students of class E when they were doing listening test. After gathering the data, the researcher read the data repeatedly to look for the misspelled words and tried to discuss misspelling in the categorization, both concerning with the kinds and causes. Finally, the researcher made systematic categorization of misspelling's kinds based on the data presentation

From this study, the researcher found out that the kinds of misspelling made by the students were: (1) misspelling of vowels; (2) misspelling of fricatives: dental fricatives (θ/δ), labiodental fricatives ($f-v$) and alveopalatal fricative (\jmath); (3) misspelling of apostrophe; (4) misspelling of consonant preceded by consonant; (5) misspelling of consonant doubling; (6) misspelling of digraph; (7) misspelling of stops: alveolar stops ($t-d$) and bilabial stops ($p-b$); (8) misspelling of silent

letters; (9) misspelling of affricates: alveolapatal affricates (tʃ (č) and dʒ (j)); (10) misspelling of diphthong; (11) misspelling of glide; (12) misspelling of combined words; (13) misspelling of suffix and (14) misspelling of single consonant. The misspelling of the words is caused by the students' poor visual memory, weak auditory skill, motor skill, unaware of having misspelling problem and lack of knowledge of the rule.

Then, the researcher gives suggestion for the English instructor or people who concern with English to create method or way in mastering spelling. Specifically, for the teachers, they can use games, such as scrabble, puzzle, jumbled words and the others, whose purpose to increase the students' spelling skill.

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CHAPTER I INTRODUCTION

This chapter covers background of the study, problems of the study, objectives of the study, significance of the study, scope and limitation of the study and definition of the key terms.

1.1 Background of the Study

English is one of the languages with non-shallow orthography. It means that there is no close to one-to-one correspondence between the letters and sounds in the writing system. English, basically, has 26 letters in its orthography, but those letters are pronounced through many ways or more than 26 ways as the letters exist. In English, one letter may be represented in various sounds and one sound may come from different letter(s). For example, the words *go* and *do*. They have the same letter *o*, but people should pronounce it (the letter *o*) differently. The word *go* should be pronounced as /gəʊ/, while the word *do* is pronounced as /du:/. Other examples are the words *five* and *give*. Both have the same three letter sequences: *ive*, but those two words are pronounced in different ways; the word *five* will be pronounced as /faɪv/ and the word *give* will be pronounced as /gɪv/. Those examples describe that, in *English*, there are some words with the same letters, but those words are pronounced differently.

Thus, some English words are also represented in different letter sequence, but they are similar in the way of pronunciation, such as the words *then* and *gone* which result the same end sound *n* although the letter of the first word is *n* and the

letter of the second word is *ne*. In addition, the words *knee* and *need* are different in their beginning letters, but they are same in the pronunciation: the word *need* is pronounced as /ni:d/ and the word *knee* is pronounced as /ni:/. It means that the sound *n* comes from the letter *n* of the word *need* and from the letters *kn* of the word *knee*. That is why English is called as an inconsistency language and there is no close to one-to-one correspondence between letters and sounds in English orthography.

Spelling, then, becomes an important component of language. Although there is no direct and automatic connection, people's spelling skill reflects their pronunciation accuracy, writing competence, reading skill and also capability of expressing idea into written form. Halliday (1985: 37) states that spelling is undeniably important. It can (though rarely do) make the difference between an intelligible and unintelligible message.

Further evidence from Atkins and Tierney's (2004) research shows that people's ability in spelling is reflected in their reading skill. They found that individual with reading difficulties have difficulty in recalling sequence of letters and numbers when represented in an auditory-verbal format. It means that reading difficulties relate to spelling difficulties, recalling sequences of letters and numbers.

However, the important reason for correct spelling is to have clear communication. When we write, we attempt to set out ideas accurately for someone to read. Although the reader may detect the idea, he or she can be disconcerted by misspelled words and the result is that the idea cannot be

expressed perfectly and the reader may not catch the idea correctly. Smedley (1983: 16) views that accurate spelling may be one manifestation of a general proficiency in language. Moreover, Waldhorn and Zeiger emphasized the importance of spelling by stating that weak spellers lose prestige socially and professionally. They may be intelligent and even educated, but their errors in spelling cause others (often erroneously) to consider them a trifle backward (1981: 99) .

But, actually, in producing language, some people cannot produce the language components correctly and perfectly including producing correct spelling. Some people may be able to spell words correctly, but others may face some difficulties in spelling.

English spelling, however, is not a simple case, because English has many words, which all cannot be guided by the English spelling rules. And, learning English, especially English as a foreign language, is not an easy task. Report of the OECD-CERI Learning Science and Brain Research project (online, <http://www.oecd.org/dataoecd/54/39/35562310.pdf>) has revealed statistical data which point out that English children show the lowest percentage of correct word reading on a scale in comparison to other European countries, with only 30%—40% correct words compared to German, Greek and Finnish, with close to 100%. That report indicates implicitly that English with its inconsistent spelling system instead of having spelling rule are not easy to be learned.

Whereas, when someone misspells certain words, he or she may not pronounce the word correctly in speaking and also may face difficulties in writing

because of taking an inappropriate letters to form a word. It means that, he or she—as stated above—will lack an important component and will reflect several skills and language competences, that is spelling.

Further, if people show words with their correct spelling, especially in written form, content of the message will be delivered completely correct by the readers. The readers do not need to make some possible meanings of written words. As Smedley (1983: 7) illustrated: “It is true that, if I write ‘practice’ instead of ‘practise’, you may not even notice the error, let alone find your reading impeded. And if I write ‘eny diparcher truen the kurekt werdz’, you make out my meaning easily enough, but very likely you had to pause and puzzle out my intention.”

The researcher, however, thinks that spelling research is not only an interesting case but also it is important to be discussed, because the research findings will be hoped useful to overcome the misspelling happened. Therefore, for people whose misspelling will have manifestation of a general proficiency in language, spelling.

In this study, the researcher takes the seventh grade students as the subject of the research. Specifically, the researcher focuses on the seventh grade students of SMPN 13 of Malang because the researcher has found some misspelled words made by the students in her preliminary observation. The students have written those misspelled words when they had been writing task entitled *Profession*. The students apparently misspell common English words, such as *family* becomes **familli**, *system* becomes **sistem**, *usually* becomes **ussually**, *get up* becomes **get ap**

and the others. Further, the researcher is challenged to investigate deeper the misspelled English words and to look for the causes of misspelling in order to be able to overcome and decrease the misspelling happened. Then, the students can have a good spelling.

Misspelling, basically, can be analyzed from some aspects and perspectives. It can be analyzed by morphological, phonological, psycholinguistic and discourse aspects and perspectives.

Some researchers have done the study of spelling or spelling error (misspelling) based on the various kinds of aspects or perspectives. They also have found various types and causes of misspelling in the research findings. Some of them are Alcock and Ngorosho (2003). They have discussed about *Learning to Spell a Regularly Spelled Language is Not a Trivial Task-Pattern of Errors in Kiswahili*. They have researched spelling from phonological aspect. They have found some types of misspelling, such as misspelling of digraphs *th* and also misspelling of letters *l* and *r*.

The other researchers are Atkins and Tierney (2004) who studied about *The Relationship between Memory Skill (Auditory and Visual) and Reading and Spelling Ability for a Sample of Children with Specific Learning Disability*. They emphasized of the study was on the psycholinguistic aspects. The researchers found that individuals with reading difficulties had difficulty in recalling sequence of letters and numbers when presented in an auditory-verbal format.

Then, Bebout (1985) who studied about *An Error Analysis of Misspelling Made by The Learners of English as a First and as Second Language*. She

mentioned that types of misspelling were misspelling of consonant doubling, misspelling of grapheme silence and misspelling of unstressed vowel. In addition, misspelling can be caused by speakers' or writers' native language, lacking of attention and also not caring the spelling rules.

In this study the researcher analyzes kinds of misspelled words by relating that analysis to phonological aspects and using speech perception theory to make deep explanation of the misspelling's causes.

1.2 Problems of the Study

This study intends to answer the following questions.

1. What are kinds of misspelling made by the seventh grade students of SMPN 13 of Malang?
2. Why do the seventh grade students of SMPN 13 of Malang misspell English words?

1.3 Objectives of the Study

Based on the problems of the study mentioned above, this study has two objectives as follows.

1. To find out the kinds of misspelling made by the seventh grade students of SMPN 13 of Malang.
2. To explain why the seventh grade students of SMPN 13 of Malang misspell English words.

1.4 Significance of the Study

There are two kinds of significance of the study. They are theoretical and practical significances.

In theoretical significance, the researcher hopes that this study will provide theoretical review on the study of the sound of language. To be specific, this study will benefit for those who want to compare the misspelling happened to people who have English as the first language and as foreign language.

Practically, this study is hoped to give valuable contribution to the English teachers and/or people who concern in English teaching-learning to understand what the misspelled words exist and why they happened. Then, the result can be used to be a starting point of treatment later and of renewing teaching strategies, especially in presenting English spelling material.

1.5 Scope and Limitation of the Study

In order that the research does not enter in broader area, this study is analyzed from phonological aspects because she analyzes the data in the form of letter(s) or syllable(s) and because the original words came from the listening action, in which the students wrote the words down after they were listening the teacher's speaking. Besides, the researcher also uses speech perception theory to give deep explanation about the misspelling's causes.

Meanwhile, the limitation of the study is because some learners or students sometimes cheated their words on the other students, in this case, the researcher was careful in collecting and analyzing the data. Besides, the research finding

shows that this study cannot be used to build generalization because the teaching learning environment from one place to another will be different. It means that this research takes a small social context and donot bring to make generalization.

1.6 Definition of the Key Terms

To avoid misinterpretation and misunderstanding concerning with the study, tha definition of the key terms is given as follows.

1. **Misspelling** refers to spelling a word incorrectly and is distinguished from other error of writing, such as grammatical error, incorrect capitalization or misuse of punctuation.
2. **Seventh Grade Students** are the same as the first level of junior high school.
3. **SMPN 13 of Malang** is one of the state junior high school in Malang which is located in Jl. Sunan Ampel II Malang.
4. **Speech Perception** is process by which listeners assign or identify speech sound, and then the listeners can decide which words are represented in the signal.

CHAPTER II REVIEW OF RELATED LITERATURE

This chapter deals with spelling, misspelling, speech perception and previous study.

2.1 Spelling

Fergus (1978: 3) stated that linguistic research has shown that a greater proportion of the English language is more phonetic than we realize and that spelling patterns are often predictable. Because the language is quite phonetic and patterns are often predictable, we can spell correctly.

Unfortunately, some people are not able to have accurate spelling. That inability may be influenced by their processes they have taken in spelling word or their knowledge of rules because spelling cannot be apart from process in which people take before resulting phoneme-grapheme link. The process, however, also may need people's understanding about spelling rules. Therefore, this part presents definition of spelling, process of spelling and English spelling rules.

2.1.1 Definition of Spelling

There are two approaches in understanding what spelling is. The first approach is "spelling is about rules of recording; either in recording graphic form of remembered word shapes as letter sequences or redording of heard sound sequences into uncomfortably fitting letter-shape sequences" (Kress, 2000: 1). It means that spelling comes from the letter or the sound which has been stored in

the brain or in the memory, and people may understand the word and its spelling before. For instance, the word *cat* may exist in someone's brain as a *cat* in which it corresponds to a sound sequence as /kæt/ and he or she has had knowledge that word before.

The second approach of building spelling definition is that “spelling is about an abstraction set of sounds related to sequences of letters” (Kress, 2000: 2). In this context, abstraction is based on the notion that no spellings even more than a fraction of a sound. The example is still the word *cat*. Someone may hear the sound /h/ after sound /k/, but it is not written. Then, abstraction is needed to integrate the heard sound into the letter form.

From those two approaches, we can come to conclusion that spelling is the correct representation of words' letter sequences by recording letter form or heard sound into letter sequences or by abstracting the heard sound into letter sequences.

2.1.2 Process of Spelling

There are some processes of spelling proposed by Smedley (1983: 17). The first is based on how people pronounce certain words in their speech. In this process, people may make wrong spelling if they mispronounce the word or if they have an appropriate phonological process.

For instance, the word *processes*, people will take unconsciously a phonological process. They identify each letter based on how those letters are articulated by them as usual. People bring both their lips together when sound *p*, curl their tip of the tongue back behind the alveolar ridge when sound *r*, take the

central middle without lip rounding and the back high with lip rounding to sound the letter *o*, rise their front part of the tongue to the alveolar ridge to sound letter *c*, take the front middle without lip rounded to sound the letter *e*, rise their front part of the tongue to the alveolar ridge to sound first double letter *s*, take the front middle without lip rounded again to sound the letter *e*, finally people sound again the letter *s* by rising their front part of the tongue to the alveolar ridge by having vibration because the final letter *s* forms the /ʒ/ sound.

Then, in the second process, people put the word across syllables or phonemes after identifying the words based on the pronunciation way of each letter. For instance, the word *processes* may be divided into several syllables: *pro*, *ces* and *ses*.

In the third process, people may form a mental picture of the written form of the constituent parts and associate them with the letters. In this case, the word has been divided into its syllables and visualized to break down into written form.

Some people, however, may not be able to finish the third process successfully or they feel doubt with their result. Then, they pass the next process: attempting to find the alternative graphemes or letters are possible to be associated with the word's constituent. For instance, people may attempt to look for alternative letters for the last syllable *ses* of word *processes*, such as *sees*, *ss* and the others. The word which has been looked for the alternative constituent, may be visualized on the whole in order to see whether that word is correct or not. Next, the last process, people decide to write the word down into the written form.

Of course, not all people pass all of those processes above. For people whose good spelling, they may straight from the sound have heard to write the word down into the written form.

2.1.3 English Spelling Rules

Although English is an inconsistency language, it still has much regularity in the spelling system. Here are the English spelling rules which are taken from Willis and Klammer (1981), Hoston and Fergus (1978). The rules proposed are:

(a) doubling of the final consonant rule

Rule 1 When adding a suffix beginning with a vowel to a word which is accented on the last syllable and which ends in single consonant preceded by a single vowel, double the final consonant (Willis and Klammer, 1981: 138).

This rule is based on the long and short vowel principles. It, then, means that if the last syllable of certain word is not accented, the final consonant may not be doubled although it is preceded by a single vowel. Here are some doubling of the final consonant words based on the rule above.

man + ish = mannish	occur + ence = occurrence
begin + er = beginner	(un) forget + able = unforgettable
begin + ing = beginning	fad + ism = faddism

The rule also covers some exceptions. Those are:

- if a suffix is added to a word which is the last syllable of word is not accented, the final consonant is not doubled. For examples:

abandon + ed = abandoned	prohibit + ing = prohibiting
benefit + ed = benefited	market + ing = marketing

- if a suffix is added to a word which ends with silent *e*, the final consonant is not doubled. For examples:

come + ing = coming	dine + ing = dining
interfere + ed = interfered	write + ing = writing

- if a suffix is added to a word ended by consonant *w*, *x* and *y*, it does not double the final consonant. For examples:

saw + ed = sawed	tax + ing = taxing
stay + ed = stayed	try + ing = trying

- if a suffix is added to a word which ends with the consonant preceded by the two vowels (except *qu*, since the *qu* really stands for the consonant sound *kw*), the final consonant is not doubled. For examples:

beat + er = beater	heat + ed = heated
sail + ing = sailing	sleep + ing = sleeping

On the other hand, the word inserted by the *qu* must double the final consonant because *qu* stands for the consonant *kw*. For examples:

quit + ing = quitting	quiz + ed = quizzed
quiz + ing = quizzing	quip + ed = quipped

- if a suffix is added to a word ended with two different consonants, the last consonant is not doubled. For examples:

search + es = searches	fast + er = faster
turn + ed = turned	halt + ing = halting

(b) the dropping of the silent *e*

Rule 2 When adding a suffix beginning with a vowel to a word ending in a silent *e*, you usually drop the *e* before adding the suffix (Fergus, 1978: 138).

The dropping of silent *e* rule deals with the long-vowel and short-vowel principle. Most words in silent *e* make vowel long, because, basically, this rule

works in vocal-consonant-vocal sequence (long vowel sound). Below is the examples of the second rule:

dine + ing = dining	create + ive = creative
write + ing = writing	mange + y = mangy
guide + ance = guidance	interfere + ed = interfered

The silent *e* of some English words which do not make vowel long still applies the basic rule. They, however, are just part of many irregularities in English spelling. The examples are:

come + ing = coming	imagine + ative = imaginative
hypocrite + ical = hypocritical	pursue + ing = pusuing

(c) the retention of the silent *e*

Rule 3 When adding the suffix *-able*, *-ous*, or *-ance* to a word that ends in a silent *e* preceded by a *c* or *g*, retain the silent *e*. (Willis and Klammer, 1981: 142)

The *c* can be pronounced either as *s*, such as in *city* or *k*, such as in *cable*. The *c* pronounced as *s* is called a soft *c*, and the *c* pronounced as a *k* is called a hard *c*. In addition, below is the explanation of the general rule:

- if an *-able* is added to a word that ends in silent *e* preceded by a *c*, retain the silent *e* to preserve the soft *c* sound. The examples are:

replace + able = replaceable	notice + able = noticeable
embrace + able = embraceable	peace + able = peaceable

- if the suffix *-y* or a suffix beginning with *e* or *i* is added to a word that ends in *c*, add a *k* in order to preserve the hard *c* sound. The examples are:

panic + ed = panicked	picnic + er = picnicker
panic + y = panicky	traffic + ing = trafficking

- if *-able*, *-ous* or *-ance* is added to a word ending in silent *e* preceded by a *g*,

retain the silent *e* to preserve the soft *g* sound. The examples are:

courage + ous = courageous	stage + able = stageable
advantage + ous = advantageous	change + able = changeable

Rule 4 When adding a suffix beginning with a consonant to a word ending in a silent *e*, retain the silent *e* (Willis and Klammer, 1981: 144). Here are the examples of the rule:

like + ness = likeness	hate + full = hateful
late + ly = lately	care + less = careless

There are few exceptions to the above rule. Below is the main ones:

whole + ly = wholly	argue + ment = argument
awe + ful = awful	judge + ment = judgment

(d) the *y* to *i* rule

Rule 5 When adding a suffix to a word ending in final *y* preceded by a vowel, simply add the suffix. For a word ending in *y* preceded by a consonant, change the *y* to *i* and add the suffix. (Fergus, 1978: 153)

When adding a suffix *-s* to make the plural of a noun that ends in *y* preceded by a consonant or when adding suffix *-s* to a verb that ends in *y* preceded by a consonant, change the *y* to *i* and add *es*. The rule, however, also operates with many other suffixes. For examples:

ally + s = allies	deny + s = denies
comply + ance = compliance	cry + er = crier
mercy + ful = merciful	dry + est = driest

The *e* rule does not work when the suffix is *-ing* or *-ist*, for examples:

study + ing = studying	hurry + ing = hurrying
worry + ing = worrying	copy + ist = copyist

(e) the *ie/ei* rule

Rule 6 Place *i* before *e* when pronounced as *ee* except after *c*, place *e* before *i* after *c* (Willis and Klammer, 1981: 147).

This rule covers *ie* or *ei* combinations that are pronounced as *ee* or the single long *e* sound. Here are some common words covered by the rule:

believe	chief
achieve	priest
thief	brief
relieve	yield

Rule 7 Place *i* after *e* when pronounced as a long *a* (Willis and Klammer, 1981: 148)

Actually, there are some ways of spelling the long *a* sound, but if the word has either an *ie* or *ei* combination. Then, the writer can know that it is *ei* if the pronunciation is a long *a*. Here are common words cover this rule:

freight	weight
neighbor	sleigh
vein	reign
design	neigh

Further, this rule does not work at the words including *science*, *atheist*, *medieval*, *premier* and the others because *ie* and *ei* in those words are pronounced into separated syllable.

(f) single or double *l*

Rule 8 If a prefix ending with a double *l* is added to another word to form a compound word, the double *l* becomes a single *l* (Hoston, page: 150). For examples:

all + most = almost	well + come = welcome
full + fill = fulfill	full + some = fulsome

all + though = although

all + ready = already

Rule 9 If an *-ly* is added to any of the adjectives ending in *-ful* in order to form adverb, they take *-fully* ending (Hoston, page: 151). For examples:

successful + ly = successfully

helpful + ly = helpfully

faithful + ly = faithfully

especial + ly = especially

eventual + ly = eventually

beneficial + ly = beneficially

Rule 10 If a word ends with *l*, and irrespective of where the stress falls in it, the *l* is doubled before a suffix beginning with a vowel (Hoston, page: 155).

Such words include:

annul + ed = annulled

install + ing = installing

compel + able = compellable

install + ation = installation

travel + ing = travelling

libel + ous = libellous

Rule 11 If a word or root with *l* adds a suffix beginning with a consonant, it keeps a single *l* (Hoston, page: 157). For examples are words already used above in rule 10.

annul + ment = annulment

install + ment = instalment

quarrel + some = quarrelsome

enroll + ment = enrolment

rival + ry = rivalry

signal + ment = signalment

(g) forming plural

Rule 12 Adding an *s* is all you need to form a plural (Hoston, page: 203).

This rule is a basic rule in forming plural words. Thus, the following is some notes concerning with this rule.

- if there is a vowel immediately before the *y*, add an *s*. For examples:

boy - boys

valley - valleys

attorney - attorneys

monkey - monkeys

lackey - lackeys

volley - volleys

- if there is a consonant immediately before the *y*, change *y* into *i* and add an

es. For examples:

body – bodies	family – families
opportunity – opportunities	enemy – enemies
lady – ladies	ministry - ministries

- if a words ending in *ch*, *tch*, *s*, *sh*, *ss*, *x* or *z*, add *es* to form the plural. For

examples:

church - churches	dispatch – dispatches
bus – buses	brush – brushes
witness – witness	thorax – thoraxes
waltz – waltzes	fox – foxes

- some words ending in *f*, just add an *s* to form the plural. For examples:

cliff – cliffs	roof – roofs
staff – staffs	chief – chiefs

- other words ending in *f* or *fe* may change their ending to *v* and add an *es* in

the plural. For examples:

calf – calves	knife – knives
leaf – leaves	life – lives
yourself – yourselves	wife – wives

- if an *o* ending is preceded by a vowel, add an *es* immediately. For

examples:

audio – audios	scenario – scenarios
video – videos	impresario – impresarios

- words ending with *o* preceded by a consonant, add an *es* to form the plural.

For examples:

buffalo – buffaloes	torpedo – torpedoes
mosquito - mosquitoes	tomato – tomatoes

- English spelling rules may not be able to cover in forming the plural due to there are some exceptions in this part as follows:
 - plurals by vowel change, such as foot – feet, goose –geese, tooth – teeth
 - no change between plural and singular, such as sheep – sheep, deer – deer, fish –fish
 - plurals of words of foreign origin, such as basis – bases, datum – data, maximum – maximal
 - irregular plural, such as ox – oxen, mouse – mice, child - children

2.2 Misspelling

In their early fifteenth section, Willis and Kallammer (1981: 137) have recognized that English spelling is, as every one knows, full of irregularities which makes spelling a difficult subject.

It is often found that people can read words that they cannot spell and people who are poor readers often have even more difficulties with spelling than with reading. It means that lacking of close to one –to-one correspondence in English system causes English spelling is not an easy and a simple case to be learned and people tend to misspell some English words because of its inconsistency. Here, it will be discussed about definition, kind and causes of misspelling.

2.2.1 Definition of Misspelling

In the beginning part, it has been discussed about the definition of spelling, that is (simply) the correct representation of words by means of letter sequences.

In other cases, definition of misspelling can come from the words *mis* and *spelling*. Thus, misspelling can be understood as an incorrect representation of words' letter sequences.

Misspelling, then, refers to spelling words incorrectly. Misspelling is distinguished from other errors of writing, such as grammatical error, incorrect capitalization or misuse of punctuation. A misspelled word can be a series of letters that represented no correctly spelled words at all, such as 'leik' for *like*, or a correct spelling of another word, such as writing 'here' when one means *hear*.

2.2.2 Kinds of Misspelling

There are various kinds of misspelling or, in other terms, spelling error which may be experienced by people during producing language. Those kinds may be different from someone to another although he or she is in the same situation or environment. Then, from one place to another, kinds of misspelling are not absolutely the same. There are some kinds of misspelling taken from previous researchers' findings, such as Barry and Seymour (1988) in Staintorp and Hughes (1999: 92) who showed kinds of misspelling especially in vowel sound as follows.

- a. Misspelling of short vowel is represented by a single letter, such as: *leg, mint*
- b. Misspelling of short vowel is represented by a digraph or marker *e*, such as:
look, book, have, said
- c. Misspelling of short vowel represented by more than one letter, such as: for *head*, 'haed' or ' heed'; for *said*, 'siad'; for *have*, 'haiv'

- d. Misspelling of long vowel represented by a digraph, such as: *mean* spelled as ‘maen’, ‘mine’, ‘meen’
- e. Misspelling of vowel with marker e, such as: *game* spelled as ‘gaem’, ‘gime’

2.2.3 Causes of Misspelling

Smedley (1983: 17-18) has stated some points concerning with the causes of misspelling (Smedley’s term: poor spelling) as follows:

- a. Weak auditory skills

“If a child has weak auditory skills, he may not be able to represent the sound of a word to himself, or to analyze it into its constituent part” (Smedley, 1983: 17). It means that people with weak auditory skills also may not be able to associate sounds they have heard with appropriate letters. For instance, the word *said* is pronounced as /sed/. People with auditory skills may represent the words’ sound as *sad* in the written form. They feel doubt with the word *sad* which actually is pronounced as /sæd/.

Weak auditory skills also relate to people’s phonological awareness. People’s ability to distinguish between voiced bilabial stop (*b*) and voiceless bilabial stop (*p*), for instance, is going to influence their spelling skill. Similarly, voiced alveolar stop (*d*) and voiceless alveolar stop (*t*) also have to be covered by the spellers in order to avoid misspelling.

For instance, people who misspell ‘food’ for *foot* after hearing the sound may have difficulties in differentiating voiced and voiceless alveolar stop sound. Then, spelling the initial sound of *bat* and *pat* needs people’s awareness of identifying voiced and voiceless bilabial stop sounds.

Furthermore, people with weak auditory skills may be going to write words from what they have heard.

b. Poor visual memory

“A child may have a poor visual memory, so that he can make the phoneme-grapheme link, but cannot visualize how the word should look” (Smedley, 1983: 18). In this case, people may face difficulties in breaking the constituent parts of word down into the written form because they are confused how the letters of the word should be represented in the written form. People with poor visual memory cannot form the phoneme-grapheme as a mental picture. And, consequently, they tend to put an inappropriate letter sequence.

c. Motor problem

“A child may experience motor problem in actually writing the word down: we all make ‘slip of the pen’ from time to time, but for some children the mechanical process of writing may present unusual difficulty” (Smedley, 1983: 18). In the other words, motor problem is a technical problem of misspelling and that cause can be overcome by having careful action when taking spelling.

Instead of the causes mentioned above, the influence of the first language may tend to produce errors. Ellis in Wibisono (1990: 67) stated that commonly, the experts of second language learning think that first language or the previous language influences to the learners’ process of mastering second language.

Moreover, first language has been considered as a learners' interference in mastering second language.

Linguistic errors because of first language, however, also cover spelling. For example, if a speaker does not have *ph* letter sequences as a sound *f* in his or her first language, he or she may write **alfabet** for *alphabet*. Thus, for the Arabic native speakers, for instance, who do not have /p/ sound in their language, they may misspell some English words which contain /p/ sound because of uncommon sound for them.

2.3 Speech Perception

Spelling makes people use skill to decode sound into written form. In this view, people should have a set of processes in comprehending sounds they have heard before representing sounds into the written form. Comprehending sounds will not be apart from perceiving the sounds.

Clark and Clark (1977: 175) defined that although comprehension takes in interpretation, utilization, and memory of language, it begins with the raw speech sounds themselves. Speakers move their lips, tongue, and vocal cords and emit a stream of sound that arrives at the listeners' ears. Listeners are somehow able to analyze the sounds and identify the sentences that have been uttered.

Thus, this section will present speech perception concerning with the stages and models of speech perception in order to understand the decoding process of sounds before putting them into the written language.

Speech perception is taken through several stages. Clark and Clark (1977) defined it into three stages as follows.

1. Auditory stage

During this stage, the listeners take speech in the form of short stretches. The speech is viewed from an auditory signal and placed in an auditory memory. In this view, understanding of concepts, such as about place and way of articulation and distinctive features is needed because it can help the listeners to be able to differentiate and separate one sound to another.

Thus, the character of auditory memory according to Crowder and Morton in Clark and Clark (1977: 198) is auditory memory (they call as “precategorical acoustic store”) lasts a very short time (up to a few seconds) and its contents can be obliterated during that time by certain types of new acoustic input. Clark and Clark (1977) gave an example, in one experiment; people listened to nine digits and the suffix is added in the middle activity, then they are asked to recall them. The suffix, then, degraded what is already in auditory memory because people added the suffix when they recalled the nine digits.

2. Phonetic stage

Phonetic stage is a continuation of previous stage. In this stage, speech is identified in the form of acoustic cues. Moreover, each pattern of cues is examined as a particular phonetic segment, such as [b]. During this stage, “the listeners implicitly consult the acoustic cues provided by the auditory stage

and attempt to name the segments they were meant to signal” (Clark and Clark, 1977: 199).

In the mental process, the segment is identified whether it is consonant, voiced, stop or the others. Besides, it is also looked at the segment’s environment, whether it is followed by consonant, long vowel, short vowel, etc. The result of these identification, then, is placed in a phonetic memory. For example, sound /t/, /u/ and /b/ can form different word if the sequence is different. If sound /t/ comes at the beginning, it will form *tub*, but if sound /b/ comes at the beginning, it will form *but*.

3. Phonological stage

In phonological stage, there is still analysis of words sequences. But, the analysis is emphasized on phonological rules. “Listeners consult the constraints English places on sequences of phonetic segment and adjusts the preliminary identification to conform to these constraints” (Clark and Clark, 1977: 195). For example, sound /ŋ/ will not start the English word. Therefore, English listeners will not associate it with the sound afterwards, but they will place sound /ŋ/ beside the previous sounds; such as sound sequence of /b/, /ə/, /ŋ/, /i/ and /s/, English listeners will perceive as *beng* and *is*, not *be* and *ngis*. The final result is stored in the familiar short term memory.

In other cases, Gleason and Ratner (1998) have proposed five models of speech perception. The beginning three models primarily concern with perception of phonetic segments. In these models, the results of phonetic segment identification are achieved without relating to the meaning. Then, the

following two models will concern with auditory word recognition and aim to explain the interaction between the process of phoneme and word recognition.

Models of perception are:

1. Motor Theory of Speech Perception

“This theory directly links the process of speech production with speech perception by stating that we perceive speech in terms of how we produce speech sounds” (Gleason and Ratner, 1998: 143). The theory emphasizes the differences on acoustic signal of the same phoneme. For example, the acoustic patters [d] in the syllable [du] and [di] differ. The two syllables are not quite the same in the pronunciation, but it is produced from the same place and way of articulation. If we pronounce the two syllables and pay attention to the tongue, we can feel a similarity in the motor movements of the tongue in the beginning of those two syllables. The similarity in the motor movement, then, is used to counter the acoustic variance and to ignore other sounds around the syllable.

In addition, Gleason and Ratner (1998: 144) stated that according to the theory, speech is a special type of auditory stimulus for human beings. When people are taken speech, it is moved automatically to the speech mode where speech is processed and evaluated as a speech perception. Perceiving in the speech mode, however, is innate and a unique property with which they are born. It means that the speech mode has ability to link articulation process of heard sound with the intended phonetic segments.

2. Analysis-by-Synthesis

“The major claim of the theory is that listeners perceive or analyze speech by implicitly generating or synthesizing speech from what they have heard and then compare the ‘synthesized’ speech with the auditory stimulus” (Gleason and Ratner, 1998: 144).

The process of speech perception is begun with analysis of auditory features of speech concerning with its distinctiveness features, way of articulation, and so on to form a hypothesis. The hypothesis, then, forms to a set of generative rules which are compared with the original speech. That comparing process happened at neuroacoustical level and the result is sent to a control component that transfers the phonetic description to higher stages of linguistic analysis.

3. Fuzzy Logical Model

The model consists of three operations in speech perception: feature evaluation, feature integration and decision. Fuzzy logical model uses the idea of prototypes which are the summary description of the perceptual units of language and correspond to the ideal values in which units of language should have if it is a member of the category.

Speech perception, according to this model, “continuously fed feature information is evaluated, integrated and matched against prototype descriptions in memory, and an identification decision is made on the basis of the relative goodness of match of the stimulus information with the relevant prototype description” (Gleason and Ratner, 1998: 145).

For example, for the syllable [ba], the listeners should relate the information provided in the syllable to some memory which is represented by prototypical version. In this case, feature evaluation provides each feature in the syllable to be matched or corresponded with feature found in the prototype. Then, speech perception is continued to feature integration in which it contains the degree of matching syllable with the prototype. Finally, in feature decision, a relative “goodness of match” is made. The rules of integrating the given feature and provided prototype operate on degree of match, rather than absolute identical form. Thus, this model attempts to overcome this difficulty by viewing phonetic perception as a probabilistic process of matching features with prototypes.

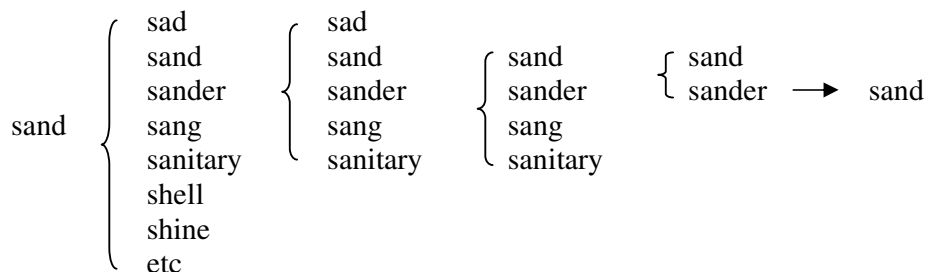
4. Cohort Model

This model contains two stages in perceiving speech. They are activating and eliminating stages. In the first stage, the acoustic-phonetic information at the beginning of an intended word activates all words in memory which resemble it. For example, if the word is *sand*, then words beginning with [s] are activated from listeners’ memory, such as *sad*, *sander*, *sang*, *sanitary*, *shell*, *shine* and so on. These activated words are called as “cohort”.

In the second stage, all possible information concerning with the intended word and the cohort are accumulated to take eliminating stage. Activated words which do not resemble with the intended word will be eliminated. For example, the acoustic-phonetic information will eliminate the cohort words *shine* and *shell* because the second feature of those are different from the

target word. Besides, semantic or syntactic information may appear and then, eliminate other members of the cohort which do not fit with the information (*sad, sander, sang* and *sanitary*). Finally, the perception is achieved when single candidate remains in the cohort.

This below is a chart shows *sand* is perceived through cohort model.



5. Trace Model

Trace model views speech perception is “A connectionist model and take top down process. Lexical context can directly help in perceptual processing (Dardjowidjojo, 2005: 56)”. According to this model, speech perception has three stages: feature, phoneme and word stages. Each stage has nodes which represents distinctive features, phonemes and words. Then, each node has three levels of processing. They are a resting, a threshold and an activation levels. Dardjowidjojo (2005: 56) explained that if we listened to a sound, it will activate other distinctive features and pause the distinctive features which do not match with the sound.

For example, the sound /bo/ (for the word *boat*) will activate distinctive features relating with the sound such as consonant, lip-rounded vowel and so on, but irrelevant features such as nasal, un-rounded vowel and the others will be paused. Then, relevant features may be rised in threshold level and it still

gives opportunity to the listeners to bring the nodes out. In this case, sound /p/ may come as an activated sound to be contrasted with the intended sound. Then, the sound /bo/ can activate other words, such as *code*, *rode*, *coat*, etc in the word stage of speech perception. Finally, through eliminating process in each stage, the listeners can find the correct word.

2.4 Previous Studies

The study concerning with spelling or misspelling has been done by some researchers based on many perspectives. One of them is Alcock and Ngorosho (2003)—who looked spelling from phonological aspect. They discussed about *Learning to Spell a Regularly Spelled Language Is Not a Trivial Task-Pattern of Errors in Kiswahili* and used two experiments. In the first experiment, children were asked to write a message and to draw a picture by an educational tester. Then, the words were scored as correctly spelled or not. Thus, in the second experiment, children were dictated a set of 50 words and scored the dictated words as correctly spelled or not. From the study, those researchers found that the most common errors were those involving digraphs *th* and *dh*, followed by *l* and *r*. A further type of error was the omission of nasal consonant cluster, especially where the nasal consonant was not syllabic.

In addition, other researchers who have researched the case of this study are Atkins and Tierney (2004) who studied about *The Relationship between Memory Skill (Auditory and Visual) and Reading and Spelling Ability for a Sample of Children with Specific Learning Disability*. In that research, memory

skills were assessed using the Aston Index, reading ability was measured by the Young Group reading test and spelling ability was assessed by the Schonnel Graded Spelling Test. Thus, the researchers found that individuals with reading difficulties had difficulty in recalling sequences of letters and numbers when presented in an auditory-verbal format. Then, the research findings also suggested that the children with specific reading or spelling disabilities have particular deficit in auditory memory skills.

The first researchers mentioned above, however, had done research on misspelling by conditioning the research subject into certain environment. Then, they analyzed the misspelling phenomenon from phonological aspect to understand the kinds of misspelling made by the children. On the other hand, the second researchers used certain tool assessments to understand the relationship among variables. Meanwhile, in this study, the researcher analyzes the misspelling phenomenon in the natural setting and the method used is that the researcher takes the written words of the students' listening test given by the teacher. Besides, the researcher does not only give an analysis about kind of misspelling but also explain the causes by relating to the speech perception theory.

CHAPTER III RESEARCH METHOD

This chapter covers research design, research subject, data and data sources, research instrument, data collection and data analysis.

3.1 Research Design

Research design of this study is qualitative research design because it purposes to understand wholly and deeply how basically the misspelling phenomenon is—dealing with the kinds and the causes—based on natural setting and process.

In this study, then, the researcher aims to understand and describe misspelling found in the writings of the seventh grade students of SMPN 13 of Malang. Those students' writings were taken from the natural process of teaching-learning in the form of giving test from the teacher. So, the researcher did not make any experiments to do the research. Then, the result of this study is explained by deep description and explanation.

In addition, this study uses phonological theory to describe and explain the misspelling happened. It is used because the original words came from the listening action, in which the students wrote the words down after they were listening the teacher's speaking. Still, speech perception theory is also used to give deep explanation about the misspelling's causes.

3.2 Research Subject

The subjects of this study were the seventh grade students of SMPN 13 of Malang, especially the students of class E. The numbers of class E were 38 students, but there were 33 students who took the listening test. Then, there were 2 students who made correct spelling in their writing of the test. Therefore, the research subject was 31 students of class E. Furthermore, the researcher took the students of class E due to several reasons. The first reason was based on the preliminary observation showed that the misspelled words were mostly made by the students of class E.

The next reason was based on the condition of the students of class E. They, however, had received the materials which were tested in listening test a day before. They normally remembered the material well. But, in fact, they still misspelled some words. Thus, the researcher wanted to explain the causes of that situation.

3.3 Data and Data Sources

In this study, the data sources were the English writings written by the students of class E which were taken when they were doing listening test which was conducted in language laboratory of SMPN 13 of Malang. Class E consisted of 38 students, while there were 5 students who were absent and 2 students who had no misspelling at their works. Thus, the researcher took 31 students' writing as data sources. From those data sources, the researcher took misspelled words found in the students' writing as data of the study.

In addition, the supporting data were also taken from the students in the form of interview. The researcher interviewed them to get additional information dealing with the students' reasons for writing word incorrectly. The information from interview, however, would be selected before being used as a research instrument. Therefore, the data sources are the English writings and the students themselves and the data of the study are the misspelled words found in the students' writing

3.4 Research Instrument

In conducting this study, the researcher was the main instrument to investigate, collect and analyze the data. Besides, documentation was used to get and know the words written by the students when they were doing the test.

Another research instrument was interview to the students. In this case, it was unstructured interview. The researcher did not arrange the entire questions systematically, but the questions arose from the responds of the student being interviewed. In doing the interview, firstly, the researcher showed to the students his or her writing and pointed out the misspelled words he or she made. The researcher, then, asked the student to write the correct words and pronounce them. Next, the results of the interview were used to get information from the students about the causes of misspelling before relating and adapting the information with the theory used. In the process of interviewing, however, the researcher used tape recorder to record the students' opinions and answers.

3.5 Data Collection

In collecting the data, the researcher took the English writings of the students of class E when they were doing listening test. Then, the researcher paid attention into each word in the data. When a student's writing contained misspelled word, the researcher decided that it could be used as data of the study. On the other hand, a student's writing which did not have any misspelled word would not become data of the study. In this second step, the researcher took selection process.

After getting the selected data, the researcher would code each datum with number in order to ease the analysis later and help the readers understand the discussion easier.

3.6 Data Analysis

In data analysis, the researcher did several steps. First, the researcher read the data repeatedly to look for the misspelled words. In this step, the researcher also checked the words in dictionary to ascertain that certain word involved misspelling, then to find out the correct spelling of it. After finding the misspelled words, the researcher gathered misspelled words which came from one origin word into one part to present them about the kinds and she immediately will explain the causes.

Next, the researcher made systematic categorization of misspelling's kinds based on the data presentation. On the other word, in this section, the researcher tried to discuss misspelling in the categorization, both concerning with the kinds

and causes. Finally, the researcher made conclusions about kinds and causes of misspelling based on the research findings and analyses.

CHAPTER IV FINDING AND DISCUSSION

This chapter presents the finding and discussion. It is divided into two sections, the first is data presentation and analysis; and the second is discussion.

4.1 Data Presentation and Analysis

The data were taken from 31 students' writings of the seventh grade students of SMPN 13 of Malang. The misspelled words were analyzed by presenting the word with correct spelling first. Then, the researcher used number which referred to the sequence of data. The misspelled words found from the data are:

1. village

This word was pronounced as /vɪlɪdʒ/ by the teacher. It was misspelled as:

a. **filice** (1, 3, 16)

There are three incorrect letters and two omitted letters in that misspelled word. The first is letter *f*. It should be spelled as letter *v* to make a representation of sound *v*. Then, this is called misspelling of fricative, due to sound *v* involves to fricative sound. The second is vowel *i*. It has to be substituted with vowel *a* to make sound *ɪ*. It means that misspelling of vowel happened in this word. Third is letter *c*. In that misspelled word, letter *c* cannot form sound *dʒ* which should be written with letter *g*. Thus, this can be categorized as misspelling of affricate because letter *c* in the misspelled word cannot represent affricate sound, *dʒ*

(j). The next misspelling indication is the omitted letter *l*. The writer, as known, just wrote single *l*. And, it is misspelling of consonant doubling.

Those kinds of misspelling happened because the writers could not differentiate between sounds with same place of articulation and different vibration process (*v* is voiced and *f* is voiceless). It means that the writers might have limited phonological awareness. Then, they also tended to write from what they have heard. They spelled vowel *a* as vowel *i* because they heard sound ɪ. Therefore, the cause of that misspelled word is because of weak auditory skill.

b. **vilich** (4)

From the correct spelling, it can be seen that there is double *l* between two vowels. But, there is only one consonant *l* in the misspelled word. Then, this misspelling can be involved as misspelling of consonant doubling. Besides, second vowel *i* (in **vilich**) is incorrect. That vowel should be spelled as vowel *a* although it results sound ɪ (the pronunciation: /vɪlɪdʒ/). Then, this misspelled word can also be categorized as misspelling of vowel.

The next misspelling is letter *ch* which should be spelled as consonant *g* to form sound dʒ. In this misspelled letter, the writer represented sound dʒ with two letters *c* and *h* which usually sounded as tʃ, such as in *which* (the pronunciation: /wɪtʃ/). Thus, the misspelled word can also be classified as misspelling of affricate. Finally, misspelling of silent

letter also occurred in that word because there is no final silent *e* at the end of the word.

The misspelling occurred because of weak auditory skill. The writer tended to write from what she had heard. She spelled vowel *a* as vowel *i* because she heard sound ɪ and she did not write silent *e* because there was no sound *e* at the end of the word. Still, the writer did not understand the context of the sentence. In the interview, she said that she did not understand about the meaning of the sentence she was hearing, so she just wrote word from what she has heard. Therefore, the cause of that misspelled word is weak auditory skill.

c. **velac** (5)

In this misspelled word, there are two incorrect letters and two omitted letters. The first incorrect letter is vowel *e*. It should be changed with vowel *i* which is placed after consonant *v*. Therefore, this word can be categorized as misspelling of vowel.

Next, the second incorrect letter is letter *c* and it should be changed with letter *g*, which represents sound dʒ, followed by silent *e*. Thus, this word also can be classified as misspelling of affricate and misspelling of silent letter. Finally, the misspelled word can be categorized as misspelling of consonant doubling, too, because there is just single letter *l*.

It happened because the writer could not associate the heard sounds with appropriate letters. Besides, the representing consonant *c* as a representation of sound dʒ (j) relates with the writer's first language.

Sound dʒ (j) which should be represented with letter *g* is uncommon in Indonesian language. That sound closes to the letter *j* or *c*. Therefore, the cause of the misspelled word is weak auditory skill.

d. **vilage** (6, 21)

From the correct spelling, we can see that there are double *l* between two vowels. But the writer just wrote single letter *l*. Then, this misspelling can be categorized as misspelling of consonant doubling.

The misspelling happened because the writers had motor problem when writing the word down into the written form. They, actually, have well known with the word, its pronunciation and how the word should be but there was 'slip of the pen' in process of writing. Therefore, the cause of this misspelling is motor skill.

e. **field** (10, 17, 18)

The misspelled word can be involved to some kinds of misspelling. The first misspelling is misspelling of fricative because sound *v* is represented incorrectly. The writer, however, placed consonant *f* in representing sound *v*. The second misspelling is misspelling of vowel because both vowels *i* and *e* as a substitution for vowel *i*, while there is no any vowel to represent vowel *a*.

The third misspelling is misspelling of consonant doubling because there is no *l* doubling in the misspelled word. The fourth misspelling is misspelling of affricate. That sound, basically, is produced from consonant *g*. But, the writer represented the heard sound dʒ as consonant *d*. The last,

misspelling of silent letter because the misspelled word has no final silent *e* which should be placed after consonant *g*.

The misspelled word occurred because of weak auditory skill. The writers could not associate the heard sound with appropriate letter. They, actually, have heard the pronunciation of *village* partly. The writers just heard the beginning sounds of the origin word, but the continuous sounds were not heard clearly. Thus, it can be seen that the sounds at the beginning of the misspelled word have little similar characteristic to the sound /vɪl/ from *village*. Because of no hearing the continuous sounds, the misspelled word becomes too different with the origin word.

f. **villege** (11)

From the correct spelling, we see that second sound *i* is produced from vowel *a*. But, in fact, the writer wrote vowel *e* to represent that sound. Then, this misspelling can be categorized as misspelling of vowel.

The misspelled word occurred because the writer had ‘slip of the pen’ in the process of writing. The writer, basically, has known that word before and its form and pronunciation. So that, when she heard the teacher sounded /vɪlɪdʒ/, the writer understood that the intended word is *village*, but, there was a mechanical problem when the word was broken down in the written form. Therefore, the cause of this is motor skill.

g. **filight** (12)

There are some misspelling indications. First is letter *f*. It should be spelled as letter *v* to make correct form. The next is vowel second vowel *i*.

It has to be changed with vowel *a* to make sound ɪ. Then, letter sequence *ght* cannot form sound dʒ and it should be changed with letter *g*. Still, misspelling indication is the omitted letter *l*. The writer, as known, just wrote single *l*. Then, the writer did not write silent *e* which should be placed at the end of the word.

Based on those kinds of incorrect and omitted letters, that misspelled word can be categorized as misspelling of fricative, misspelling of consonant doubling, misspelling of vowel, misspelling of affricate and misspelling of silent letter.

This occurred because the writer could not differentiate sounds with same place of articulation but different vibration process (in the case that *v* is voiced and *f* is voiceless). He tended to write from what he has heard. He, however, spelled vowel *a* as vowel *i* because he heard sound ɪ and he did not write silent *e* because there is no sound *e* at the end of the word. Thus, the cause of that misspelled word is weak auditory skill.

h. **fillict** (20)

There are some kinds of misspelling found in that word. First, it can be categorized as misspelling of fricative because letter *f* is incorrect. It should be spelled as letter *v* to produce sound *v* in the pronunciation. Then, the other kind can be involved as misspelling of vowel, because second vowel *i* is incorrect. It should not be spelled as the way's pronunciation (/ɪ/), but it has to be changed with vowel *a*.

Next, in that misspelled word, there is misspelling of affricate.

Sound $dʒ$, basically, is represented as letter *g*. But, in this case, the writer spelled sound $dʒ$ with incorrect letter *ct*. Moreover, this misspelled word is lack of final silent *e*, so, it is classified as misspelling of silent letter.

The misspelling happened because the writer could not differentiate sounds with same place of articulation but different vibration process (in the case that *v* is voiced and *f* is voiceless). Then, he tended to write from what he has heard, too. He spelled vowel *a* as vowel *i* because he heard sound $ɪ$ and he did not write silent *e* because there is no sound *e* at the end of the word. Thus, the cause of that misspelled word is weak auditory skill.

2. husband

This word is pronounced as $/hʌzbənd/$. The misspelled words from it are:

a. **was bern** (1)

The writer spelled the correct spelling by dividing it into two parts: **was** and **bern**. In that misspelled word, there are five incorrect letters. First incorrect letter is letter *w*. It is written by the writer as a change of letter *h*. Second incorrect letter is vowel *a* which should be spelled as vowel *u* to form sound $ʌ$ in the word's pronunciation. Third is vowel. The vowel *e* is not correct vowel to represent sound $ə$. Then, consonant *r* should not be put. It should be omitted because there is no sound *r* in the word's pronunciation. On the other hand, the writer has to change letter *r* with letter *d* and place it at the end of the word.

Finally, from those misspelling indications, we may conclude that the misspelled word can be classified as misspelling of single consonant, misspelling of vowel and misspelling of consonant preceded by consonant.

The misspelled word occurred because the writer faced difficulty in breaking the constituent part of word down into the written form, so she was confused how should represent sound *h* and *d* in the written form. Thus, the cause of this misspelling is poor visual memory.

b. **has been** (3)

The writer wrote the word *husband* by dividing it into two words or dividing it based on its syllables. This misspelled word can be categorized as misspelling of vowel, because the writer spelled letter *u* as letter *a* and letter *a* as double *e*. Besides, this word is also involved to misspelling of consonant preceded by consonant, because there is no consonant *d* ends the word.

This happened because of weak auditory skill. In this form, the writer faced difficulty in associating the sound with appropriate letters. Then, she tended to write the word *husband* based on its pronunciation. In addition, when she was interviewed, the writer said that she did not know this word before, so she wrote word based of the sounds she has heard from the teacher.

c. **has band** (5)

The writer wrote the correct spelling by dividing it into two parts or dividing it based on its syllables. This misspelling, then, can be

categorized as misspelling of vowel because the writer spelled correct vowel *u* which should be placed after letter *h* with vowel *a*.

As the previous misspelled word, this misspelling also occurred because of poor visual memory. The writer also faced difficulty in breaking the constituent part of the word into the written form. It is indicated with the division of the word into parts. Still, the writer has made the phoneme-grapheme link correctly in certain case, such as in breaking down the two consonant *n* and *d* at the end of the word. Unfortunately, the link could not be visualized correctly and completely by the writer. Thus, there were some inappropriate letter sequences found in the word.

d. **has ben** (8, 10, 11, 16)

The writer wrote the correct spelling by dividing it into two parts or dividing it based on its syllables. This misspelling can be categorized as misspelling of vowel because the writer misspelled vowel *u* which should be placed after letter *h* as vowel *a*. Still, vowel *e* in **has ben** is incorrect although it is used to represented sound ə. That vowel should be substituted with vowel *a*.

In addition, the misspelled word also can be categorized as misspelling of consonant preceded by consonant, because there is no final consonant *d* preceded by consonant *n*. The writer, however, just ended his word by placing consonant *n*.

It happened because the writers were not able to associate sound they have heard with appropriate letters. It means that they wrote the word

from what they have heard. Then, the cause of this misspelled word is weak auditory skill. As one of the writers (16) said that she just wrote this word from the teacher's pronunciation. When the teacher pronounced sound \wedge as a representation of vowel u , the writer wrote it with vowel a . And, when the teacher sounded ə as a representation of vowel a , the writer put vowel e into the written form.

e. **housebend** (13)

This can be categorized as misspelling of vowel, because the correct vowel u is represented by the writer as diphthong ou . The other incorrect vowel is vowel e before and after consonant b . Vowel e before consonant b should be omitted, while, the other vowel e should be changed with vowel a .

From the beginning, the writer faced difficulty in forming the phoneme-grapheme link. Consequently, she also could not visualize how the word should look. The writer, however, used other form to represent first syllable of the word *husband*. She put the word **house** as a letters sequence of the heard sound $/h^{\wedge}z/$. Therefore, the cause of this misspelled word is poor visual memory.

f. **housbands** (15)

This can be categorized as misspelling of vowel, because the correct vowel u was represented by the writer as vowel sequence ou . Besides, the writer added letter s at the end part. Whereas, in fact, the

correct spelling *husband* is ended with sound *d*. Thus, the misspelled word also can be involved as misspelling of single consonant.

The misspelled word happened because of poor visual memory. The writer could not visualize the phoneme-grapheme link in the written form. She was confused how should represent the letters in the written form.

g. **houseben** (21)

Sound \wedge is resulted from single vowel *u*. But, that sound was represented incorrectly. The writer put vowel *o* followed by *u*. Besides, the writer put incorrect vowel *e* as a representation of sound ə . The correct vowel is vowel *a*. Therefore, the misspelled word can be classified as misspelling of vowel. Besides, the misspelled word also can be involved as misspelling of single consonant because the writer did not put consonant *d* at the end part.

The misspelled word happened because the writer could not visualize how the word should look. It was an effect of difficulty in making the phoneme-grapheme link in the mental faced by the writer. He, then, put inappropriate letter sequences such as writing down the word **house** as a representation of sound /h/, / \wedge / and /z/. Thus, the cause of this is poor visual memory.

3. **prayed**

This word consists of two constituents; the root word *pray* and the suffix – *ed*. It is pronounced as /preɪd/ and has misspelled words as below:

a. **pray** (1, 29)

The writer, actually, just needs to add suffix *-ed* to form past verb, although letter *e* and *d* result only sound *d*. Because of those omitted letters, this misspelling can be categorized as misspelling of suffix.

This occurred because the writers could not analyze the word into its constituent parts. The writers, in this case, left the suffix *-ed* at their writings. It means that they could not associate sound they have heard with appropriate letters. It is reflected from the absence of suffix *-ed* although it still comes in the word's pronunciation. Then, the cause of this misspelling is weak auditory skill.

b. **prad** (5)

From that misspelled word, it can be seen that there are two omitted letters *a* and *y* as a representation of sound *ei*. Therefore, this misspelling can be classified as misspelling of diphthong. Besides, the misspelled word also can be involved as misspelling of suffix *-ed* because the writer did not put that suffix, so the past form cannot be got. She, however, just put single consonant *d*.

This misspelled word happened because the writer could not associate sounds she has heard. The writer, in this case, did not put the suffix *-ed* correctly. She, however, just put consonant *d* at the end of the word, although it still comes in the word's pronunciation. Then, the cause of this misspelling is weak auditory skill.

c. **bread** (2, 8, 10)

In this misspelled word, the writer placed incorrect letter at the beginning of word. He spelled correct letter *p* as letter *b*. Then, this misspelling can be categorized as misspelling of stop. Besides, this misspelled word also can be classified as misspelling of diphthong which is represented as letters *a* and *y*. The writer spelled diphthong as two vowels *e* and *a*.

In addition, suffix *-ed* does not exist in the misspelled word. There, there is only consonant *d*. Therefore, misspelling of suffix also occurred in this misspelled word.

The misspelled word is because of poor visual memory. The writers could not make the phoneme-grapheme link as a mental picture correctly and completely. Thus, they faced difficulty in deciding how the word should be represented in the written form. Finally, they put inappropriate letters sequence.

d. **praid** (9)

This misspelling can be classified as misspelling of diphthong. The diphthong is *ei* and it comes from letter sequence *ay*. But, in that misspelled word, we can see that the writer omitted letter *y*. Besides, suffix *-ed* does not exist in the misspelled word. There is an only consonant *d* end the word. Thus, the misspelled word can also be classified as misspelling of suffix.

It is because of weak auditory skill. The writer, in this case, could not associate the sounds he has heard with appropriate letters. He tended to write down the word based on the pronunciation although it was not completely correct. The representation of vowel *i* indicates that this word was broken down based on its pronunciation.

e. **prite** (11)

In the correct spelling, diphthong should be represented as letter sequence *ay*. On the other hand, there is no a group of vowels which produce diphthong *ei*. It just shows single vowel *i*. Therefore, this misspelled word can be classified as misspelling of diphthong.

Still, omitting letter sequence *te*, then changing it with suffix *-ed* will make this word correct in spelling. It means that misspelling of suffix also happened in that misspelled word.

The misspelled word happened because of weak auditory skill. The writer, in this case, could not associate the sounds she has heard with appropriate letters. It can be looked at the vowel *i* represented in the written form. The representation of vowel *i* indicates that this word was broken down based on its pronunciation, although it was not completely correct. Besides, the writer faced difficulty in differentiating sound *t* and *d*. Finally, she put inappropriate consonant *t* as a representation of sound *d*.

f. **prit** (15, 27)

The misspelled word can be categorized as misspelling of diphthong because the writer did not write the word with correct letters

which form diphthong. She spelled diphthong *ei* as vowel *i*. In addition, the two last letters *e* and *d* as a past tense sign become single letter *t*. This misspelling, however, can be classified as misspelling of suffix.

As the previous misspelled word, this misspelled word also occurred because of weak auditory skill. The writers, in this case, could not associate the sounds they have heard with appropriate letters. The representation of vowel *i* indicates that this word was broken down based on its pronunciation, although it was not completely correct. Still, the writers faced difficulty in differentiating sound *t* and *d*, too. She, however, put inappropriate consonant *t* as a representation of sound *d*.

g. **price** (16)

Both *prayed* and **price** are different in the meaning and in the pronunciation. The misspelled word, **price**, is pronounced as /praɪs/, while the correct spelling (*prayed*) is pronounced as /preɪd/. This misspelled word can be classified as misspelling of diphthong. The diphthong *ei* which is represented as letters *a* and *y* is substituted by the writer with single vowel *i*.

Besides, the misspelled word is lack of suffix *-ed* to form past verb. Unfortunately, this form does not exist on it. Thus, in the word **price** also occurred misspelling of suffix.

This is because of poor visual memory. The writer could not make the phoneme-grapheme link correctly and completely. Consequently, she could not visualize the word before breaking it into the written form. Thus,

she faced difficulty in deciding how the word should be represented in the written form and put inappropriate letters sequence.

h. **bird** (18)

The correct vowel has diphthong *ei* which comes from letter sequence *ay*. On the other hand, there is no letter sequence *ay* and diphthong *ei* will not be able to be produced. Therefore, this misspelled word can be involved as misspelling of diphthong.

Besides, this word also can be categorized as misspelling of stop, because there is a misplaced consonant *b*. And, the correct letter is consonant *p*. Still, misspelling of suffix happened in that misspelled word. There is no suffix *-ed* to make the past form. In this case, the writer put only consonant *d*.

The misspelling happened because of poor visual memory. The writer faced difficulty in making the phoneme-grapheme link correctly and completely. Besides, she was confused how the word should be visualized before it was put the word down into the written form. Finally, she put other word which has no relation anymore.

i. **prey** (20)

The writer put incorrect letter sequences to form diphthong *ei*. The diphthong, basically, comes from letter sequence *ay*, while the writer represented it as letter sequence *ey*. Thus, this misspelled word can be involved as misspelling of diphthong. Besides, to form this word correct in spelling, the writer also should add suffix *-ed* after the *y*. Lacking of suffix

-ed, however, makes this misspelled word is categorized as misspelling of suffix.

The misspelled word occurred because the writer could not associate sounds of the word with appropriate letters. The writer, in this case, left the suffix *-ed* at their writing, although it still comes in the word's pronunciation. Still, the writer also tended to write the word based on its pronunciation. It is indicated from representing letters *e* and *y* to represent sound *e* and *i*. In addition, choosing letter *y* as a representation of sound *i* rather than other letters was influenced by the Indonesian language in which letter *y* usually produces sound *i*. Then, the cause of this misspelling is weak auditory skill.

j. **pride** (22)

In the misspelled word, there is no group of letters which produce diphthong *ei*. It just shows single vowel *i*. On the other hand, the diphthong should be represented as letter sequence *ay*. Therefore, this misspelled word can be classified as misspelling of diphthong.

Still, omitting letter sequence *de*, then changing it with suffix *-ed* will make this word correct in spelling. It means that the misspelled word also can be involved as misspelling of suffix.

The misspelled word occurred because the writer faced difficulty in making the phoneme-grapheme link correctly and completely. Then, he was confused how the word should be visualized before it was put down in the written form. Therefore, the cause of this is poor visual memory.

k. **plirt** (23)

The diphthong *ei* comes from letter sequence *ay*. But, this form does not exist in the misspelled word. The writer wrote letter sequence *lir*. Thus, this misspelling can be categorized as misspelling of diphthong. In addition, sound *d* is misspelled by the writer as consonant *t*. This consonant should be replaced with consonant *d* preceded by *e* (to form suffix *-ed*). Therefore, this misspelled word can be classified as misspelling of suffix.

This misspelling is because poor visual memory. The writer could not visualize how the word should look before breaking it into the written form. The inability came from being not able to make the phoneme-grapheme link correctly and completely. Consequently, he faced difficulty in deciding how the word should be represented in the written form put inappropriate letter sequences.

l. **brid** (24)

The correct vowel has diphthong *ei* which is represented as letter sequence *ay*. On the other hand, there is no letter sequence *ay* and diphthong *ei* will not be able to be produced. Therefore, this misspelled word can be involved as misspelling of diphthong.

Besides, this word also can be categorized as misspelling of stop, because consonant *b* is incorrect consonant, while the correct consonant is consonant *p*. Still, the misspelled word can be classified as misspelling of suffix, because suffix *-ed* does not exist in the writer's writing.

This misspelling occurred because of poor visual memory. The writer was confused how the word should be visualized before it was put down in the written form. Besides, she also faced difficulty in making the phoneme-grapheme link correctly and completely. Finally, she put other words which have no relation with the intended word anymore.

m. **pruit** (25)

The misspelled word can be categorized as misspelling of diphthong, because the writer did not write the word with correct letters which form diphthong. She spelled diphthong *ei* as vowel *u* followed by vowel *i*. In addition, the suffix *-ed* as a past form sign is not represented correctly. The writer put consonant *t* where the suffix should be. This misspelling, however, can be classified as misspelling of suffix.

This misspelled word is because of poor visual memory. The writer could not make the phoneme-grapheme link correctly and completely. Then, she could not visualize the word and break down the word into the written form. Thus, she faced difficulty in deciding how the word should be represented in the written form and put inappropriate letter sequences.

n. **pried** (28)

Diphthong *ei* comes from letter sequence *ay*. But, in the misspelled word, letter sequence *ay* is substituted with vowel *i*. Thus, this misspelled word can be classified as misspelling of diphthong.

This misspelling happened because of poor visual memory. The writer, however, could not make the phoneme-grapheme link correctly and

completely. Besides, she could not visualize the word and break down the word into the written form. Consequently, she faced difficulty in deciding how the word should be represented in the written form, and then put inappropriate letters sequence.

4. god

This word was pronounced as /gɔd/. It was misspelled as:

a. **gat** (1, 5, 8, 11, 15)

This misspelled word can be classified as misspelling of vowel, because vowel *a* in word **gat** is incorrect vowel and should be changed with vowel *o*. Besides, the misspelled word can also be categorized as misspelling of stop, because the writer spelled sound *d* (from *god*) as consonant *t*.

This misspelling happened because the writers wrote letters based on its pronunciation. It can be looked when the writers misspelled vowel *o* due to it was pronounced as σ . In addition, the writers could not distinguish sound *t* and *d* which both are involved to alveolar stops. In this case, the writers might have difficulty in their phonological awareness. Finally, the cause of this misspelling is weak auditory skill.

b. **geth** (2)

The misspelled word can be involved as misspelling of vowel, because the correct vowel *o* is substituted by the writer with vowel *e* although, in the pronunciation, vowel *o* is sounded as σ . Besides, the

misspelled word can also be categorized as misspelling of stop, because letter *d* is spelled as letter *t* and that word is ended by adding letter *h*.

This is because of poor visual memory. In this case, the writer could not form the phoneme-grapheme link as a picture in his mental before breaking the word down into the written form. It means that he also could not visualize how the word should look. Then, he put inappropriate letter sequence in his word.

c. **cat** (16, 22)

In the misspelled word, there is vowel *a*. This vowel is incorrect if it is used to represent sound σ (the pronunciation of *god* is / $g\sigma d$). The writer substituted the correct vowel *o* with vowel *a*. Then, this misspelled word can be classified as misspelling of vowel. Still, misspelling of stop also happened in this word. The writer, however, represented the heard sound *d* as consonant *t*. Finally, the misspelled word also has incorrect consonant to form sound *g*. The writer, however, represented sound *g* as consonant *c* in the written form.

The misspelling happened because of weak auditory skill. They wrote letters based on the word's pronunciation. It can be looked at the vowel *a* as a substitution of vowel *o* because it was pronounced as σ . The writers also could not distinguish sound *t* and *d*, which both are involved to alveolar stops, and then they put consonant *t* as a representation of sound *d*. This, however, might relate with the writer's phonological awareness.

d. **got** (24, 25, 28)

This misspelled word can be classified as misspelling of stop, because there is incorrect letter *t*. The correct letter is consonant *d* as a representation of final sound *d*.

This misspelling happened because of poor visual memory. The writers, however, could not form the phoneme-grapheme link completely correct as a mental picture in order to be able to break down into the written form. It is indicated from the vowel *o* as a representation of sound σ , but the visualization was not successful in analyzing sound *d*. It means that they also could not visualize how the word should look and tended to put inappropriate letter sequence in their word.

e. **gate** (26)

This misspelled word can be classified as misspelling of vowel, because letter *a* in word **gate** is incorrect letter and should be changed with vowel *o*. Besides, the misspelled word can also be categorized as misspelling of stop, because the writer wrote incorrect consonant *t* which should be spelled as consonant *d*. Then, omitting final vowel *e* will make this word correct in spelling.

This misspelled word occurred because of weak auditory skill. He wrote letters based on the word's pronunciation, although he still put final silent *e* in his writing. It can be seen when the writer misspelled vowel *o* as vowel *a* due to it is pronounced as σ . Still, the writer also could not

distinguish sound *t* and *d* which both are involved to alveolar stops. This, however, might relate to the writer's phonological awareness.

f. **get** (27)

In the misspelled word, vowel *e* is incorrect vowel and it should be changed with vowel *o*. So, it can be classified as misspelling of vowel.

Still, the misspelled word can also be categorized as misspelling of stop, because the writer wrote incorrect letter *t* which must be spelled as letter *d*.

This misspelling is because of poor visual memory. The writer, however, could not link the phoneme-grapheme as a mental picture before breaking the word down into the written form. Then, she also could not visualize how the word should look and tended to put inappropriate letter sequence in her word.

5. **lost**

This word is past form of the word *lose*. It is pronounced /lɔːst/. The misspelled words are:

a. **lays** (1)

This misspelled word can be categorized as misspelling of vowel because vowel *o* is not spelled correctly, but the writer spelled it with letters *a* and *y*. Besides, this misspelled word also can be classified as misspelling of consonant preceded by consonant, because there is omitted consonant which should be placed at the end of the word. That omitted consonant is consonant *t*.

This misspelling occurred because the writer could not associate sounds she has heard with appropriate letters. She could not make phoneme-grapheme link and could not visualize how the word should look. Therefore, the cause of this misspelled word is poor visual memory.

b. **los** (6, 11, 16)

This misspelled word can be categorized as misspelling of consonant preceded by consonant, because there is omitted consonant which should be placed at the end part and it also still comes in word's pronunciation. That omitted consonant is consonant *t*.

On the other case, this misspelling occurred because the writer could not associate sound they have heard with appropriate letter. Besides, the writer did not analyze the sound *t* carefully. Consequently, the writers just wrote word from what they have heard. It can be looked when the writers were asked to write down the way of pronunciation of *lost*. They, however, wrote the way of pronunciation of *lost* as /los/. Thus, the cause of this misspelling is weak auditory skill.

c. **lose** (20, 21)

The misspelled word can be categorized as misspelling of consonant preceded by consonant, because there is consonant which does not place at the end of the word. That omitted consonant is consonant *t*. On the other hand, the writer placed vowel *e* and the end part.

This misspelled word is because of weak auditory skill. The writers could not associate sounds they have heard with appropriate letters and did

not analyze the sound *t* carefully. On the other hand, they tended to leave consonant *t* as a sign of past form and put final silent *e* at the end of the word.

6. heard

This word is past form of the word hear and the pronunciation is /hɜ:d/. the misspelled words are:

a. **hear** (1, 2, 4, 12, 15, 21)

This misspelled word can be classified as misspelling of consonant preceded by consonant because consonant *d*, actually, should be written after consonant *r* to form sound *d* in the pronunciation (the pronunciation of *heard* is /hɜ:d/).

It happened because the writers could not associate sounds they have heard with appropriate letters. They might not analyze the sound *d* carefully. Thus, this misspelling is because of weak auditory skill.

b. **head** (3)

This misspelled word can be classified as misspelling of silent letter. That silent letter is letter *r* because it does not come in the pronunciation (/hɜ:d/). Letter *r* should be placed before consonant *d*, but the writer just wrote consonant *d*.

The writer, in this case, just wrote word based on its pronunciation. The word *heard* was pronounced as /hɜ:d/ in which it was without the sound of consonant *r*, then the writer did not put consonant *r* in her

writing. Therefore, the cause of this misspelled word is weak auditory skill.

c. **heir** (5)

This misspelled word can be categorized as misspelling of digraph, because digraph *ea* as representation of sound 3: is changed with digraph *ei*. Besides, it is also able to be involved as misspelling of consonant preceded by consonant, because there is omitted consonant *d* which should be written at in the end of the word. Moreover, consonant *d* still comes in the word's pronunciation.

This occurred because the writer could not form the phoneme-grapheme link as a mental picture in her mental, so she represented the word in inappropriate letter sequence. In this case, the writer was confused how the letters should be represented in the written form. She, however, have tried to compare with the word that she has ever seen it, but it could not be visualized correctly and completely. Therefore, the cause of this misspelling is poor visual memory.

d. **her** (6, 8)

Letter sequence *ea* of *heard* results single sound 3: when it is pronounced. This letter sequence is called digraph. This digraph, however, cannot be found in the misspelled word **her**. The writer just put single vowel *e*. Thus, this misspelled word can be classified as misspelling of digraph.

In addition, the misspelled word does not have a consonant to represent sound *d*. The intended consonant is consonant *d* and should be placed at the end of the word. Then, this word can be categorized as misspelling of consonant preceded by consonant.

That misspelling happened because the writers could not associate the heard sounds with appropriate letters and they might not pay attention at sound *d* carefully. Thus, the cause of this is weak auditory skill.

e. **here** (7, 18, 19)

Based on its pronunciation, the word *heard* has sound 3: which comes from a digraph *ea*. The group of vowel, unfortunately, cannot be seen in the word **here**. The digraph is spelled as single vowel *e*. Thus, this misspelled word can be categorized a misspelling of digraph. Besides, this misspelled word is also lack of final consonant *d* which still comes in the word's pronunciation. Therefore, this can be classified as misspelling of consonant preceded by consonant.

The misspelled word is because of weak auditory skill. The writers could not associate the sounds they have heard with appropriate letters. In addition, they were interfered with the other word which have same pronunciation with the present form, *hear* (*hear* is pronounced as /hɪə(r)/ and so is **here**). It means that because of being not able to associate the sounds with appropriate letters, interfering from other word and no analysis in word's constituent part, the writers put inappropriate letter in their word.

f. **heart** (10)

The final sound *d* comes from consonant *d*. But, the consonant is spelled incorrectly by the writer. He put consonant *t* to represent the heard sound *d*. This, however, can be classified as misspelling of consonant preceded by consonant.

It occurred because of weak auditory skill. The writer, in this case, felt doubt with the other word (**heart**) after having the sound of the word *heard*. He could not analyze completely the heard sounds when it was compared with the pronunciation of the word **heart** (*hɑ:t*) which has been in his memory. He, then, could not associate sounds he has heard with appropriate letters. Moreover, when the word **heart** interfered his perception. Still, he also had difficulty in differentiating *t* and *d* which come at the end part.

g. **hier** (11, 17)

The sound *ɜ:* is produced from vowels *e* and *a*. This form is called digraph. But, that form cannot be found in the misspelled word. Digraph *ea* is substituted with letter sequence *ie*. Therefore, it can be categorized as misspelling of digraph. Besides, there is also misspelling of consonant preceded by consonant. We can see that the writer did not write letter *d* in the end of the word although the sound comes in the word's pronunciation.

This misspelled word occurred because of weak auditory skill. This word was written from what the writers have heard the sound. They

associated sounds they have heard by putting the word's pronunciation, especially the pronunciation of the present form, *hear*.

h. **hiyer** (16)

The misspelled word can be categorized as misspelling of digraph. Digraph *ea* is substituted with three letter sequence *iyē*. Besides, there is also misspelling of consonant preceded by consonant. It can be seen that the writer did not write letter *d* in the end of the word although the sound comes in the word's pronunciation.

The misspelling happened because the writer could not analyze the word into its constituent parts. She could not associate sounds she has heard with appropriate letters. Specifically, the writer wrote the word based on its pronunciation. As the writer's act when she was asked to write down the way of pronunciation of *heard*, she wrote */hiyer/*. It means that, the writer also wrote word based on how it is usually pronounced by herself instead of based on the word's pronunciation. Then, the additional *y* indicated that the writer was influenced by Indonesian spelling system in which letter sequence *iyē* can produce sound *ie*. Therefore, the cause of the misspelled word is weak auditory skill.

7. **thunder**

This word is pronounced as */θʌndə(r)/*. The misspelled words from this are:

a. **tander** (1, 15)

The incorrect letter is vowel *a*. It should be written with vowel *u* to form sound \wedge . Then, this misspelled word can be involved as misspelling of vowel. Besides, it also can be categorized as misspelling of fricative, because the writers could not represent sound θ correctly. They, however, left letter *h* which should be put at the second sequence to form that sound.

The misspelled word is because of weak auditory skill. The writers, in this case, could not make sound θ in the written form and that condition might relate with their phonological awareness. It can be looked when the researcher showed the two words **tander** and *thunder*, the writers said that the consonant *t* of **tander** and *th* in *thunder* had no any difference in their pronunciation.

Still, the writers also wrote word based on the way of pronunciation and it can be looked at the incorrect vowel *a*. This relates with the first language of the writers in which vowel *a* can only produce sound *a* as the writers said in the interview that in Indonesian language, sound *a* usually was represented as vowel *a*. Thus, they put vowel *a* as a representation of sound \wedge based on the assumption that sound \wedge is commonly from vowel *a*.

b. **tandher** (3)

The incorrect letter is vowel *a*. It should be written with vowel *u*. Therefore, this word can be categorized as misspelling of vowel. The next, letter *h* is not written after letter *t* to form sound θ , while letter *h* is added

before letter *e*. Then, this is involved as misspelling of fricative, because there is no letter *h* after consonant *t* to form sound θ . Still, sound *d* is represented incorrectly in which it is spelled as two consonants *d* and *h*. thus, this word contains misspelling of single consonant.

It happened because of weak auditory skill. The writer, however, could not associate the sounds she has heard with appropriate letters. She associated the sound \wedge with letter *a*. That association, on the other hand, was not correct. It means that the writer tended to put letter (as a representation of sounds) from what they have heard.

c. **tunder** (4, 11, 12, 14, 16)

In that misspelled word, letter *h* which should be placed after letter *t* is omitted. The letter sequence *th*, however, represents one sound θ in pronunciation's way. Then, this misspelled word can be categorized as misspelling of fricative.

The misspelling happened because the writers could not visualize the word correctly in the written form. They, however, have been able to link the phoneme-grapheme, but it was done incompletely when the word should be broken down into the written form. They were confused how the letters should be represented. Therefore, the cause of this is poor visual memory.

Further, there is a writer (12) who misspelled this word because he had "slip of the pen" in the process of writing. He had mechanical problem when the word was put down into the written language. But, actually, the

writer has known this word before—whether the form and the meaning— and could revise his misspelled word with the correct one. Thus, the cause of the misspelled word is motor skill.

d. **thander** (5, 17)

The writer did misspelling at the first vowel. The vowel *a* has to be substituted with vowel *u* to form sound \wedge . In this case, the misspelling can be classified as misspelling of vowel.

As the second form of misspelling word, this also occurred because of weak auditory skill. The writers apparently wrote the word from how the sounds came. It can be looked at the vowel. Vowel *a*, in this case, was put by the writer as a representation of sound \wedge . It means that the writers could not associate sounds they have heard with appropriate letters and they tended to write word from what it has been uttered.

8. prosperous

The word is pronounced as /prɒspərəs/. It has many forms of misspelled word as follows:

a. **brobrewies** (1)

This misspelled word contains many incorrect letters. The writer wrote both letter *ps* become *b* and first letter *s* is omitted. Then, the position between letter *r* and vowel *e* is exchanged each others. Vowel *e*, actually, should be placed before letter *r*. Finally, digraph *ou* in word *prosperous* which sounds ə is misspelled as letters *w*, *i* and *e*.

From those indications, the misspelled word can be classified as misspelling of stop. Besides, it also can be categorized as misspelling of digraph, because digraph *ou* is not represented with correct letters in the written form.

b. **prosprerius** (2)

This misspelled word just has one incorrect letter. The writer misspelled digraph *ou*, which results sound ə, as digraph *iu*. So, the misspelling can be categorized as misspelling of digraph.

c. **broospreeys** (3)

In this misspelled word, the writer wrote first *p* as *b*, added *o* before first *s*, put two vowels *e* followed by *y* before second *s*. The two vowels *e* and *y* are in the position of digraph *ou* which results sound ə. Thus, letter *e* and *r* are not in correct sequence, they are exchanged one another. This misspelled word, however, can be classified as misspelling of stop, vowel and digraph.

d. **brows prewiors** (5)

The writer divided the word into two parts and put many incorrect letters. She wrote first *p* becomes *b*, first vowel *o* as representation of sound σ becomes letters *o* and *w*. In addition, the writer did not place second *r* and vowel *e* at incorrect sequence. Letter *r*, actually, should be placed after vowel *e*. Then, digraph *ou* which results sound ə is misspelled as letters sequences *w*, *i* and *o*. Finally, the writer added letter *r* before second *s*.

From those conditions, we can categorize this misspelled word as misspelling of stop. Besides, it also can be classified as misspelling of vowel, because there is vowel *o* which is represented with incorrect letters (*o* and *w*) and as misspelling of digraph, because digraph *ou* is not written with correct digraph.

e. **prosperius** (6)

This misspelled word can be classified as misspelling of digraph, because digraph *ou* which results sound ə is misspelled as digraph *iu*.

f. **prosporius** (7)

The misspelled word has incorrect vowel. It is second vowel *o* which is put after second consonant *p*. The correct vowel for this is vowel *e* as a representation of sound ə (the pronunciation of *prosperous* is /prɒspərəs/). This misspelling, then, can be classified as misspelling of vowel. At the same case, second sound ə should be represented as digraph *ou* in the written form. But, in the misspelled word, sound ə is spelled as *iu*. So, this can be involved as misspelling of digraph.

g. **prosperious** (8)

This misspelled word can be involved as misspelling of digraph. The digraph of the word *prosperous* is *ou* which produces sound ə. But, the writer substituted the correct digraph with letter sequence *iou*.

h. **prospherius** (9)

This misspelled word can be categorized as misspelling of digraph, because digraph *ou* which is produces single sound ə is misspelled as

digraph *iu*. In addition, this misspelled word also can be involved as misspelling of single consonant, because the writer wrote second *p* by adding it with letter *h*. In the fact, the writer just needs to put single consonant *p* before vowel *e*.

i. **prosebaries** (10)

The misspelled word contains incorrect vowel *a*. It should be replaced with vowel *e*. This can be categorized as misspelling of vowel. Besides, digraph *ou* which forms single sound ə cannot be seen in the misspelled word. The writer, on the other hand, spelled the sound ə as *ie*.

Then, this misspelled word also contains misspelling of digraph. The last, consonant *b* in **prosebaries** is incorrect. The correct consonant is consonant *p*. Therefore, misspelling of stop also occurred.

j. **prouspierious** (15)

There is an additional vowel that makes the word as misspelled word. It is first vowel *u* and vowel *i*. The vowel *u* should be omitted and let vowel *o* to represent sound σ. Thus, it can be categorized as misspelling of vowel. Besides, this misspelled word also can be involved as misspelling of digraph. The digraph of the word *prosperous* is *ou* which produces sound ə. The writer, however, substituted the correct digraph with letter sequence *iou*.

k. **brospaires** (11)

The misspelled word contains incorrect two vowels *a* and *i*. Those incorrect vowels should be replaced with single vowel *e*. This can be categorized as misspelling of vowel.

Besides, digraph *ou* which forms single sound ə cannot be seen in the misspelled word. The writer, on the other hand, spelled the sound ə as single vowel *e*. Therefore, this misspelled word also contains misspelling of digraph. The next, consonant *b* at the beginning of the word is incorrect consonant. The correct consonant is consonant *p*. Therefore, misspelling of stop also occurred.

The eleven misspelled words (a—k) above have same cause of misspelling. They are because of poor visual memory. The writers, in this case, could not form the phoneme-grapheme link as a picture in their mental. It influences to the process of visualizing the word before breaking it down into the written form.

Consequently, they put inappropriate letter sequence and a writer divided that word into two parts such as **brows prewiors**. Besides, the inability in visualizing the word can be looked at the letters added by the writers such as additional vowel *u* in digraph *ou* (**prosperious**), additional letter *h* to represent sound *p* (**prospherius**), additional vowel *u* in forming sound σ (**prouspierious**) and the others. In addition, in the interview, the writers said that, actually, they have known and imagined the word, but they faced difficulty in putting the word down into the written language.

l. **bres beries** (16)

In this misspelled word, the writer divided it into two words. The writer had misspelling of stop, because she wrote incorrect letter in position of letter *p*. She spelled both letter *p* as letter *b*. Then, misspelling of vowel also appears in that misspelled word. Vowel *o*, actually, should be written after first *r*, but the writer substituted the vowel *o* with vowel *e*. The next, the other kinds of misspelling is misspelling of digraph, because the correct digraph *ou* is spelled as digraph *ie*.

This misspelled word is because of weak auditory skill, because the writer could not associate the heard sounds with appropriate letters. Besides, the indication that the writer could not distinguish voiced and voiceless bilabial stops sound (*b* and *p*) shows that the cause of misspelling is weak auditory skill.

m. **prosperes** (17)

Second sound ə of *prosperous* is resulted from digraph *ou* in the written form. But, in this case, the writer did not put any digraph. He, however, represented the sound by placing single vowel *e*. Therefore, this misspelled word can be involved as misspelling of digraph.

The misspelled word happened because of the writer's weak auditory skill. He, however, tended to write the word based on its pronunciation. In this context, the both vowel *e* are represented due to they place sound ə. It means that the writer did not analyze the word deeply. he

apparently just put the word down into the written form after hearing the sounds.

n. **prospires** (18)

First sound ə of *prosperous* is represented as vowel *e*, while the second one is represented as digraph *ou* in the written form. On the other hand, the writer did not put any digraph and he put incorrect vowel as a representation of sound ə. He, however, changed correct vowel *e* with vowel *i* and represented second sound ə by placing single vowel *e*.

Therefore, this misspelled word can be involved as misspelling of digraph and misspelling of vowel.

o. **propeorus** (19)

That misspelled word can be involved to some kinds of misspelling. First, it is classified as misspelling of vowel. The vowel *e* was not represented correctly because the writer added vowel *o* after vowel *e*.

Next, digraph *ou* which forms sound ə was also not spelled correctly. The writer represented single vowel *u*. In the fact, he should put a group of vowels *o* and *u* as digraph to form the sound ə. So, this also can be involved as misspelling of digraph. Finally, lacking of consonant *s* before second *p* makes this word incorrect in spelling. And, it can be involved as misspelling of single consonant.

p. **prou s peries** (20)

There are two kinds of misspelling found in that misspelled word.

First is misspelling of vowel. The correct vowel *o* is spelled as vowels *o*

and *u*. Second is misspelling of digraph. The digraph of the word *prosperous* is *ou* which produces sound ə (the pronunciation of *prosperous* is /prɒspərəs/). However, the writer substituted the correct digraph with letter sequence *ie*.

q. **proporius** (21)

The misspelled word can be classified to some kinds of misspelling. First, it can be involved as misspelling of vowel. The vowel *e* as a representation of sound ə is not represented correctly. On the other hand, the writer put incorrect vowel *o* in his writing.

Then, digraph *ou* which produces sound ə is also misspelled by the writer. He represented sound ə as vowel *i* followed by vowel *u*. And, this is classified as misspelling of digraph. Finally, lacking of consonant *s* before second *p* makes this word incorrect in spelling. And, it can be categorized as misspelling of single consonant.

r. **prosperios** (22, 28)

This misspelled word just has one incorrect letter. The correct letter consists of digraph *ou* which results sound ə, but the writer spelled it as digraph *io*. So, the misspelling can be categorized as misspelling of digraph.

s. **prospeoros** (23)

This misspelled word can be categorized as misspelling of digraph, because digraph *ou* which produces single sound ə is misspelled as single vowel *o*. In addition, this misspelled word also can be involved as

misspelling of vowel, because the writer wrote vowels *e* and *o* after second *p*. In the fact, the writer just needs to put single vowel *e* after consonant *p*.

t. **prouspereous** (24)

The misspelled word can be categorized as misspelling of vowel. The correct vowel *o* is not represented correctly by the writer. The vowel is spelled as vowels *o* and *u* by the writer. Besides, this misspelled word also can be involved as misspelling of digraph. The digraph of the word *prosperous* is *ou* which produces sound ə. However, the writer substituted the correct digraph with letter sequence *eou*.

u. **prouse piries** (24)

This misspelled word can be involved as misspelling of digraph. The digraph of the word *prosperous* is *ou* which produces sound ə. But, the writer substituted the correct digraph with letter sequence *ie*.

Besides, this misspelled word also can be categorized as misspelling of vowel, because vowel *o* which is placed after first consonant *r* is misspelled by the writer by adding the vowel *u*. And, vowel *i* after second *p* cannot result sound ə. It, however, should be substituted with the correct vowel *e*.

v. **proseperies** (26)

The misspelled can be categorized as misspelling of digraph, because vowel *ou* to represent single sound ə cannot be seen in the misspelled word. The writer, on the other hand, spelled the sound ə as *ie*.

w. **preparius** (29)

The misspelled word can be classified as misspelling of vowel, because it contains two incorrect vowels. First incorrect vowel is vowel *e*. the vowel *e* should be changed with vowel *o* to form sound σ . Then, vowel *a* is also incorrect and it should be substituted with vowel *e* as a representation of first sound α . In addition, the misspelling of digraph also happened. Second sound α , however, should be represented as vowel *ou*. But, the writer put other vowels, she put vowel *i* followed by *u*.

x. **prust peries** (27)

The misspelled word can be categorized as misspelling of vowel. The correct vowel *o* is not represented correctly by the writer while the vowel is misspelled as vowel *u*. Besides, this misspelled word also can be involved as misspelling of digraph. The digraph of the word *prosperous* is *ou* which produces sound α . However, the writer substituted the correct digraph with letter sequence *ie*.

In addition, sound *s* from the pronunciation of *prosperous* (/prɒspərəs/) comes from single consonant *s*. But, in the misspelled word, there is an additional consonant *t*. Then, this can be involved as misspelling of single consonant.

y. **prusperious** (30)

The first vowel *u* is incorrect vowel. It, however, should be changed with the correct vowel *o* to represent sound σ . Thus, the misspelled word can be classified as misspelling of vowel. Then, the

second sound ə comes from digraph *ou*. But, the digraph *ou* cannot be represented correctly. The writer, on the other hand, put three vowels, *i*, *o* and *u*. Therefore, the misspelled word is categorized as misspelling of digraph.

z. **prospereous** (31)

The word prosperous has digraph *ou* which produces sound ə. But, the digraph *ou* cannot be represented correctly by the writer. She added vowel *e* before letter sequence *ou*. Because of the additional vowel, this misspelled word is categorized as misspelling of digraph.

The thirteen forms of the misspelled word above (n—z) happened because the writers could not form the phoneme-grapheme link as a picture in their mental. Then, they also could not visualize how the word should represent before breaking it down into the written form. The inability in visualizing the word can be looked at the letters put by the writers such as additional vowel *u* in forming sound σ (**prousperies**), additional consonant *t* to represent sound *s* (**prust peries**), vowel *i* in digraph *ou* (**prusperious**), additional silent *e* (**prose piries, prose peries**), omitting consonant *s* (**propeorus, preparius**), additional vowel *u* to sound σ (**prouse peries, prouspereous**), vowel *e* in digraph *ou* (**prospereous, prouspereous**) and the others.

9. mother

This word is pronounced as /m^hðə(r)/. There is only a misspelled word of it. It is in the form of **mather** (3). The misspelled words can be categorized as

misspelling of vowel because the vowel *o* of it is substituted with vowel *a*.

The writer considered the sound \wedge comes from vowel *a*.

This misspelled word, then, happened because the writer wrote the word based on the way of the word is pronounced. It can be looked how she put vowel *a* as a vowel's substitution of *o*. Therefore, the cause of this misspelling is weak auditory skill.

10. brother

This is pronounced as /br \wedge ðə(r)/. It has two forms of the misspelled word.

They are:

a. **brather** (3)

The misspelled words can be categorized as misspelling of vowel because the vowel *o* of it is substituted with vowel *a*. The writer considered the sound \wedge comes from vowel *a*. This misspelled word happened because of weak auditory skill. In this case, she wrote word based on the heard sound.

b. **broter** (24)

Sound ð is formed from letter sequence *th*. That letter sequence does not exist in the misspelled word. The writer, however, just put consonant *t*. Because of this condition, the misspelled word can be involved as misspelling of fricative.

The misspelling occurred because of poor visual memory. She could not visualize the word correctly in the written form. She, however, have been able to link the phoneme-grapheme, but it was done complete

when the word should be broken down into the written form. She was confused how the letters should be represented.

11. prayed to God

Those words are pronounced as /preɪd/ /tu:/ /gɒd/. These are misspelled as one word such as:

a. **prydducat** (3)

In this case, the misspelled word presents double *d* as a result of uniting sound *d* in the end of first word (*prayed*) with sound *t* in the beginning of second word (*to*). While, letter *d* in *God* is substituted with letter *t* and diphthong *ei* cannot be represented correctly in the written form (the pronunciation of *prayed* is /preɪd/). Letter sequence *ay* which produces diphthong *ei* is only written as letter *y*. Indeed, taking incorrect consonant *c* where consonant *g* should be placed also occurred. The writer spelled *g* sound in *God* with letter *c* in forming hard *c*.

Finally, this misspelled word also has incorrect vowel, because the vowel *o* which should be placed (to form the word *God*) is substituted with vowel *a*. Those misspelling indications come from three words and they are collected into one sequence. Therefore, this misspelling can be categorized as misspelling of combined words.

b. **preducat** (6)

Generally, this misspelled word can be categorized as misspelling of combined words, because this misspelled shows misspelling indications which come from some words and are collected to one word. There, letter

d unites final sound *d* of word *prayed* and sound *t* of word *to* and letter *d* in *god* is substituted with letter *t*.

In addition, the misspelled word also has incorrect in representing diphthong *ei* which should be represented as letters *ay* (the pronunciation of *prayed* as /preɪd) is only substituted with vowel *e*. Next, the writer spelled sound *g* in word *god* with letter *c* and we also can find incorrect vowel because vowel *o* which should be placed before the last letter *t* is substituted with vowel *a*.

c. **preducut** (12)

This misspelled word can be involved as misspelling of combined words, because this misspelled shows misspelling indications which come from uniting some words. There, single consonant *d* unites sound *d* of word *prayed* and sound *t* of word *to*. And, letter *d* in *God* is substituted with consonant *t*.

In addition, the misspelled word also has incorrect in representing diphthong *ei* which should be represented as letters *ay* (the pronunciation of *prayed* as /preɪd) is only substituted with vowel *e*. Next, the writer spelled sound *g* in word *God* with letter *c*. Finally, we also can find incorrect vowel because vowel *o* which should be placed before the last letter *t* is substituted with vowel *u*.

d. **preduged** (17, 27)

The misspelled word contains misspelling indications which are collected to one word sequence. There, letter *d* comes to unite the sound *d*

in the word *prayed* and sound *t* from the word *to*. Besides, the misspelled word also has incorrect in representing diphthong *ei* which should be represented as letters *ay* (the pronunciation of *prayed* as /preɪd) is only substituted with vowel *e*.

Next, we also can find incorrect vowel *o* that should be placed after consonant *g*. It, however, is substituted with vowel *e*. Therefore, this misspelled word can be categorized as misspelling of combined words.

e. **prettugad** (19)

In this case, the misspelled word presents double *t* as a result of uniting sound *d* in the end of first word (*prayed*) with sound *t* in the beginning of second word (*to*). In addition, it also cannot represent diphthong *ei* correctly in the written form (the pronunciation of *prayed* is /preɪd/). Letter sequence *ay* which produces diphthong *ei* is only written as single vowel *e*.

Indeed, this misspelled word also has incorrect vowel, because the letter *o* which should be placed (to form the word *God*) is substituted with letter *a*. Based on the indications, this misspelling can be categorized as misspelling of combined words.

f. **preduckat** (21)

The misspelled word shows misspelling indications which come from some words, then unite them into one word. There, letter *d* comes to unite final silent *d* of the words *prayed* and beginning sound *t* of the word *to*. Besides, consonant *g* in *God* is spelled as consonant *c* followed by *k*. In

addition, the misspelled word also has incorrect in representing diphthong *ei* which should be represented as letters *ay* (the pronunciation of *prayed* as /preid) is only substituted with letter *e*.

Next, we also can find incorrect vowel because vowel *o* that should be placed before the last letter *t* is substituted with vowel *a*. Still, there is no suffix *-ed* from the word *prayed* as past verb sign. Therefore, this misspelled word can be categorized as misspelling of combined words.

All of the misspelled words of *prayed to God* are because of poor visual memory. The writers could not break the constituent parts of the words down into the written form correctly. In this case, they made false dealing with uniting the phrase into one word. It means that the writers faced difficulty in visualizing the words in their mental as a picture before putting the phrase down into the written form. Consequently, they put inappropriate letters sequence and quite different with the intended phrase.

12. to

This word is pronounced as /tu:/. It is misspelled as:

a. **do** (3)

In the misspelled word, the writer wrote consonant *d* as a substitution consonant for *t*. Then, this can be categorized as misspelling of stop. And, this misspelling happened because the writer could not distinguish between voiced alveolar stop (*d*) and voiceless alveolar stop (*t*). It means that the cause of the misspelling is weak auditory skill.

b. **the** (22)

The correct spelling is *to* which is pronounced as /tu:/, while the misspelled word **the** is pronounced as /ðə/. It means that both are different in the way of pronunciation. In this case, the writer misspelled consonant *t* from *to* as consonants *th* which produces sound ð. This misspelling, however, can be categorized as misspelling of single consonant.

Still, the misspelled word also can be classified as misspelling of vowel, because the vowel *e* in **the** is incorrect vowel. It is not appropriate to form sound *u*.

And, the misspelling happened because the writer did not form the phoneme-grapheme link correctly. Then, the writer could not visualize the word as a picture in the mental. Consequently, the writer put inappropriate letter sequence in the written form. Thus, the cause of this is poor visual memory.

13. **get**

This word is pronounced as /get/ and misspelled as one form **cat** (3, 16).

The writer used vowel *a* as a representation of sound *e*. This vowel is incorrect and should be substituted with single vowel *e*. Thus, misspelled word can be classified as misspelling vowel. In this misspelled word, however, the writers could not distinguish sound *e* in *get* (/get/) and sound *æ* in *cat* (/kæt/). And, they might interpret sound *g* as hard sound of letter *c*. Therefore, the cause of this misspelled word is weak auditory skill.

14. they

That is pronounced as /ðeɪ/. The misspelled words are:

a. **de** (3)

This misspelled word can be categorized as misspelling of fricative, because letters *th* in *they*, which results sound ð, are substituted with sound *d*. Besides, this misspelling also can be classified as misspelling of diphthong, because the misspelled word does not show letter sequences *ey* to form diphthong *eɪ* (the pronunciation of *they* is /ðeɪ/). The writer omitted letter *y* that should be written in the end of the word.

This misspelled word occurred because the writer could not understand about how should represent sound ð in the written form and she faced difficulty in breaking the constituent part of word down into the written form. Therefore, the cause of misspelling is poor visual memory.

b. **ther** (6, 10)

Diphthong *eɪ* is represented as vowel *e* followed by *y* in the written form. But, in this case, the writer misspelled letter *y* and substituted it with letter *r*. Then, this misspelling can be classified as misspelling of diphthong.

This misspelling happened because of poor visual memory. The writers could not decide how make the phoneme-grapheme link in order to able to be visualized before breaking it into the written form. The letter *y*

as a representation of sound *ɪ* could not be visualized correctly as the mental picture, and then they put inappropriate consonant *r*.

c. **their** (5, 9, 14)

From that misspelled word, we can see that letters *i* and *r* are incorrect. They should be substituted with letter *y* to form diphthong *eɪ* (the pronunciation of *they* is /ðeɪ/). Based on that condition, this word can be classified as misspelling of diphthong.

It happened because the writers might not be able to associate sounds they have heard with appropriate letters. They, basically, have heard sounds ð and əɪ, but they felt doubt with word *their* which actually was pronounced as /ðæ(r)/ where sound *r* is pronounced softly. Therefore, the cause of misspelling is weak auditory skill.

d. **the** (17)

The correct spelling has diphthong *eɪ* and it is written as letter sequence *ey*. On the other hand, we cannot see that letter sequence in the misspelled word. The writer just ended his word by putting single vowel *e*. Thus, this can be classified as misspelling of diphthong.

This misspelling is because of poor visual memory. The writer, however, could not visualize how the word should look. He faced difficulty in making the phoneme-grapheme and it may effect in the process dealing with breaking it into the written form.

15. a

It is involved to an indefinite article and pronounced as /ə/. This article has come from of misspelled word. It is **the** (4). The correct spelling is *a* which should be pronounced as /ə/. While, the misspelled word is pronounced as /ðə/. The writer represented sound ə as word *the*, which has the same final sound, with the word *a*. Thus, this misspelled word can be classified as misspelling of vowel, because the correct vowel *a* cannot be represented correctly into the written form.

The misspelled word happened because the writer could not understand about how should represent sound ə in the written form. She, actually, has been success in visualizing sound ə as a picture in her mental. It can be looked at the misspelled word which also has sound ə at the end part, but the writer was difficult to break the constituent part of word down into the written form. Therefore, the cause of misspelling is poor visual memory.

16. shirt

This word is pronounced as / as /ʃɜ:t/ and has only one misspelled word. It is **shurt** (4). This misspelled word can be classified as misspelling of vowel, because vowel *i* is substituted with vowel *u*.

This is because of poor visual memory. The writer could not visualize how the word should look. She faced difficulty in making the phoneme-grapheme and it might effect in the process deals with breaking it into the written form.

17. woman

This word is pronounced as /wʊmən/. It is misspelled as **women** (4). This misspelled word, actually, is correct English vocabulary. It is a plural form of *woman*, but, in this context, **women** is misspelled word. In that misspelling, the writer wrote vowel *a* with vowel *e* to represent sound ə. Then, this misspelled word can be involved as misspelling of vowel.

And, the cause of misspelling is weak auditory skill because the misspelled word was written based on the pronunciation by the writer. It means that the writer just wrote word from what she has heard.

18. mathematics

The word is pronounced as /mæθəmətikʃ/. The misspelled word of it is **matematic** (5). This word, actually, did not come from teacher's dictation. The writer wrote this based on her initiative. From the misspelling, we can see that there are two omitted letters *h* and *s*. Letter *h* should be placed after first letter *t* to make sound θ. The writer, however, did not write that letter, so that sound θ cannot be made. Then, this misspelled word can be involved as misspelling of fricative.

Besides, letter *s* is not written after *c* to indicate 'a study of' and to make sound *s* in the pronunciation. Therefore, this misspelled word can also be categorized as misspelling of consonant preceded by consonant.

In the other case, the writer (actually) did not understand that she has misspelled certain word. She was unaware of the omitted letters *h* and *s*. Then, the writer also could not try to make the correct form of it. The writer assumed

that she has written the word with correct spelling. Therefore the cause of this misspelled word is because of unaware of having misspelling problem.

19. magazine

This is pronounced as /mægəzi:n/. it is misspelled as **megazine** (5). In that misspelling, first vowel *e* is incorrect. It should be written as vowel *a* to form sound æ. Then, this misspelling can be classified as misspelling of vowel. This misspelled word occurred because the writer had 'slip of the pen' in the process of writing. She, actually, have known how the word should look, but there was a mechanical problem in writing the word down into the written form. Thus, the cause of this misspelling is motor skill.

20. cook

This is pronounced as /kʊk/. It is misspelled as **coock** (5). The writer, however, added letter *c* before consonant *k* in order to form sound *k* such as in the word *clock* /klɒk/, *flock* /flɒk/, *shock* /ʃɒk/ and the others. Letter *ck*, basically, can represent sound *k*, but it is totally incorrect in this context. Then, the existing of two consonants makes this word is classified as misspelling of single consonant.

This occurred because of unaware of having misspelling problem. The writer, basically, did not understand that she has written word with incorrect spelling. The writer, however, could write the word *cook*, but she assumed that the word *cook* will become **coock** to make the noun form. The writer thought that *cook* is verb and **coock** is noun of it.

21. Anteng's

This word shows or relates with possessive structure. The misspelled words of it are:

a. **Antengs** (5, 6)

This misspelled word can be categorized as misspelling of apostrophe. The writer, in this case, omitted the apostrophe sign, so that we cannot see possessive structure.

The writers, on the other case, have ever seen this form (apostrophe plus *s*), but they did not understand the function of and when should they use it. The writers, then, could not understand the sentence's context in which apostrophe sign (') was needed in this sentence. Therefore, the cause of this misspelling is lack of knowledge of the rule. They did not have awareness about the function and the place of apostrophe *s* should be.

b. **Anteng** (6, 8, 10, 11, 12, 14, 18, 19, 20, 21)

The misspelled word can be classified as misspelling of apostrophe which indicates possessive pronoun. The writer left apostrophe sign (') and letter *s*, so that there is no possessive structure.

This misspelling, however, occurred because of lack of knowledge of the rule. The writers did not understand the function of this form (apostrophe *s*) and some of them also did not understand the sentence's context, so the form of apostrophe *s* was not in their thought anymore.

22. live

This word is pronounced as /lɪv/ and places as verb in this context. The misspelled word of it is **life** (7, 18). The writer placed incorrect consonant in her writing. She put consonant *f*, but (in the fact) the correct consonant is *v*. Thus, this misspelling can be categorized as misspelling of fricative.

The misspelled word is because of weak auditory skill. The writers could not associate the sounds they have heard with appropriate letters. They, however, tended to represent the heard sounds (/lɪv/) as the word **life** in the written form. They felt doubt with the word **life** which actually was pronounced as /laɪf/. The writers, in this case, might face difficulty in analyzing the heard sounds.

23. mention

The word is pronounced as /mənʃn/. It has some misspelled words such as:

a. **mensen** (8)

The correct word contains misspelling of sound ʃ (ʃ). The sound ʃ is represented as letter *t* followed by *io*, but the writer just spelled sound ʃ as single letter *s*. Therefore, this misspelling can be classified as misspelling of fricative.

It happened because of weak auditory skill. The writer, in this context, wrote words from what he has heard. It can be looked at the two vowels *e* and consonant *s*. The vowels come from their sounds in the word's pronunciation (ə). Still, consonant *s* is also same with the way of pronunciation. It means that the writer could not associate the sounds he

has heard with appropriate letters and he also could not analyze the word into the correct representation.

b. **meanson** (14)

From the correct spelling, there is vowel *e* which produces sound ə. This sound cannot be formed in the misspelled word, because the vowel *e* comes together with vowel *a*. Then, this can be involved as misspelling of vowel. Besides, this misspelled word also contains misspelling of fricative. The sound ʃ is represented as letter *t* followed by *io*, but the writer just spelled sound ʃ as single letter *s*.

As the previous misspelling, this misspelled word also occurred because of weak auditory skill. The writer could not associate the heard sounds with appropriate letters. Putting consonant *s*, for instance, indicates that the writer could not represent the sounds into the written form correctly. He, on the other hand, immediately put consonant *s* as a representation of sound ʃ without doing any deep analysis deals with the sound ʃ. In this case, the writer tended to write word from what he has heard.

c. **mansen** (20, 22)

Sound ə in the pronunciation comes from vowel *e*. But, in the misspelled word, the sound ə is represented as vowel *a*. And, it is incorrect and should be written as vowel *e*. Then, this can be involved as misspelling of vowel. Besides, this misspelled word also contains

misspelling of fricative. The sound \int is represented as letter *t* followed by *io*, but the writer just spelled sound \int as single letter *s*.

This misspelling happened because the writer could not associate the heard sounds with appropriate letters. The inability is reflected on the consonant *s* and the two vowels *a* and *e*. Representing consonant *s*, however, is based on the sound \int found in the word's pronunciation and vowel *o* is also based on the united sound produced from *io* letter sequences. This means that the writer tended to write the constituents of the word from they have been pronounced. Therefore, the cause of misspelling is weak auditory skill.

d. **mension** (21)

The correct word contains misspelling of fricative. The sound \int is represented as letter *t* followed by *io*, but the writer just spelled sound \int as single letter *s*. Thus, the misspelled word can be involved as misspelling of sound \int .

The misspelled word occurred because the writer could not form the phoneme-grapheme link as a mental picture. The writer, then, could not visualize how the word should look. He, basically, has been success in visualizing soft sound between \int and *n* with the grapheme *ion*, but he could not do the such success visualizing in breaking the consonant *t* down into the written form. Therefore, the cause of this is poor visual memory.

24. alphabet

This is pronounced as /ælfəbet/. The misspelled words are:

a. **alpabet** (8)

Sound *f* in the word's pronunciation should be represented as two consonants *p* and *h*. But, in the misspelled word, the writer just placed single consonant *p*. Then, this misspelled word can be classified as misspelling of fricative, because the writer did not represent sound *f* with the correct letters.

This misspelling happened because of poor visual memory. In this case, the writer faced difficulty in visualizing how the word should look, although he has made the phoneme-grapheme link. The writer, however, has understood that sound *f* of *alphabet* does not come from consonant *f*, but finally he was difficult in breaking the constituent part into the written form. Then, he put inappropriate letter sequences.

b. **alpabhet** (12)

Sound *f* in the word's pronunciation should be represented as two consonants *p* and *h*. But, in the misspelled word, the writer just placed single consonant *p*, while he added letter *h* after consonant *b*. Then, this misspelled word can be classified as misspelling of fricative.

This misspelled word occurred because the writer faced difficulty in visualizing how the word should look after making the phoneme-grapheme link in his mental picture. The writer, actually, has understood that sound *f* does not come from the letter *f*, but he was difficult in

breaking the constituent part into the written form, and then he put inappropriate letter sequence. Thus, the cause of this misspelling is poor visual memory.

c. **alfabet** (22)

Sound *f* in the word's pronunciation should be represented as two consonants *p* and *h*. But, in the misspelled word, the writer just placed single consonant *f*. Then, this misspelled word can be classified as misspelling of fricative.

It is because of weak auditory skill. The writer, however, wrote the word's constituents based on the pronunciation. It can be looked at the existence of consonant *f* in which it comes from the heard sound *f*. the writer could not associate the heard sound *f* with the appropriate letter sequences *ph*. He, on the other hand, wrote the representation of that sound as consonant *f* as it has been pronounced.

d. **alpabert** (27)

Sound *f* comes from letter sequence *ph*. But, this form does not appear in the misspelled word. Therefore, this can be involved as misspelling of fricative. Besides, it also can be categorized as misspelling of single consonant, because there is incorrect letter sequence *rt* where sound *t* should be represented. The writer, however, should omit consonant *r* to make this word correct in spelling.

This misspelling is because of weak auditory skill. The writer could not associate the heard sounds with appropriate letters. Still, the

writer also had limited phonological awareness, especially in sound the *f*. The writer usually sounded the *f* with the *p*. Then, she tended to represent sound *f* with consonant *p*, although the teacher sounded *f* in that test. It means that, this misspelled word was made based on it is usually pronounced by the writer.

25. write

That is pronounced as /rait/. It has two forms of misspelled word such as:

a. **ride** (8)

The letter *w* in *write* does not come in the way of pronunciation. This letter is called silent letter. The word **ride**, however, is lack of this silent letter. The writer placed consonant *r* at the beginning immediately. Then, this misspelled word can be classified as misspelling of silent letter. Besides, the misspelling of stop also happened, because consonant *t* as a representation of final sound *t* is substituted with consonant *d*.

This is because of weak auditory skill. In this case, the writer did not analyze the sounds he has heard deeply and completely. He, then, associated the sounds with inappropriate letters. The writer represented sound /rait/ as word **ride** which actually should be pronounced as /raid/.

b. **raight** (21, 23)

The misspelled word is lack of letter *w*. This letter, actually, does not come in the pronunciation of *write* (/rait/), so it is called silent letter. The writer, in this case, did not write the silent letter to begin the word. She put consonant *r* and ended the word with the same consonant. It

means that the misspelled word is also lack of final silent *e*. Therefore, this misspelled word can be involved as misspelling of silent letter.

The misspelling happened because the writers could not associate the heard sounds with appropriate letters. Apparently, they wrote word from how it is pronounced. Putting down the letter sequence *rai* is one of the sign. The letter sequences were part of the pronunciation of *write*. Thus, the cause of it is weak auditory skill.

26. paper

It is pronounced as /peɪpə(r)/. This word has a misspelled word. It is **piper** (8). There are two vowels in the correct word; vowel *a* which forms diphthong *ei* and vowel *e* which results sound ə. The writer, however, put inappropriate vowel to represent diphthong *ei*. The incorrect vowel is vowel *i* and it cannot produce the diphthong. Then, this misspelled word can be classified as misspelling of diphthong.

The misspelled word is because of weak auditory skill. In this case, the writer tended to write the word based on its pronunciation. It can be looked at the existence of vowels *i* and *e*. Those vowels, basically, are equal with the sound produced in the pronunciation of the words *paper* (/peɪpə(r)/). The writers, however, faced difficulty in associating the heard sounds with appropriate letters, and then he wrote word from what it has been pronounced.

27. who

This word is pronounced as /hu:/. It is misspelled as:

a. **how** (8, 20, 21, 22, 25, 26, 27, 28)

Letter *w* in *who* is silent letter, because it does not come in the word's pronunciation. Because of this situation, this word sometimes is spelled without beginning letter *w*. In this case, the writer also did not write beginning letter *w*, but he began his words by placing letter *h*. Therefore, this misspelled word can be classified as misspelling of silent letter.

The misspelling occurred because of poor visual memory. The writers could not visualize how the word should be represented. They, however, were also difficult in forming the phoneme-grapheme link. Consequently, the word is arranged with inappropriate letters sequence.

b. **ho** (23)

Letter *w* in *who* does not come in the word's pronunciation, then, it is called silent letter. Because of this situation, this word sometimes is spelled without beginning letter *w*. As same as with this case, the writer also did not write beginning letter *w*. Therefore, this misspelled word can be classified as misspelling of silent letter.

It is because of weak auditory skill. The writer tended to write word from what he has heard, although there is no vowel *u* to represent sound *u:*. In this context, the writer (actually) felt doubt with the sound—between sound *u:* and σ —before deciding which one should be

represented. On the other case, the existence of letter *h* is a sign of weak auditory skill.

28. beautiful

That is pronounced as /bju:tɪfl/. The misspelled words of it are:

a. **beatiful** (10, 22)

From the phonetic transcription, we can see that there is sound *ju:* and it comes from letter sequence *eau*. In the misspelled word, the writer did not place vowel *u* which should be taken after vowel *a*. It means that the sound glide cannot be produced. Therefore, this misspelling, then, is categorized as misspelling of glide.

b. **beutiful** (17, 23)

From the phonetic transcription, we can see that there is sound *ju:* and it comes from letter sequence *eau*. The sound *ju:*, however, is involved to glide where the tongue moves rapidly in gliding fashion either toward or away from a neighboring vowel. In the misspelled word, the writer did not place vowel *a* which should be taken between the two vowels. This misspelling, then, is categorized as misspelling of glide.

The two misspelled words above happened because of the writers' poor visual memory, especially in the (22) and (23). Poor visual memory is reflected on the writers' inability in putting the letter sequences correctly. It means that they could not visualize how the word should look because they also could not form the phoneme-grapheme link as a picture in their mental before breaking the word's constituent parts down into the written form. Lack

of vowel *u* of **beatiful** and vowel *a* of **beutiful** are the sign that the writers were difficult in deciding how the sound /bju:/ should be visualized as a mental picture and represented in the written form.

On the other hand, there is different cause of this word, especially happened to the (17). The writer wrote *beautiful* as **beutiful** because he had a problem in the process of writing. He, actually, well know with this word and understand the written language of it. He also could make the correct spelling and spell each letter of the correct word. Unfortunately, he left vowel *a* when the word was broken down into the written language. Therefore, the cause of this is motor skill.

Then, in the (10), the misspelled word occurred because of unaware of having misspelling problem. The writer did not know that he made misspelling, because he usually wrote it without vowel *u* and he assumed that it is a correct form. The writer, then, was difficult in revising the correct spelling.

29. princess

The word is pronounced as /prinses/. The misspelled word of it is **princec** (13). The misspelled word is lack of doubled consonant *s*. It, actually, should be placed in the end of the word. On the other hand, the writer put consonant *c* as a substitution letter for *s* doubling. This misspelled word, then, can be classified as misspelling of consonant doubling.

It is because of motor skill. The writer, basically, knew the word before and she could pronounce the correct word correctly. Besides, the writer also

could write the correct spelling when she was asked by the researcher. But, there was a problem when she was taking the word into the written form or there was ‘slip of the pen’ in the process of writing.

30. children

That is pronounced as /tʃɪldrən/. It has some misspelled words such as:

a. **childreen** (12)

Sound ə comes from single vowel *e* which is placed between consonant *r* and *n*. But, the writer represented the sound ə as doubled vowel *e*. This makes the word **childreen** is classified as misspelling of vowel.

The misspelled word is because of poor visual memory. The writer, basically, has understood that the sound ə comes from vowel *e*, but he could not visualize how the word should look. He could not form the phoneme-grapheme link as a mental picture. Consequently, he did not put correct letter sequence in his writing.

b. **cildren** (15, 16)

This misspelled word can be involved as misspelling of affricate, because the writers could not represent sound tʃ correctly. That sound, actually, has to be represented as letter *ch*, but the writer spelled it just with single letter *c*.

The misspelled word occurred because the writers could not associate the heard sounds with appropriate letters. In this case, the writers could not analyze sound tʃ (č) deeply before representing it into the written

form. On the other hand, they tended to write the word based on its pronunciation. They put consonant *c* as a representation of sound *č* and consonant *n* as a representation of sound *n* which actually should be represented as consonant *t* preceded by consonant *n*. Therefore, the cause of the misspelling is weak auditory skill.

c. **cildrent** (20)

This misspelled word can be classified as misspelling of affricate due to sound $tʃ$ (*č*) cannot be represented with correct letter by the writer. That sound, actually, is represented as letter *ch*, but the writer spelled it just by using letter *c*. While, there is also additional letter *t* and letter *l*. Letter *l*, however, should be spelled as single *l*. Therefore, this also can be classified as misspelling of single consonant.

As the second form of misspelling, this misspelled word also happened because of poor visual memory. He could not associate the heard sounds with appropriate letters. The writer could not analyze sound $tʃ$ (*č*) deeply before representing it into the written form. He tended to write the word based on its pronunciation. They put consonant *c* as a representation of sound *č* which actually should be represented as consonant *c* followed by *h*.

d. **childrent** (30)

This misspelled word can be classified as misspelling of single consonant. The sound *n*, actually, comes from single consonant *n*, but the writer spelled it as consonant *n* followed by consonant *t*.

This misspelling happened because of poor visual memory. The writer could not visualize how the word should look, especially in visualizing final sound *n*. He could not form the phoneme-grapheme link as a mental picture. Thus, he did not put correct letter sequence in his writing.

31. twelve

It is pronounced as /twelv/. It has a misspelled word such as **twelev** (14). Paying attention to the correct spelling and its pronunciation, it can be seen that there is final silent *e* because the final *e* does not come in the way of pronunciation. This condition influences the form of misspelled word. It, however, is lack of final silent *e*. Thus, this can be categorized as misspelling of silent letter.

This occurred because of weak auditory skill. The writer wrote this word based on its pronunciation (as be known, sound of second *e* united between consonant *l* and *v*). She wrote this word after it was uttered without any deep analysis or memorizing.

32. family

The word is pronounced as /fæməli/. The misspelled word of it is **familly** (15). At glance, those two words are same. But, both are different in representing consonant *l*. In the misspelled word, however, there is *l* doubling and this becomes misspelling of single consonant, because (in fact) consonant *l* comes once in representing the word *family*.

The misspelled word is because of unaware of having misspelling problem. The writer really did not know that she has written word with incorrect spelling. She also could not make the correct spelling of it, because the misspelled word **familly** has kept in her memory permanently. And, when the researcher showed the word *family*, she assumed that between the misspelled word **familly** and the correct word *family* are similar; the meaning and the pronunciation.

33. near

This is pronounced as /nɪə(r)/. It has some forms of the misspelled word such as:

a. **niyer** (16)

The misspelled word can be classified as misspelling of diphthong. Diphthong *ɪə*, basically, should be written as two vowels *e* and *a*, but it is represented by the writer as three letters *i*, *y* and *e*.

It happened because of weak auditory skill. The writer could not analyze the word's sounds into the constituent parts. She did not associate sounds she has heard with appropriate letters. In addition, the representation of three letter sequences in forming diphthong *ɪə* is influenced by the writer's first language. In Indonesian language, however, letter *y* is usually pronounced as *y* and it has same characteristic sound with vowel *e*. In other word, letter *y*—actually—forms sound *ə*.

b. **nier** (17, 23, 24, 28)

The misspelled word can be classified as misspelling of diphthong. Diphthong *ɪə*, basically, should be written as two vowels *e* and *a*, but the writer represented the diphthong with vowels *i* and *e*.

The misspelling occurred because the writers could not analyze the word's sounds before putting the word down into the written form. They did not associate sounds they have heard with appropriate letters. Still, the writers only wrote based on the word's pronunciation. The vowel *i* followed by vowel *e* is from the representing immediately of diphthong *ɪə*. Therefore, the cause of the misspelled word is weak auditory skill.

c. **nair** (29)

The misspelled word can be classified as misspelling of diphthong. Diphthong *ɪə*, basically, should be written as two vowels *e* and *a*, but the writer wrote it with vowel *a* followed by vowel *i*.

This occurred because of poor visual memory. She, however, could not form the phoneme-grapheme link as a mental picture, and then she also could not visualize how the word should look. The writer put inappropriate letter sequence. It can be looked at the represented vowels which were not based on the pronunciation anymore. It means that there was a difficulty in visualizing the constituent part before breaking it into the written form.

34. after

It is pronounced as /ɑ:ftə(r)/. The misspelled words are:

a. **afther** (16, 28)

This misspelled word can be categorized as misspelling of single consonant, because representing *th* after consonant *f* is inappropriate. The sound *t* simply comes from single consonant *t*, but, in the misspelled word, the writer added consonant *h* before vowel *e*.

b. **aftur** (20)

At the correct spelling, we can see that the writer took incorrect vowel *u*. That vowel should be changed with vowel *e* to build up correct spelling and produce sound *e* in the pronunciation. So, this misspelled word can be categorized as misspelling of vowel.

Those two misspelled words happened because of poor visual memory. In this context, the writers were difficult in making the phoneme-grapheme link as a picture in their mental process and they could not visualize how the word should look. Then, they put inappropriate letter sequences such as *th* or *u*.

35. young

This word is pronounced as /jʌŋ/. The misspelled words of it are:

a. **yang** (16)

This misspelled word can be classified as misspelling of digraph. Digraph *ou* from *young* results sound *ʌ*, but the writer substituted it with single vowel *a*.

The misspelling occurred because of weak auditory skill. She could not associate the heard sounds with appropriate letters in which the writer put single vowel *a* as a representation of sound \wedge . It means that she wrote the word's constituent based on how it was pronounced.

b. **youngt** (20)

The correct spelling has digraph *ng* which produces single sound η . But, the writer added consonant *t* to represent the sound. Because of the additional consonant, this misspelled word is categorized as misspelling of digraph.

This misspelling is because of poor visual memory, because the writer could not form the phoneme-grapheme link before visualizing and breaking it into the written form. Representing final consonant *t* at the end of the word is the indication of inability of forming the link.

36. was

The word is pronounced as /wəz/. The misspelled words are:

a. **wes** (17)

In the pronunciation, there is sound ə and it is produced from vowel *a*, but, in the misspelled word, there is no vowel *a*. It, on the other hand, is spelled as vowel *e*. Thus, this misspelled word can be categorized as misspelling of vowel.

It happened because of weak auditory skill. The writer, however, just wrote the word based on its pronunciation. It can be looked at the vowel *a* of the misspelled word. That vowel is put as a representation of

the heard sound ə. It means that the writer could not associate the sound he has heard with appropriate letter.

b. **wase** (20)

Final sound *z* of *was* is represented as single consonant *s*. From the misspelled word, we can see that the writer formed sound *z* by representing consonant *s* followed by vowel *e*. This condition, however, makes the misspelling word is categorized as misspelling of single consonant.

This occurred because the writer could not make the phoneme-grapheme before visualizing it as a picture in the mental process. The inability, then, influences in the process of breaking the constituent parts of the word down into the written form correctly. The writer, in this case, put inappropriate letter sequences such as adding final silent *e*. Therefore, the cause of this is poor visual memory.

c. **wash** (29, 30)

Final sound *z* of *was* is represented as single consonant *s*. From the misspelled word, we can see that the writer formed sound *z* by representing consonant *s* followed by *h*. This condition, however, makes the misspelling word is categorized as misspelling of single consonant.

The misspelled word happened because of poor visual memory. They, however, could not make the phoneme-grapheme. Then, they also could not visualize how the word should look. The inability influences in the process of breaking the constituent parts of the word down into the

written form. The writer, thus, put inappropriate letter sequences, especially in adding letter *h* at the end of the word.

37. to god

Those two words are pronounced as /tu:/ /gɔd/. They are sometime misspelled as one word such as:

a. **tocket** (18)

The misspelled word shows misspelling indications which come from uniting some words. There, consonant *g* in *god* is spelled as consonant *c* followed by *k*. Next, we also can find incorrect vowel, because vowel *o*, which should be placed to form the word *god*, is substituted with vowel *e*.

In addition, final consonant *t* is incorrect consonant, because sound *d* in *god* (the pronunciation of *god* is /gɔd/) should be represented as consonant *d*, too. Therefore, this misspelled word can be categorized as misspelling of combined words.

b. **thuget** (20)

The misspelled word can be classified as misspelling of combined words, because the misspelling comes from some misspelled words which are collected into one word, this misspelled word has inappropriate representation of sound *t* of *to*. The sound *t* should be represented as single consonant *t*. But, the writer added *letter h* after consonant *t*. Still, vowel *o* of the word *to* is spelled incorrectly. It is misspelled as vowel *u* by the writer.

The two forms of the misspelled words happened because of poor visual memory. The writers could not break the constituent parts of the words down into the written form correctly. They made misspelling dealing with uniting the phrase into one word. It means that the writer faced difficulty in visualizing the phrase in their mental as a picture before putting the phrase down into the written form. Then, they put inappropriate letters sequence and quite different with the intended phrase.

38. dress

That is pronounced as /dres/. The misspelled word of it is **grass** (18). In the misspelled word, we can find incorrect vowel. Vowel *a* in **grass**, however, is not correct vowel and it should be changed with vowel *e*. Then, this misspelling can be classified as misspelling of vowel. In addition, to make this word completely correct in spelling, the beginning consonant *g* should be omitted and substituted with consonant *d* because this misspelled word can also be categorized as misspelling of single consonant .

The misspelling occurred because of weak auditory skill. She could not represent sound of word to herself. At the beginning, she thought that the heard sound is sound *g*. Then, the writer put immediately the sound into the written form as consonant *g*. It means that the writer actually tended to write the word from what it has been pronounced.

39. people

The word is pronounced as /pi:pl/. The misspelled word is **pipel** (20). This misspelled word can be classified as misspelling of digraph, because digraph

eo which produces sound *i:* and should be placed between two consonant *p* is written as single vowel *i*. Besides, letter *l* and *e* are exchangeable one another.

The misspelling is because of weak auditory skill. The writer, in this case, wrote word based on its pronunciation. Vowel *i* of the misspelled word was picked up from the heard sound *i:* and vowel *e* is also comes from the soft sound between *p* and *l*. In addition, the writer actually, could not associate the heard sounds with appropriate letters, she jut put the letters based on the word's pronunciation.

40. to get

The words are pronounced as /tu:/ /get/. These are misspelled as one word such as **thuget** (20). The writer spelled the word *to* as **thu**. This misspelled word has incorrect representation of sound *t* (the pronunciation of *to* is /tu:/). In the incorrect representation, it is produced from consonant *t* followed by *h*.

Besides, this word also contains inappropriate vowel. The incorrect vowel happened in the misspelled word **gat**. Vowel *a* is incorrect vowel and it should be substituted with correct vowel *o*. Then, consonant *t* should not be placed to represent sound *d* in *god* (the pronunciation of *god* is /gɔd/). Based on those misspelling indications, the misspelled word can be categorized as misspelling of combined words.

The misspelled word occurred because the writer could not break the constituent parts of the words down into the written form correctly. He made misspelling deals with uniting the phrase into one word. In this context, the writer faced difficulty in visualizing the phrase in his mental as a picture

before putting the phrase down into the written form. Consequently, he put inappropriate letters sequence and quite different with the intended phrase. Therefore, the cause of it is poor visual memory.

41. count

This is pronounced as /kaʊnt/. It has one form of the misspelled word such as **can** (22). The diphthong *au* is produced from two vowels *o* and *u*. This group of vowels is not represented in the misspelled word **can**. Then, this can be categorized as misspelling of diphthong. Still, in the misspelled word, final consonant *t* cannot be found. This consonant comes in the pronunciation indistinctly. Thus, the misspelled word also can be classified as misspelling of consonant preceded by consonant.

The misspelling is because of weak auditory skill. It can be looked at the vowel *a* of the misspelled word. The writer picked the vowel up from the diphthong *au*. In other word, the writer could not associate the heard sound with appropriate letter and he tended to write the word based on the pronunciation.

42. couple

The word is pronounced as /kʌpl/. It is misspelled as:

a. **coupel** (22)

This misspelled word can be categorized as misspelling of consonant preceded by consonant. The consonant *l*, however, should be placed after consonant *p*. But, in the misspelled word, the writer changed the position of consonant *l* at the end part of the word.

b. **couper** (23)

The misspelled word is lack of consonant *l* which should be placed after consonant *p*. In the misspelled word, we can see that the writer added consonant *r* and *t*. Therefore, this misspelled word can be classified as misspelling of consonant preceded by consonant.

c. **coulped** (25)

The misspelled word is lack of consonant *l* which should be placed after consonant *p*. In the misspelled word, we can see that the writer put consonant *l* before consonant *p*. Therefore, this misspelled word can be classified as misspelling of consonant preceded by consonant.

d. **chapel** (28)

The *uo* of couple produces single sound \wedge . That form, then, is called digraph. In the misspelled word, on the other hand, the digraph does not exist. The writer just wrote single vowel *a*. This misspelled word, thus, can be involved as misspelling of digraph.

Besides, **chapel** also can be categorized as misspelling of consonant preceded by consonant, because consonant *l* is in the wrong place. Consonant *l* actually should be placed after consonant *p*. In other case, the letter *h* is not needed, because to form sound *k*, the writer just needs to use consonant *c*. Therefore, this misspelled word can be involved as misspelling of single consonant.

The four misspelled words above are because of poor visual memory. The writers could not visualize the constituent part of the word

correctly before breaking it down into the written form. The exchangeable of position of consonant *l* is the indication of the writers' inability in visualizing the word's constituent part. In this case, the writers made an inappropriate letter sequences.

Besides, there is a writer (28) who had misspelled word **chapel**. She added letter *h* after *c* based on the assumption that letter sequence *ch* is an appropriate letter sequence of the sound /k/, because (according to her) English usually has this form in its vocabulary. Consequently, she visualized the heard sound /k/ as letter sequence *ch* in her mental before breaking it down into the written form.

43. lived

This is a past form of the word *live*. It is pronounced as /lɪvd/ and has some forms of the misspelled words such as:

a. **life** (22, 27)

The misspelled word can be categorized into two kinds of misspelling, first is misspelling of fricative and second is misspelling of suffix. The first misspelling shows that the writer spelled sound *v* as consonant *f*. This may indicate how the writer's phonological awareness. Then, at the second one, the suffix *-ed* should be placed at the end of the word as a sign of past participle.

b. **lift** (23)

The misspelled word can be categorized as misspelling of fricative. The writer, however, placed incorrect consonant in his writing. He put

consonant *f*, but (in the fact) the correct consonant is *v*. In addition, the misspelled word can be involved as misspelling of suffix because it is lack of suffix *-ed*.

c. **live** (24, 25, 26, 29, 31)

The misspelled word can be categorized as misspelling of suffix. The suffix *-ed* should be placed at the end of the word as a sign of past participle. The writer, however, omitted the suffix or did not make past form of the word *live*.

d. **left** (30)

The misspelled word contains incorrect vowel *e*, while the correct vowel is vowel *i*. This can be involved as misspelling of vowel. In addition, the misspelled word also can be categorized as misspelling of fricative, because the writer could not represent correct consonant *v* in his writing. He, however, put consonant *f*. Besides, this misspelled word is lack of suffix *-ed* as a sign of past participle. Then, it can be classified as misspelling of suffix.

Those four forms of the misspelled word are because of weak auditory skill. The writers could not associate the sounds they have heard with appropriate letters. Some writers, however, tended to represent the heard sounds (/lɪvd/) as the word **live** in the written form. They felt doubt with the word **live** which actually is pronounced as /laɪf/. In addition, there were also some writers who were interfered with the pronunciation of the word **live** (/lɪv/). They did not analysis deeply about the heard sound *d*. Then, the other

two misspelled words indicate that the writer could not associate the heard sound *vd* correctly, and then they put the consonant *f* followed by *t* as a representation. This means that the writer also had limited phonological awareness before analyzing the sounds.

44. man

That word is pronounced as /mæn/. The misspelled words are:

a. **mad** (22)

Final sound *n* comes from consonant *n*. But, that sound may not be gotten from the misspelled word, because the writer represented sound *n* as consonant *d*. Thus, this can be involved as misspelling of single consonant.

b. **men** (27)

This misspelled word, actually, is correct English vocabulary. It is a plural form of *man*, but, the word dictated by the teacher is *man*. In that misspelling, the vowel *e*—as a representation of sound æ is incorrect vowel. Then, the misspelled word can be categorized as misspelling of vowel.

The cause of the two misspelled words is weak auditory skill. At the first case, the writer wrote the misspelled word based on the pronunciation. The vowel *e* indicates that it was picked up from the little part of the word's pronunciation, although the heard sound æ. Then, at the second case, the writer has had difficulty in analyzing the sound *n*. He thought that the heard

sound is sound *d*. On the other word, the writers just wrote word from what they have heard.

45. appeared

This is a past form of the word *appear*. It is usually pronounced as /əpɪə(r)d/. In this case, this word is usually misspelled as two parts such as:

a. **a pried** (22)

From the phonetic transcription, we can see that the word *appeared* has diphthong *ɪə*. The diphthong is represented as vowel *ea*. But, in the misspelled word, we cannot find that vowel *ea*. The writer, however, wrote vowel *i* followed by vowel *e*. Therefore, the misspelled word can be classified as misspelling of diphthong. In other case, there is no double *p* in the misspelled word. Then, it can be categorized as misspelling of consonant doubling.

b. **a pliey** (23)

The word *appeared* has diphthong *ɪə*. The diphthong comes from vowel *ea*. But, in the misspelled word, we cannot find that vowel *ea*. The writer wrote vowel *i* followed by vowel *e*. Therefore, the misspelled word can be classified as misspelling of diphthong. In other case, there is no double *p* in the misspelled word. Then, it can be categorized as misspelling of consonant doubling. In addition, suffix *-ed* does not come in the misspelled word. Finally, this can be categorized as misspelling of suffix.

c. **a pier** (24)

The word *appeared* has diphthong ɪə. The diphthong is represented as vowel *ea*. But, in the misspelled word, we cannot find that vowel *ea*. The writer, however, wrote vowel *i* followed by vowel *e*. Therefore, the misspelled word can be classified as misspelling of diphthong. In other case, there is no double *p* in the misspelled word. Then, it can be categorized as misspelling of consonant doubling. In addition, this can be involved as misspelling of suffix. The suffix *-ed* is used to form past participle, but it does not come in the misspelled word.

d. **a pear** (25)

The misspelled word can be classified as misspelling of consonant doubling. The writer, however, only wrote single consonant *p*. In addition, suffix *-ed* should be added to form past participle verb. Then, because of lacking of suffix *-ed*, the misspelled word can be categorized as misspelling of suffix.

e. **a pired** (26)

The word *appeared* has diphthong ɪə. The diphthong is represented as vowel *ea*. But, in the misspelled word, we cannot find that vowel *ea*. The writer just wrote vowel *i*. Therefore, the misspelled word can be classified as misspelling of diphthong. In other case, there is no double *p* in the misspelled word. Then, it can be categorized as misspelling of consonant doubling.

f. **a pair** (29)

The word *appeared* has diphthong ɪə . The diphthong is represented as vowel *ea*. But, in the misspelled word, the writer wrote vowel *a* followed by vowel *i*. Therefore, the misspelled word can be classified as misspelling of diphthong. In other case, there is no double *p* in the misspelled word. Then, it can be categorized as misspelling of consonant doubling. Besides, there is no suffix *-ed* at the end part. The writer ended her word by placing consonant *r*. Thus, this can be involved as misspelling of suffix.

g. **a fiyur** (27)

The misspelled word can be involved as misspelling of diphthong, because vowel sequence *ea* which produces diphthong ɪə does not appear in the misspelled word. Besides, doubled consonant *p* cannot be seen in that word. The writer, however, changed it with single consonant *f*. Then, this misspelled word can be categorized as misspelling of consonant doubling. Finally, misspelling of suffix also occurred because the misspelled word is lack of suffix *-ed*.

h. **a pird** (30)

The diphthong ɪə comes from the *ea*. But, in the misspelled word the letter sequence *ea* is substituted with single vowel *i*. Then, the misspelled word can be classified as misspelling of diphthong. Still, the misspelled word just has one consonant *p*. In the fact, consonant *p* should be doubled. Because of this case, this misspelled word can be categorized

as misspelling of consonant doubling. Then, the writer did not add suffix –*ed* in order to form the past form. Therefore, the misspelled word can be involved as misspelling of suffix.

i. **a pierre** (31)

The word *appeared* has diphthong ɪə which comes from the *ea*. But, in this case, the writer misspelled it as the *ie*. Therefore, the misspelled word can be classified as misspelling of diphthong. In other case, there is no double *p* in the misspelled word. Then, it can be categorized as misspelling of consonant doubling. Finally, there is no suffix –*ed* found in the misspelled word. The writer put letter sequences *rre* in the suffix's position. Thus, the misspelled word can be involved as misspelling of suffix.

j. **a prierd** (28)

The diphthong ɪə comes from two vowels *e* and *a*. In the misspelled word, however, the vowels *e* and *a* are misspelled as vowel *i* followed by *e*. Then, the misspelled word can be classified as misspelling of diphthong. Still, the misspelled word just has one consonant *p*. In the fact, consonant *p* should be doubled. Because of this case, this misspelled word can be categorized as misspelling of consonant doubling. Then, misspelling of suffix also happened. The suffix is –*ed* and it is used to form past participle. In the misspelled word, however, the writer left vowel *e* of the suffix.

All of the misspelled words of *appeared* are because of poor visual memory. The writers could not break the constituent parts of the words down into the written form correctly. In this case, they made false dealing with dividing the word into two parts. It means that the writer faced difficulty in visualizing the words in their mental as a picture before putting the word down into the written form. They, finally, put inappropriate letter sequences.

46. several

The word is pronounced as /sevrəl/. It is misspelled as:

a. **seferl** (22)

The misspelled word can be categorized as misspelling of fricative, because consonant *v* is not represented correctly. That consonant is spelled as consonant *f* in the misspelled word. Besides, the misspelled word also can be involved as misspelling of vowel, because of lacking of vowel *a* which should be placed after consonant *r*.

The misspelled word occurred because of weak auditory skill. He could not distinguish between sound *f* and *v* and tended to represent the sound *v* as consonant *f*. The weakness (dealing with the phonological awareness) also indicates that the writer could not associate the heard sound with appropriate letter.

b. **siver** (28)

This misspelled word can be involved as misspelling of vowel, because representing vowel *i* after consonant *s* is incorrect. The vowel *i*

should be replaced with vowel *e*. In addition, letter sequence *al* also should be added at the end part to complete this word.

This misspelling is because of poor visual memory, because the writer could not make the phoneme-grapheme link before visualizing the word's constituent as a mental picture. The result was that she could not break the word down into the written form correctly. He put inappropriate letter sequences. In addition, the writer left the two letters.

47. years

This form is a plural form of the word *year* and usually pronounced as /jɪə(r)s/. The misspelled words of it are:

a. **hears** (22, 28)

This misspelled word can be involved as misspelling of glide, because the word *hears* does not have letter *y* to produce sound *j*.

b. **hiar** (29)

This misspelled word can be involved as misspelling of glide, because the word does not have letter *y* to produce sound *j*. In addition, diphthong *ɪə* is not represented correctly by the writer. The diphthong, however, should be represented as vowel *e* followed by *a*. But, in the misspelled word, that diphthong is represented as vowel *i* followed by vowel *a*. Therefore, the misspelling can also be categorized as misspelling of diphthong. Still, misspelling of consonant preceded by consonant also occurred, because there is no consonant *s* after consonant *r*.

Those two misspelled words are because of poor visual memory. In this case, the writers could not make the phoneme-grapheme link and could not visualize the word's constituents as a mental picture. Finally, they could not break the word down into the written form correctly and they put inappropriate letter sequence in their word such as representing two vowels *i* and *a* in **hiar**.

48. they got

The two words are pronounced as /ðeɪ//gɒt/. In this case, they are sometimes united to one word in the misspelling form such as the misspelled word **tekod** (22). In the misspelled word, there are some misspelling indications. First, sound ð, actually, is represented as letter *th*. But, there is only single consonant *t* in the beginning of the word. Then, there is no letter sequence *ey* as a representation of diphthong *eɪ* in *they* (the pronunciation of *they* is /ðeɪ/). The writer, however, only placed single vowel *e*.

Then, correct consonant *g* is substituted with consonant *k*. And, consonant *d* is incorrect, because sound *t* in *got* which comes from consonant *t* (the pronunciation of *got* is /gɒt/) is misspelled as consonant *d*. Therefore, this misspelled word can be classified as misspelling of combined word.

And, the misspelled word is because of poor visual memory. The writer could not break the constituent parts of the words down into the written form correctly. He, however, united the phrase into one word. It means that the writer faced difficulty in visualizing the words in his mental as a picture

before putting the word down into the written form. Consequently, he put inappropriate letters sequence.

49. the legend

Those are pronounced as /ðə//ledʒənd/. They are misspelled as one word such as:

a. **diligent** (22, 24)

This misspelled word can be involved as misspelling of combined word. The misspelling indications are inappropriate in representing sound ð from *the*. Sound ð should be represented as letters *th*. But, in the misspelled word, the writer wrote consonant *d* as a substitution of *th*.

Then, vowel which follows letter *th* is vowel *e*. On the other side, there is vowel *i* in the misspelled word. The incorrect vowel also can be found in representing first sound ə form *legend* (the pronunciation of *legend* is /lədʒənd). That sound comes from vowel *e*, but the writer misspelled the vowel as vowel *i*. And, the last misspelling indication is final consonant *t*. The consonant *t* is incorrect and the correct one is consonant *d*.

b. **delegent** (27)

This misspelled word can be involved as misspelling of combined word. It has two misspelling indications. First is inappropriate in representing sound ð from *the*. Sound ð is not represented as letters *th*. But, in the misspelled word, the writer wrote consonant *d* as a substitution

of *th*. Besides, the second misspelling indication is final consonant *t*. The consonant *t* is incorrect and the correct one is consonant *d*.

The two misspelled words happened because the writers could not break the constituent parts of the words down into the written form correctly. In this case, the writers formed the phrase into one word. Apparently, the writers faced difficulty in visualizing the words in their mental as a picture before putting the word down into the written form, and then they put inappropriate letters sequence. Therefore, the cause of the misspelling is poor visual memory.

50. number

This is pronounced as /n^ʌmbə(r)/. The misspelled word just has one form, **nembur** (23). Both vowels of the misspelled word are incorrect. They are exchanged one another. Vowel *e* should be placed after consonant *b* and vowel *u* should be placed after consonant *m*. Because of this condition, this misspelled word can be categorized as misspelling of vowel.

The cause of this misspelling is poor visual memory. The writer put inappropriate letter sequence in which the position of the two vowels *u* and *e* is exchangeable. The writer, however, could not decide how the word should represent in the written form.

51. old

That word is pronounced as /əʊld/. The misspelled word of it is **out** (23). Final sound *ld* comes from letter sequence *ld*. But, the heard sounds cannot be represented correctly by the writer. In the misspelled word, there is consonant

t preceded by vowel *u* as a representation of sound /ld/. This however, can be categorized as misspelling of consonant preceded by consonant.

This misspelling occurred because of poor visual memory. The writer could not make the phoneme-grapheme link before visualizing it (especially in visualizing the heard sound /əʊl/) as a mental picture. Consequently, the writer could not decide how the word should be represented and put inappropriate letter sequence in the written form.

52. an

This is involved as an indefinite article. It is usually used before the word beginning with a vowel. It is pronounced as /ən/ and it is misspelled such as:

a. **en** (24)

Sound ə, however, comes from vowel *a*. But, in the misspelled word, the writer spelled it based on the sound; she wrote vowel *e*.

Therefore, this misspelled word can be categorized as misspelling of vowel.

This occurred because the writer just wrote the word from its pronunciation. Representing vowel *e* in the misspelled word indicates that the writer just picked the sound ə to be represented in the written form.

The writer, however, could not associate the heard sound with appropriate letter. Therefore, the cause of this misspelled word is weak auditory skill.

b. **a** (27)

This article is followed by word beginning with vowel. The misspelled word is lack of consonant *n*. Moreover, the *n* still comes in the

pronunciation. This, however, can be involved as misspelling of single consonant.

The misspelled word happened because the writer could not understand about how should represent sounds ə and n in the written form. She, actually, has been success in visualizing sound ə as a picture in her mental. It can be looked at the misspelled word which contains sound ə, but the writer did not do the visualization process completely due to there was no a constituent part broken down into the written form. Therefore, the cause of misspelling is poor visual memory.

53. mountain

This word is pronounced as /maʊntɪn/. The misspelled words of it are:

a. **mountein** (25)

The correct word mountain has digraph ei which comes form vowel *a* and *i*. However, the misspelled word contains incorrect vowel sequence. The writer represented the digraph as vowel *e* followed by vowel *i*. Therefore, the misspelled word can be classified as misspelling of digraph.

b. **mountian** (29)

The correct word *mountain* has digraph ei which comes form vowel *a* and *i*. However, the misspelled word contains incorrect vowel sequence. The writer represented the digraph as vowel *i* followed by vowel *a*. Therefore, the misspelled word can be classified as misspelling of digraph.

c. **montain** (27)

The misspelled word is lack of vowel *u* which should be placed together with vowel *o*. The two vowels sequence *ou* will form diphthong *au* in the pronunciation. Because of this condition, the misspelled word cannot form diphthong *au* and it can be classified as misspelling of diphthong.

The three misspelled words are because of poor visual memory. The writers could not visualize the word's constituents as a mental picture. Finally, they could not break the word down into the written form correctly and they put inappropriate letter sequences in their word such as representing digraph *ie* and *ia* where the digraph *ai* should be put.

54. help

The word is pronounced as /help/. It has two forms of the misspelled words. They are:

a. **gate** (26)

Both two words are quite different one another. But, one of the writers misspelled the word *help* as this form (**gate**). The misspelled word can be classified as misspelling of single consonant, because correct consonant *h* is misspelled as consonant *g*.

Then, vowel *a* in **gate** is incorrect vowel. It should be changed with vowel *e*. So that, misspelling of vowel occurred in this word. Still, the misspelled word is lack of consonant *p* preceded by consonant *l*. The writer, however, wrote consonant *t* followed by vowel *e*. Therefore, the

misspelled word also can be categorized as misspelling of consonant preceded by consonant.

b. **have** (27, 29, 30)

The misspelled word has incorrect vowel *a*, while the correct vowel is vowel *e*. Because of that incorrect, the misspelled word is involved as misspelling of vowel. Besides, misspelling of consonant preceded by consonant also occurred. The writer did not present letter *p* preceded by consonant *l* in her writing.

The misspelled words happened the writers could not make the phoneme-grapheme link and could not visualize the word's constituents as a mental picture. And, they could not break the word down into the written form correctly. In this case, the writers represented inappropriate letter sequences and wrote the word which is quite different with the intended word. Thus, this is because of poor visual memory.

55. got

It is pronounced as /gat/. The misspelled word of it is **good** (26). The misspelled word can be categorized into two kinds of misspelling. First is misspelling of vowel, because sound *a* from *got* (/gat/) is not represented appropriately. It is represented as doubled vowel *o*. On the other hand, the writer (actually) just needs to put single vowel *o*. Second kind is misspelling of stop, because representing consonant *d* as a representation of sound *t* is incorrect. But, it should be changed with consonant *t*.

The misspelled word occurred because the writer could not understand about how should represent sounds σ and t in the written form. He, actually, has been success in visualizing the heard sounds as a picture in his mental in which sound σ comes from vowel o , but the writer could not break the link down into the written form correctly. Therefore, the cause of misspelling is poor visual memory.

56. there

That word is pronounced as $/ðeə(r)/$. The misspelled word of it is **their** (28) and (29). The correct spelling has diphthong $eə$ which is formed from single vowel e . But, this vowel is misspelled as tow vowels e and i . Thus, this can be involved as misspelling of diphthong. In addition, the misspelled word also can be classified as misspelling of silent letter, because final silent e does not appear in the misspelled word.

The misspelled word happened because of weak auditory skill. The misspelled word, however, tends to cause misspelling because its pronunciation can also be found in other word. In this case, the misspelled word their and the correct spelling there have same way of pronunciation. Both are sounded as $/ðeə(r)/$. This condition, then, influences the process of analysis. The writers felt doubt toward those two words. They could not analyze the word into its constituent part and could not represent the heard sounds correctly.

57. uncle

This is pronounced as /ʌnkl/. It has a form of the misspelled word such as **au**ncle (27). Sound ʌ in the pronunciation comes from single vowel *u*. But, the writer represented that sound by placing two vowels *a* and *u*. Then, this misspelled word can be categorized as misspelling of vowel.

This misspelling is because of poor visual memory because the writer could not form the phoneme-grapheme link before visualizing and breaking the word into the written form. Adding vowel *a* at the beginning word is the indication of inability of forming the phoneme-grapheme link.

58. legend

The word is pronounced as /ledʒənd/. It is misspelled as **ledgen** (28). The misspelled word can be categorized as misspelling of single consonant because the existing of two consonant *d* and *g* to form sound dʒ is incorrect and consonant *d* should be omitted. In addition, the word **ledgen** also can be involved as misspelling of consonant preceded by consonant. The writer, however, left consonant *d* placed at the end the word.

The misspelled word occurred because the writer could not form the phoneme-grapheme link, and then she also could not visualize and break that word into the written form correctly. In this case, the writer faced difficulty in visualizing how the sound dʒ should look in the written form. And, she decided to put consonant *d* followed by *g* which makes this word incorrect in spelling. Thus, the cause of this is poor visual memory.

59. diligent

This is pronounced as /dɪlɪdʒənt/. It has some forms of the misspelled words such as:

a. **dilligent** (22)

The correct spelling has single consonant *l*. But, the writer added consonant *l* to represent the sound. Because of the additional consonant, this misspelled word is categorized as misspelling of single consonant.

b. **gilident** (23)

Comparing between those two words, we can see that consonants *d* and *g* are exchanged one another. Consonant *d*, however, should be put at the beginning word and consonant *g* should be placed before vowel *e*. Because of this exchangeable, the sound of diligent cannot be formed correctly, especially when producing consonant sound. Thus, this misspelled word can be involved as misspelling of single consonant.

c. **dilegend** (25)

The misspelled word can be classified as misspelling of vowel, because there is one incorrect vowel. The incorrect vowel is first vowel *e* of **dilegend**. That vowel is not appropriate in representing sound ɪ (the pronunciation of *diligent* is /dɪlɪdʒənt/). The vowel, however, should be represented as vowel *a*. Besides, the final consonant *d* is not correct to represent sound *t*. On the other hand, the writer should put consonant *t* before consonant *n*. Then, this also can be categorized as misspelling of consonant preceded by consonant.

d. **delegent** (27)

The two sounds *i* come from same vowel *i*. This intended vowel changes to vowel *e* in the misspelled word. Therefore, the misspelled word can be classified as misspelling of vowel.

e. **diligen** (28)

The misspelled word can be classified as misspelling of consonant preceded by consonant. However, the misspelled word has no consonant *t* at the end of the word.

The five misspelled words above are because of poor visual memory. In this case, the writers have not been success in breaking the word's constituents down into the written form correctly. It happened because they could not visualize the word after forming the phoneme-grapheme link. Then, they put inappropriate letter sequences, such as a writer who wrote the misspelled word **gilident**. He, however, could not visualize how the word should look, and then he put consonant *g* and *d* in incorrect position; they are exchanged one another. In addition, the other two misspelled words also indicate that the writers could not visualize the word correctly, such as when they decided to break final consonant *t* or *d* at the end of the word, additional consonant *l* or vowel *e* as a representation of sound *i* into the written form.

4.2 Discussion

This subchapter is divided into two parts. Part one discusses about kinds of misspelling, while part two discusses about the causes of misspelling.

4.2.1 Kinds of Misspelling

Based on the analyses presented at the beginning, there are some kinds of misspelling found in the data. They are:

1. Misspelling of Vowels

Vowel is produced by articulatory gestures mainly associated with the position of the tongue. The position of the tongue can be in the front, in the center or in the back. And, the height of the tongue can be high, mid or low. English, thus, has 5 vowels as represented in the alphabet system: they are *a*, *i*, *u*, *e* and *o*. But, the English vowels can produce 12 vowels in the pronunciation: they are vowels *i*: as in *see* (/si:/), *ɪ* as in *sit* (/sɪ/), *e* as in *ten* (/ten/), *æ* as in *hat* (/hæt/), *a*: as in *arm* (/a:m/), *ɔ* as in *got* (/gɔt/), *ɔ:* as in *saw* (s ɔ:), *ʊ* as in *put* (/pʊt/), *u*: as in *too* (/tu:/), *ʌ* as in *cup* (/cʌp/), *ɜ:* as in *fur* (/fɜ:/) and *ə* as in *ago* (/əgəʊ/).

Misspellings of vowels involve those 5 vowels and are found in almost all data. Vowel *i* is not represented into the correct vowels as seen in the words such as **mather** (3) for *mother*; **brather** (3) for *brother*; **gat** (1, 5, 8, 11, 15), **geth** (2), **get** (27) and **gate** (26), **cat** (16, 22) for *god*; **lays** (1) for *lost*; **prou** **peries** (20), **prou** **perious** (15), **prou** **pereous** (24), **prouse** **piries** (25), **prust** **peries** (27), **preparius** (29), **bres** **beries** (16), **broospreeys** (3) and **brows** **prewiors** (5) for *prosperous*; **good** (26) for *got*.

The vowel *a* in **mather**, **brather**, **gat** and **gate** makes these words incorrect in spelling. To make them correct, vowel *a* should be changed with vowel *o*, because the correct spellings are *mother* for **mather**, *brother* for

brather and *god* for **gat** and **cat**. Still, giving vowel *o* as a substitution vowel *e* in the words **geth** and **geat**.

The word **lays** is involved to misspelling of vowel, too, because the correct vowel *o* is not represented correctly. But, the writer changed vowel *o* with vowel *a*.

On the other side, there are eight misspelled words which, actually, have one correct spelling. The correct spelling for those eight is *prosperous*. The correct spelling, generally, is not represented with inappropriate vowel but the writers also divided it into two parts. For the misspelled word **prous peries**, the writer did not take correct vowel for the third sequence of the word. The writers put two vowels (*o* and *u*) in the position where vowel *o* should be placed. Therefore, it is necessary for the writer to change vowels *o* and *u* with vowel *o* (instead of substituting *ie* sequence with digraph *ou* and uniting the two words) in order to build up the correct spelling.

Likewise, the words **pous perious**, **prust peries**, **prous pereous** and **prouse piries** should have vowel *o* before first letter *s*. It means that the vowels *o* and *u* in first misspelled word has to be changed with vowel *o* and added letter *r* (after first *p*) instead of omitting vowel *i* and making it becomes one word. Still, vowels *o* and *u* should be changed with single vowel *o* and second vowel *e* should be omitted before uniting the word **prous pereous** to one word. And, vowel *u* in **prust peries** should be changed with correct vowel *o* to get the correct spelling.

In the misspelled word **prouse piries**, as happened in the previous misspelled words, vowel *o* should be placed as a change of two vowels *o* and *u*, while vowel *e* is a substitution vowel for first *i*.

This situation, however, also happened in the misspelled word **preparius**. It is necessary to change vowel *e* with vowel *o* and vowel *a* with vowel *e* for revising the misspelling.

While, at the rest of the three misspelled words above, there are complicated misspelling indications—instead of inappropriate vowel—found in those words. It can be seen that letter *b* came in several positions where letter *p* should be. Then, vowel *o* is not represented appropriately. It is changed with vowel *e*, double vowel *o* and vowel *o* plus *w*. Still, digraph *ou* is not spelled correctly anymore. But, digraph *ie*, *eey* and *wior* sequences are written in those words and add misspelling's conditions

The other vowel which is mostly misspelled is vowel *e*. The misspelled words do not put *e* in right place such as **aftur** (20) for *after*; **prosporius** (7), **prospeoros** (23), **prospires** (18), **propeorus** (19), **prosebaries** (10) and **brospaires** (11) for *prosperous*; **nembur** (23) for *number*; **children** (12) for *children*; **mansen** (2, 22) and **meansen** (14) form *mention*; **have** (28, 30, 31) and **gate** (26) for *help*; **cat** (2, 3, 16) for *get*; **grass** (18) for *dress*; **siver** (29) for *several*.

In **aftur**, vowel *a* actually should be placed after letter *t* as in its pronunciation (the pronunciation of *after* is /a:ftə(r)/). But, the writer spelled vowel *e* with vowel *u* in which it will not raise sound ə in the pronunciation.

Then, in the misspelled words **prosporius**, **prospeoros** and **propeorus**, vowel *e* is not represented correctly. Vowel *e*, however, is spelled by the writer as vowel *o* in **prosporius** (second *o*), vowels *e* and *o* in **prospeoros** and in **propeorus** and vowel *i* as in **prospires**. At the same case, single vowel *e* has to be spelled after second *p* in the words **pros baries** and **brospaires**. But, firstly, letter *b* should be changed with letter *p* and digraph *ie* in **prosbaries** and vowel *e* in **brospaires** should be substituted with digraph *ou* to make both correct in spelling.

In misspelled word **nembur**, on the other hand, vowel *e* changes the position with vowel *u*. Vowel *u*, basically, should come as first vowel, while vowel *e* should be placed in second position in order to sound ə in the pronunciation (the pronunciation of *number* is /n^ʌmbə(r)/). Then, in **children**, the writer has to omit one vowel *e* to correct the spelling, because people just need single vowel *e* to form this plural form of *child*.

Still, vowel *e* is not spelled correctly in these words: **mansen** and **meansen**. In **mansen**, the vowel *e* is spelled by the writer as vowel *a*. And, in **meansen**, it is written as digraph *ea*. Moreover, vowel *e* comes clearly in the word's pronunciation (the pronunciation of *mention* is /menʃn/).

The other words with incorrect vowel *e* are **have** and **gate**. Both have different forms and meanings. But, they are misspelled from one correct spelling, *help*. Vowel *a* in the misspelled words are incorrect and they should be changed with vowel *e* to make them correct in spelling. Besides, the word

have also contains incorrect beginning letter and incorrect ending two letter sequence as same as with **gate**.

While, the word **cat** is categorized as misspelling of vowel because it is lack of vowel *e*. Vowel *e*, however, should be placed before letter *t* and the first letter should be spelled as letter *g*. This condition also happened in the word **grass**. Vowel *a* makes this word incorrect and letter *g* has to be spelled as consonant *d* to make it correct in spelling. Finally, the misspelled word **siver** is lack of vowel *e* which is should be placed after consonant *s*. Besides, lacking of letter sequence *al* makes this word involved to misspelling.

In other cases, vowel *u* also is not spelled correctly by the writer. Vowel *u* is misspelled mainly in the words such as *husband* and *thunder*. The forms of misspelled word from *husband* are **has band** (5), **has ben** (8, 10, 11, 16), **was bern** (1), **house bend** (13), **has been** (3), **house ben** (21) and **husbands** (15). And the forms of misspelled words from *thunder* are **thander** (5, 17), **tander** (1, 15) and **tandher** (3). In addition, the word **auncle** (28) for *uncle* is involved to misspelled word, too.

First, let us discuss the misspelled words from *husband*. Vowel *u* are mainly spelled as vowel *a* in those misspelled words rather than digraph *ou* will not produce sound \wedge in word's pronunciation (the pronunciation of *husband* is $/h^{\wedge}zb\text{ə}nd/$). In English, however, sound \wedge does not come from vowel *a*. Besides, vowel *e* in **has been**, **was bern** (A1), **house bend** (A13), **has been** (A3), **house ben** should be changed with vowel *a*, although there is sound ə in the pronunciation and letter *d* at the end of the words should be put.

Indeed, placing letter *h* in the word **was bern** as a substitution for letter *w* will revise this word. Finally, uniting the misspelled words as one word will revise the words completely.

As the same case occurred in misspelled word *husband*, vowel *u* in *thunder* is misspelled as vowel *a*. We can see that all misspelled words from thunder use vowel *a* to represent sound the misspelled word **uncle** still relates with the problem of representing sound \wedge which is produced by vowel *u* (the pronunciation of *thunder* is /θ \wedge ndə(r)/).

At the third case, the misspelled word **uncle** still relates with the problem of representing sound \wedge in the written form. Adding vowel *a* at the beginning is indicated as an attempt to form sound \wedge (the pronunciation of *uncle* is / \wedge nkl/). In the fact, only writing vowel *u* at the beginning of the word can result sound \wedge .

The next, vowel *i* is represented incorrectly in some words. They are such as **shurt** (4) for *shirt*; **delegent** (28) and **dilegend** (25) for *diligent*; **semple** (29) for *simple*; **velace** (5) for *village*; **left** (30) for *lived*.

At the first misspelled word, **shurt**, we can see that the misspelling just comes from placing inappropriate vowel. Vowel *u* in **shurt** has to be substituted with vowel *i* to make the correct spelling. While, in the second case, the position of vowel *i* for **delegent** and **dilegent** (actually) can be known from the pronunciation of *diligent* (/dɪlɪdʒənt/). Both sound *i*, however, should be represented as vowel *i* in the written form. Thus, vowel *i* before and

after letter *l* in **delegent** and vowel *e* after letter *l* in **dilegend** have simply to be changed with vowel *i* to make them correct in spelling.

As in the word *diligent*, to spell the word *simple* correctly can be begun from the word's pronunciation. The word *simple*, however, is pronounced as /sɪmpəl/ and we can spell sound ɪ as vowel *i* in the written form. Vowel *e* in **semple** is difficult in forming sound ɪ in the pronunciation. Therefore, this misspelling's indication should be revised to get the correct spelling.

At the misspelled word **velace**, vowel *i* should be placed after letter *v* as in its pronunciation (the pronunciation of *village* is /vɪlɪdʒ). Taking vowel *e* to form sound ɪ becomes one of the misspelled indications. The other indication is false in representing sound dʒ as letter *g* and putting doubled *l* between the two vowels.

The last vowel which is also spelled as other vowels is vowel *a*. the misspelled word in which vowel *a* is not represented correctly are such as **the** (4) for *a*; **women** (4) for *woman*; **megazine** (5) for *magazine*; **villege** (11), **vilich** (4), **fillict** (20), **filice** (1, 3, 16), **filight** (12) and **field** (10, 18) for *village*; **en** (24, 27) for *an*; **men** (28) for *man*; **wes** (17) for *was*; **seferl** (22) for *several*; **piper** (8) for *paper*.

Actually, both **the** and *a* involve correct spelling. But, in this case, the teacher has dictated the word *a* for the students. In the misspelled word **the**, it is pronounced as /ðə/, while the correct spelling *a* should be pronounced as /ə/. The same sound ə which can be found in both is indicated as problem of spelling, so vowel *a* cannot be represented correctly.

Then, vowel *a* should be placed after letter *m* in the words **women** and **men**. These misspelled words, actually, can be found in English word. But, the intended words by the teacher are *woman* and *man* which are pronounced as /wʊmən/ and /mæn/. In the misspelled word **women**, sound ə produced by vowel *a* is not represented correctly. Sound ə, however, is broken down immediately as vowel *e* in the written form. Similar with the identification of **women**, sound æ found in the word's pronunciation of *man* apparently tends to come as sound ə such as in **men** /mən/.

In **megazine**, there is just one incorrect vowel. It is first vowel *e* and it should be changed with vowel *a* although the first vowel *a* results sound æ in the pronunciation of *magazine* (/mægəzi:n/). It means that to make the correct spelling, the writers just place vowel *a* as a representation of sound æ.

Mostly, vowel *a* in *village* is misspelled becomes vowel *i*. In the misspelled words found, there are some writers who misspelled vowel *a* as vowel *i* and just a writer who misspelled vowel *a* as vowel *e*. In **villege**, the writer just needs to change second vowel *e* with vowel *i*. But, in **vilich**, beside changing vowel *e* with *a*, adding *l* to make doubled *l* and putting *g* as a representation of sound dʒ followed by silent *e* will form the correct spelling. Finally, in **fillich**, **filice**, **field** and **flight**, the writers should also revise letter *f* as letter *v*.

Apparently, the main case relating of representing vowel *a* comes from vowel which is usually pronounced as sound ə. The misspelled words **en** and **wes** are one of the evidences. The correct spelling of **en** is *an* which is

pronounced as /ən/, while the correct spelling of **wes** is *was* which is pronounced as /wəz/.

In other cases, vowel *a* in **seferl** is not represented anymore in the written form. The correct spelling, *several*, is pronounced as /sevrəl/. Sound ə, as a representation of vowel *e*, is considered comes from elaborating letter *r* and *l*.

At the last, the word *paper* is misspelled by the writer as **paper**. Vowel *a* as a representation of diphthong *eɪ* (the pronunciation of *paper* is /peɪpə(r)/) becomes vowel *i*. Existing of diphthong *eɪ* may inference this kind of misspelling. We can compare that diphthong which is found the pronunciation of correct spelling has vowel *i*. And, vowel *i* also appears in the misspelled word where diphthong should be.

Vowels are mostly misspelled by the writers by representing the original or correct vowel with other single vowels, such as vowel *o* in *mother* becomes vowel *a* (**mather**), vowel *e* in *mention* becomes vowel *a* (**mansen**), vowel *u* in *husband* becomes vowel *a* (**has been**), vowel *a* in *village* becomes vowel *i* (**filice**) and the others. This happened because those vowels produce single sound in the pronunciation.

Misspelling of vowels are in the form of substituting the correct vowel with a single vowel, such as vowel *o* in *mother* becomes vowel *a* (**mather**), vowel *u* in *thunder* becomes vowel *a* (**tander**), vowel *a* in *village* becomes vowel *e* (**villege**). Besides, this misspelling has the form of changing single vowel with two vowels, such as such as vowel *u* in *husband* becomes vowels *o* and *u* (**house bend**), vowel *i* in *village* becomes vowels *i* and *e* (**field**),

vowel *o* in *got* becomes two vowels *o* (**good**), vowel *o* in *prosperous* becomes vowels *o* and *u* (**prouse pirijs**) and the other. Or, it appears in the form of adding other letters (forming a new letter sequences) such as vowel *o* in *lost* becomes letter sequences *ay* (**lays**), vowel *o* in *prosperous* becomes letter sequences *ow* (**brows prewiors**) and the others

2. Misspelling of Fricatives

There are some fricative sounds which were misspelled by the writers.

They are:

a. Dental fricatives

The dental fricative sounds are sound θ and δ and they are usually represented with letter sequence *th* in the written language. The sound θ can be involved to voiceless dental fricative, while the sound δ is voiced dental fricative. To produce these sounds, people should place the tongue against the teeth and produce the sound by a constriction at the point of articulation, which sets up turbulence as the air rushes through.

Misspelling of representing dental fricative sounds can appear such as the words **tander** (1, 15), **tandher** (3) and **tunder** (4, 11, 12, 14, 16) for *thunder*; **broter** (27) for *brother*; **de** (5) for *they*; **matematic** (5) for *mathematics*.

This misspelling mostly happened in the word *thunder*. It is misspelled becomes **tander**, **tandher** and **tunder**. Those misspelled words are lack of letter *h* in which—together with letter *t*—sound θ will be resulted. The

lacking of letter *h* may influence to the way of pronunciation and it may not produce sound θ .

The misspelled word **broter** is also lack of letter *h*, so it may not produce sound δ in the pronunciation. The correct spelling is *brother* which is pronounced as $/br^{\wedge}\delta\theta(r)/$. Difficulty in representing sound δ into the written form tends to use letter *t* as a interpreted sound. While, in the misspelled word **de**, misspelling of *th* is not shown with letter *d*. Thus, we can guess that the correct spelling for **de** is *the* which is pronounced as $/\delta\theta/$. The inclination to present sound δ with *d* shows how the writer's ability in perceiving sound and analyzing the sound, which have same characteristics, *d* is voiced alveolar stop and *t* is voiceless alveolar stop.

In other case, the misspelled word **matematic** cannot show sound θ due to there is no letter *h*. The letter *th*, actually, has to come before vowel *e* because the pronunciation of the correct spelling, *mathematics* ($/mæ\theta\text{ə}m\text{æ}t\text{ɪ}k\text{s}/$).

The sound δ and θ are mostly misspelled as single consonant. The writers tended to leave letter *h*, they just put single consonant *t*, such as **tander**, **tandher**, **tunder**, **broter** and **matematic** or changing the *th* with single consonant *d*, such as **de** from *they*.

b. Labiodental Fricatives

Labiodental fricative sounds are *f* and *v*. Sound *f* is voiceless and *v* is voiced. To produce sound *f* and *v*, people should touch the bottom lip to the upper teeth in which the friction is created at the lips and teeth where a

narrow passage permits the air to escape. These sounds are, therefore, called labiodental fricatives. These sounds produce some misspelled words such as **life** (7, 18, 22, 28), **lift** (23) and **left** (31) for *lived*; **life** (7, 18) for *live*; **filich** (1), **filice** (5, 16), **flight** (12), **filich** (20) and **field** (10, 17, 18) for *village*; **seferl** (22) for *several*.

The misspelled word **life** (both form *lived* and *live*), actually, is involved to correct word and it has relation in context with the correct one. But, they are different in the pronunciation. **Life** is pronounced as /laɪf/ and *live* is pronounced as /lɪv/. Some writers, however, spelled the heard sound *v* as consonant *f*. In addition, some writers end the words by putting two consonant, *ft*.

Still, letter *v* of the word *village* is also spelled as other labiodental fricatives. Some writers tend to change letter *v* to letter *f* such as in **filich**, **filice**, **flight**, **filich** and **field**.

Then, the misspelled words of *village* also have inappropriate vowels, have no *l* doubling and final silent *e* and have incorrect representation of sound *dʒ*. Finally, we are able to see that the word **seferl** is involved to misspelling because it cannot represent letter *v*—which should be placed between two vowels *e*—and vowel *a*, which is placed before letter *l*.

In the other cases, there are some writers who misspelled sound *f*. But, in this case, it is a representation of letter sequence *ph*. However, sound *f* sometimes is produced from consonant *p* followed by *h* instead of from the *gh* as in *enough* (/ɪn^hʌf/) or from the consonant *f* itself as in *fix* (/fɪks/).

Because of the various forms, the *ph* as a representation of sound *f* is misspelled by the writer such as **alpabet** (8), **alfabet** (22) and **alpabhet** (12) for *alphabet*.

In the second misspelled word, the sound *f* tends to be represented based on the sound immediately. We can pay attention to the consonant *f* in **alfabet**. The consonant *f* is placed in the *ph*'s position. Then, in the two other forms, the writers tend to omit letter *h* which follows consonant *f*.

Sound *v* is misspelled as vowel *f* in the written form. This relates to the writers' analysis the sound before putting the words down into the written form. Besides, consonant *f* is used more in the writers' first language. It can be seen at the word *alphabet*. The sound *f* in that word is represented as consonant *f* rather than consonant *v* by the writers.

c. Alveopalatal fricative

Alveopalatal fricative has sound \int (š) and this sound, specifically, is voiceless alveopalatal fricative. It is produced by raising the front part of the tongue to the point of the hard palate just behind the alveolar ridge with friction created as the air passes between the tongue and the palate behind the alveolar ridge. The word with sound š which is spelled incorrectly is the word *mention* (the pronunciation of *mention* is /menʃn). The word *mention* is misspelled to **mension** (21), **mansen** (20, 22), **mensen** (8) and **meansen** (14).

Sound \int in *mention* is represented as letter *t*. But, the writers represent it with consonant *s* such as in **mension**, **mansen**, **mensen** and **meanson**.

This is supported by the fact that sound \int have same enough sound with consonant *s*.

3. Misspelling of Apostrophe

Apostrophe ('s or s') shows possessive pronoun. This form, basically, can come in the formula such as *of* Representing apostrophe through listening needs deep analysis concerning with understanding the sentence's context. Apostrophe has same way of pronunciation as other words which are added with *s* such as plural or words ended by letter *s*. In this gathered data, there is one word with apostrophe. It is *Anteng's*. Unfortunately, almost a third of the students' writings have this misspelling. That word is misspelled as **Anteng** (5) and **Antengs** (6, 11, 12, 14, 18, 19, 20, 21).

For the first form, the misspelled word is lack of apostrophe sign ('). This situation does not influence the pronunciation, but it will influence to the meaning of the sentence. Likewise, the second form, **Anteng**, is also lack of apostrophe sign ('). But, in this misspelled word, there is proper noun only. There is no letter *s* and apostrophe sign ('). This will influence the word's pronunciation and the sentence's context. Then, the reader may difficult to catch the meaning.

4. Misspelling of Consonant Preceded by Consonant.

Some people sometimes cannot analyze sound in which consonant comes together with other consonants. In other cases, consonant which comes together with others may not appear in the word's pronunciation. Sound of certain consonant may unite with another, thus people are difficult to decide

how the written form should be. Relating with this condition, there are misspelled words can be categorized as misspelling of consonant preceded by consonant such as **hear** (1, 2, 4, 12, 15, 20), **heir** (5), **hier** (11, 17), **her** (6, 8), **here** (7, 18, 19), **heart** (10) and **hiyer** (16) for *heard*; **los** (6, 11, 16), **lose** (20) and **lays** (1) for *lost*; **has ben** (8, 10, 11, 16), **has been** (3), **houseben** (21) and **was bern** (1) for *husband*; **diligen** (29) and **dilegend** (25) for *diligent*; **can** (22) for *count*; **matematic** (5) for *mathematics*; **coulped** (25), **couper** (23), **chapel** (28) and **coupel** (22) for *couple*; **have** (28, 30, 31) and **gate** (26) for *help*; **ledgen** (29) for *legend*; **hiar** (29) for *years*; **out** (23) for *old*.

The word *heard* (the correct spelling of first misspelled word's forms) is past participle forms of the word *hear*. The word *hear* is pronounced as /hɪə(r)/, while *heard* is pronounced as /hɜːd/. Additional *d* do not only change the sound of *ea* but also unites sound *r* into *d*, thus there is no sound *r* in pronouncing the word *heard*. But, the misspelled words of correct spelling (*heard*) are mostly lack of letter *d* as a sign of past participle. We can see that letter *d* is not written in some misspelled words such as **hear**. Moreover, digraph *ea* is spelled as other form such as in **hier**, **heir**, **here**, **her** and **hiyer**. Letter *d* in *heard* is also misspelled as letter *t*. Then, it becomes the misspelled word **heart**.

Lacking of consonant *d* is also happened in the word *husband*. It is pronounced as /hʌzbænd/ and it means that the letter *d* can be found in the pronunciation. In addition, the misspelled words are also inappropriate in

representing vowel, both vowel *u* (which is should be placed after letter *h*) and vowel *a* (which is placed after letter *b*).

The next misspelled words still relate with lacking of consonant *t* preceded by other consonants. The words **los**, **lose** and **lays** are involved to misspelling because there is no letter *t* ends in those words although letter *t* still comes in the pronunciation of the correct spelling, *lost* (/lɔːst/). The writers tend to change consonant *t* with vowel or letting consonant *s* to end the word.

That condition occurred in the word *diligent* and *count*, too. Those two words are presented by spelling the consonant *t* in the end of the words. The consonant *t*, however, changes to consonant *d* such as in **dilegend** or the consonant is omitted such as is **diligen**. Besides, the second misspelled word, **dilegend**, has inappropriate vowel. The misspelled vowel is first vowel *e* and it should be changed with vowel *i*. The word *count* also forms misspelled word with lacking of consonant *t* which is preceded by consonant *n*.

The next, consonant *s* which is preceded by consonant *c* in *mathematics* is also misspelled. In this case, the writer just ended the word with consonant *c* and does not represent sound θ with appropriate letter. The writer just wrote consonant *t*.

In the word **ledgen**, the writer puts incorrect letter *d* and do not write consonant *d*. The consonant, however, should be placed after the consonant *n*. In other case, the words **coulped**, **chapel**, **coupel** and **coupert** are involved to misspelled words, too. They do not have correct consonant sequence. The

consonant *p* followed by consonant *l* should be placed after vowel sequence *ou* to make them correct.

On the other side, in the word **hiar**, there is omitted consonant at the end of the word. That consonant is consonant *s* preceded by consonant *r* and it is a sign of plural form. This consonant *s*, however, is lack of the writer's word although it is sounded in the pronunciation. Then, there are two consonants which is lack from the misspelled word **out**. It, basically, should have consonant *d* preceded by consonant *l*.

This kind of misspelling appears in the form of omitting one of the two consonant, such as consonants *d* in *heard* is omitted (**hear**), consonant *t* in *lost* is omitted (**lose**). Still, misspelling of consonant preceded by consonant is also in the form of representing incorrect consonant, such as consonant *d* of *heard* becomes consonant *t* (**heart**), consonant *t* of *diligent* becomes consonant *d* (**dilegend**).

5. Misspelling of consonant doubling

Consonant doubling is commonly misspelled as the single one. If doubled consonant is *l*, for example, it is usually becomes single *l*. From the data, there are found two words with consonant doubling which is misspelled. They are **vilage** (6, 21), **vilich** (4), **velac** (A5), **filic** (1), **filice** (3, 16) and **flight** (12) for *village*; **princec** (13) for *princess*; **a pried** (22), **a pliey** (23), **a pier** (24, 27), **a pear** (25), **a pired** (26), **a fiyur** (28), **a prierd** (29), **a pair** (30), **a pird** (31) and **a pierre** (31) for *appeared*.

The correct word *village* is pronounced as /vɪlɪdʒ/. The consonant doubling has no strength influence in the word's pronunciation. This makes the writers to spell *l* doubling as single *l*, especially for those who have never known that word before. We can see to the words **vilage, vilich, velac, filic, filice** and **filight** that they just have single *l*. Besides, consonant *s* doubling of *princess* is spelled as single consonant *s*. Thus, princess becomes **princec**.

The correct word ***appeared*** is mostly misspelled as two words in which first vowel *a* is considered as an article. These misspelled words have no consonant *p* doubling instead of incorrect representation of diphthong and adding suffix *-ed*.

6. Misspelling of Digraphs

Digraph is a group of two successive letters whose phonetic value is a single sound such as *ea* in *bread* (/bred/), *ng* in *thing* (/θɪŋ/) and so on. The forms of misspelling of digraph are **prosperius** (6), **prosperes** (17), **prosperios** (22), **prosperious** (8, 31), **prosparius** (7), **prospeoros** (23), **prospires** (18), **prous peries** (20), **prous perious** (15), **prouspereous** (24), **prouse piries** (25), **prust peries** (1), **proseperies** (26), **prospherius** (9), **propeorus** (19), **preparius** (29), **prose baries** (10), **brospaires** (11), **bres beries** (16), **broos preeys** (3), **brows prewiors** (5), **pros prerius** (2), **proporius** (21), **prus perious** (30), **prospereous** (31) and **brobrewies** (1) for *prosperous*; **mountian** (30) and **mountein** (25) for *mountain*; **yang** (16) for *young*; **hier** (17, 11), **heir** (5), **hiyer** (16), **here** (7, 18, 19) and **her** (6, 8) for *heard*; **chapel** (29) for *couple*; **pipel** (20) for *people*.

The most misspelled words come from the word *prosperous*. It is pronounced as /prɒspərəs/. Digraph *ou* is sounded as sound ə. Digraph *ou* is misspelled as various digraphs, letter sequences or vowels. We can see that there are digraph *iu*, *io*, *ie*, vowel *e*, *o*, *u*, letter sequence *iou*, *eou*, *eey*, *wiors* and *wie*. Those are form which is resulted from the word *prosperous*.

Then, digraph *ai* of *mountain* which results sound ɪ (the pronunciation of *mountain* is /maʊntɪn/) cannot be spelled correctly by the writers. The digraph is spelled as *ia* and *ei* such as in **mountein** and **mountian**. And, the other misspelled digraph is digraph *ou* from *young* and *couple*. The two digraphs *ou* of these words are spelled with the same form (**yang** for *young* and **chapel** for *couple*) although the digraph of those result the sound differently. Still, the misspelled word of **couple** also add letter *h* precedes incorrect vowel *a*.

The next, digraph *ea* from *heard* is misspelled as *ie* such as in **hier**, *ei* such as in **heir**, letter sequence *ie* such as in **hiyer** and single vowel *e* such as in **here** and **her**. These misspelled words should be added with final consonant *d* to be correct in spelling.

The other misspelled digraph can be found in the word **pipel**. The correct spelling for it is *people* which is pronounced as /pi:pl/. From the phonetic transcription, we can understand that sound i: should be represented as *eo* in the written form. But, in the misspelled word, the writer just spells *eo* letter sequence with single vowel *i*.

The words categorized as misspelling of digraphs are represented with two letter sequences, but the two letters are incorrect to perform the heard sound,

such as digraph *ai* in *mountain* becomes *ia* (**mountian**), digraph *ou* in *prosperous* becomes *ie* (**bres beries** or **prose baries**) and the other. In other cases, certain digraph is also represented with three letter sequences, such as digraph *ou* in *prosperous* becomes three letters *iou* (**prous perious** or **prus perious**), three letters *eou* (**prospereous**) and the others.

7. Misspelling of Stops

There are some stop sounds which were misspelled by some writers. The misspelled stop sounds are:

a. Alveolar stops

Sound *t* and *d* are involved to alveolar stops; the airstream is stopped by the tongue making a complete closure at the alveolar ridge, those two sounds are differentiated from the role of vocal cords. Sound *t* is voiceless where the vocal cord is apart during airflow, the air flows freely through the glottis and supraglottal cavities. While, sound *d* is voiced where the vocal cord is together the airstream forces its way through and causes it to vibrate. This little difference makes the writer to misspell the words with sound *t* or *d*. In the data, there are some incorrect spellings due to sound *t* and *d* cannot be analyzed intensively. They are such as **got** (24, 25, 28), **gat** (1, 5, 8, 11, 15), **geth** (2), **get** (27), **gate** (26) and **cat** (16, 22) for *god*; **do** (3) for *to*.

The word with sound *d* which is mostly misspelled by the writers is the word *god* which is pronounced as /gɔd/. From the data, we can see that sound *d* in *god* is represented as letter *t* in the written form by some

writers. There is only a writer who has represented sound *d* to letter *th*. Besides, the misspelled words also do not have correct vowel *o* to represent sound σ . The vowel *o* becomes vowel *e*, *a* and *ea*. On the other hand, the word with sound *t* is misspelled to other form. That word is *to* which is pronounced as /tu:/. The sound *t*, in this case, is represented as letter *d*. Then, it becomes the misspelled word **do**.

This misspelling is in the form of changing voiced alveolar stop (*d*) with voiceless alveolar stop (*t*), such as consonant *d* of *god* becomes consonant *t* (**got**, **get**, **gate**, **cat** or **gat**) or changing voiceless alveolar stop (*t*) with voiced alveolar stop (*d*), such as consonant *t* of *to* becomes consonant *d* (**do**).

b. Bilabial stops

When we articulate by bringing both lips together with the airstream stopped at the mouth by the complete closure of the lips, we will produce sound *p* and *b*. Both are called bilabial stops. Sound *p* is involved to voiceless in which the air flows freely through the glottis and supraglottal cavities, while sound *b* is voiced because the airstream forces and causes the vocal cord to vibrate. These kinds of sounds tend to be misspelled by some people, especially when they are represented into the written form. The misspelled words which is categorized as misspelling of stop because of representing inappropriate sound *p-b* are **bread** (2, 8, 10), **bird** (18), **brid** (24), and **brad** (30) for *prayed*; **bro brewies** (1), **bros paires** (11),

bres beries (16), **broos preeys** (3), **brows prewiors** (5) and **prosebaries** (10) for *prosperous*.

From the word *prayed*, the beginning letter *p* is misspelled becomes letter *b* such as in **bread**, **bird**, **brid** and **brad**.

As in the word *prayed*, letter *p* in *prosperous* is also misspelled. Some writers misspelled both letter *p* and the other just misspelled one of them. The misspelled word with changing both *p(s)* is **bres beries**, while the misspelled words with misspelling one *p* are **bros paires**, **broos preeys**, **brows prewiors** and **prosebaries**.

This kind of misspelling is in the form of changing the voiceless bilabial stop (*p*) with voiced bilabial stop (*b*), such as letter *p* in *prosperous* becomes letter *b* (**bres beries**, **brows prewiors** or **bro brewies**) or letter *p* in *prayed* becomes letter *b* (**bread**)

8. Misspelling of Silent Letters

There are some letters which do not come in the way of pronunciation, thus they are called silent letters. Some of silent letters in English are final silent *e*, beginning *w* and so on. From the gathered data, there are some words misspell silent letter such as **twelev** (14) for *twelve*; **how** (8, 20, 21, 22, 25, 26, 28, 29, 30, 31) and **ho** (23) for *who*; **right** (21), **raight** (23), **read** (22) and **ride** (8) for *write*; **head** (3) for *heard*; **their** (30) for *there*; **chapel** (29) for *couple*; **vilich** (4), **velac** (5), **filight** (12) and **fillich** (20) for *village*.

Misspelling of silent letter much happened on the words with final silent *e*. final silent *e* of the word *twelve*, *there*, *couple* and *village* cannot be

represented correctly. Most of the writers ended their words with the final sound. For example, the correct spelling *twelve* is pronounced as /twelve/ and ended by sound *v*. Then, the writers tend to end that word with consonant *v*. this situation also occurred to the words *there, couple and village*.

On the other case, silent letter which comes at the beginning is misspelled to various forms. That word is *who*. The 1st letter *w* is called silent letter because—in the pronunciation—it does not come, while sound *h* starts the word's pronunciation. Then, the pronunciation is /hu:/. This situation is reflected to the misspelled words in which they are begun with letter *h* such as in **how** and **ho**. as same as with the word write. Its 1st letter *w* is omitted by the writers. The misspelled words are directly begun with letter *r*. The next, letter *r* in *heard* which cannot be heard at the pronunciation is also misspelled. The writer, in this case, is misspelled the correct one by omitting the non-heard sound *r*, **head**.

Misspelling of silent letters are in the form of omitting the silent letters, such as the silent letter *w* in *who* is omitted (**how** or **ho**), the silent letter *w* in *write* is omitted (**right**) or the silent letter *e* in *village* is omitted (**velac**).

9. Misspelling of Affricate

There is affricate sound which was misspelled by the writers. The misspelled affricate sound is alveopalatal affricates.

The sound *č* is produced by a stop closure followed immediately by a gradual release of the closure. This sound is palatal fricative and is involved to voiceless. The sound *č* comes in the word such as *children* which is

pronounced as /tʃɪldrən/. The sound tʃ is represented as letter *ch* in the written form. This form is misspelled by some writers. They just write single consonant *c* in representing sound tʃ. The misspelled words are such as **cildren** (15, 16) and **cildrent** (20).

In the same case, the sound ʃ is same category with sound ʃ has been discuss before. The difference between ʃ and ʃ is in the process happened to the vocal cord. Sound ʃ is voiced where the vocal cord is together with the airstream forces its way through and causes it to vibrate. This sound is represented in various letters such as *j* in *judge* pronounced as /dʒʌdʒ/ or *g* in *partridge* pronounced as /pɑ:trɪdʒ/.

Relating with this case, the word *village* is also misspelled by the writers. The misspelling, especially, happened in the way of representing sound dʒ. Sound dʒ should be represented as letter *g*. But, this sound becomes *ch* such as in **vilich** and **fillich**, consonant *c* such as in **filice**, **filic** and **velac** and letter sequence *ght* such as in **filight**.

Sound tʃ is misspelled in the form of leaving the letter *h*, such as letter sequences *ch* in *children* become single letter *c* (**cildren** or **cildrent**). And, sound dʒ is misspelled in the form of representing with two incorrect letter sequences, such as letter *g* in *village* becomes letter sequences *ch* (**vilich** or **fillich**) or with three incorrect letter sequences (**filight**) or with incorrect single consonant (**filic** or **velac**).

10. Misspelling of Diphthong

Diphthong is vowels in the articulation of which the tongue starts with the position for one vowel quality and moves towards the position for another vowel within one syllable. Some English diphthong are eɪ as in *page* (/peɪdʒ/), əʊ as in *home* (/həʊm/), aɪ as in *five* (faɪv/), aʊ as in *now* (/naʊ/), ɔɪ as in *join* (/dʒ ɔɪn/), ɪə as in *near* (/nɪə(r)/), eə as in *hair* (heə(r)/) and ʊə as in *pure* (pjʊə(r)/).

The misspelled words which have no correct representation of diphthong are **niyer** (16), **nier** (17, 29, 23, 24) and **nair** (29) for *near*; **montain** (28) for *mountain*; **can** (22) for *count*; de (3), **ther** (6), **their** (5, 9, 14, 29) and **the** (17, 28) for *they*; **a pried** (22), **a pliey** (23), **a pier** (24, 27), **a pear** (25), **a pired** (26), **a fiyur** (28), **a prierd** (29), **a pair** (30), and **a pierre** (31) for *appeared*; **piper** (8) for *paper*; **hiar** (29) for *years*; **their** (28, 29) for *there*; **prad** (5), **bread** (2, 8, 10), **praid** (9), **prite** (11), **prit** (15, 27), **price** (16), **bird** (18), **prey** (20), **pride** (22), **plirt** (23), **brid** (24), **pruit** (25) and **prided** (18) for *prayed*.

The correct spelling *near* is pronounced as /nɪə(r)/. It has diphthong ɪə and should be represented as vowel *e* followed by *a*. But, in the misspelled words, the diphthong is not spelled correctly. It becomes *ie*, *ia* and *ai*. The first misspelled word, however, is apparently formed based on the pronunciation.

As same as with this case, the word *years* also has diphthong ɪə (/jɪə(r)a/) and it comes from the two vowels *e* and *a*. But, it is misspelled as vowel *i* followed by vowel *a*.

The word *mountain*, then, contains diphthong. The diphthong is *au* and it is produced from vowels *o* and *u* (the pronunciation of *mountain* is /maʊntɪn/). In the misspelled words, the vowel *ou* is spelled as single vowel *o*, thus, this word will not have diphthong *au* if *iot* is pronounced. In the same case, the word *count* also produces diphthong *au* from vowels *o* and *u* (the pronunciation of *count* is /kaʊnt/). But, the misspelled word uses single vowel *a* to represent the diphthong.

The word *they*, then, also has diphthong which comes from the vowel *e* followed by *y*. We can see the diphthong from the pronunciation /ðeɪ/. In the misspelled word, diphthong *eɪ* is represented as single vowel *e* such as in **de** and **the**. Besides, it is also spelled as vowel *e* followed by *r* such as in **ther** and vowel *e* and *i* followed by *r* such as in **their**. From these misspelled words, we can see that the writers actually represent one component of diphthong, *e*, immediately without analyzing how sound *ɪ* should look like.

The next, the pronunciation of the correct word *appeared* is /əpɪə(r)d/. It means that it has diphthong *ɪə* which comes from *ea* letter sequence. But, in the misspelled word, the letter sequence do not have correct form it is misspelled as *ie*, *ai* letter sequences and single vowel *i*.

In the same case, the diphthong *eɪ* which comes in the word *prayed* (/preɪd/) and *paper* (/peɪpə(r)/) are misspelled by some writers. Diphthong of the word *prayed* comes from letter sequence *ay*. But, it is misspelled as single vowel *a*, *i*, *e* and two letter sequence such as *ea*, *ai*, *ey* and *ie*. And, diphthong of the word *paper* comes from single vowel *a*. But, it is misspelled as vowel *i*.

Misspelling of diphthong can also be found in the word *there*. The misspelled word contains diphthong *eə* which comes from single vowel *e* (/ðeə(r)/). The diphthong, in this case, is spelled incorrectly. It is represented as vowel *e* followed by vowel *i*.

Because of have two sounds, the words which have diphthong are misspelled as two vowels in the written form, such as diphthong *ei* in *prayed* becomes vowels *a* and *i* (**praid**), vowels *e* and *a* (**bread**), vowels *u* and *i* (**pruit**), diphthong *eə* in *there* becomes vowels *e* and *i* (**their**) and the others. In other cases, there are diphthongs which should be represented as two vowels are represented as two incorrect vowels.

11. Misspelling of Glide

Glide has same characteristic with vowel in the way of word's pronunciation. It sometimes is called as semivowel. From the gathered data, there are some misspelled words can be categorized as misspelling of glide. They are **whas** (24, 27) for *was*; **hears** (29) for *years*; **beutiful** (17) and **beatiful** (22) for *beautiful*.

12. Misspelling of Combined Words

Misspelling of combined words relates with the misspelling indications which come from uniting some words. In the gathered data, there are some these kinds of misspelling such as **prydducat** (3), **preducat** (), **preducut** (12), **preduget** (17), **prettugad** (19), and **preduckat** (21) form *prayed to god*; **tocket** (18) and **thuget** (20) for *to god*; **tekod** (22) for *they got*; **gilinder** (23), **diligent** (22, 24, 27) and **delegent** (28) for *the legend*; **thuget** (20) for *to get*.

The misspelled words are from the phrase *prayed to god*. The writers tend to unite final sound *d* of *prayed* with sound *t* of *to*. The result of uniting sounds mostly is consonant *d* such as in **prydducat, preducat, preducut, preduget** and **preduckat**. Besides, sound *d* which comes from final sound of *god* is also mostly represented as consonant *t*. On the other hand, sound *t* of *got* is misspelled as consonant *d* such as in **tekod** from *they got*. This misspelled word also has incorrect vowel to represent sound u: from *to*.

Then, the correct spelling *the legend*, generally, is represented with one word which have same form of the word *diligent*. So, we cannot see the *th* in the writings. This misinterpretation makes sound *ð* cannot be produced, because the writers mostly use consonant *d* or *g* to begin the word such as in **diligent, delegend** and **gilinder**.

13. Misspelling of suffix

Suffix used is suffix *-ed*. It is used to form past verb. There are some misspelled word which has no suffix *-ed*. They are **pray** (1), **prad** (5), **bread** (2, 8, 10), **praid** (9), **prite** (11), **prit** (15, 27), **price** (16), **bird** (18), **prey** (20), **pride** (22), **plirt** (23), **brid** (24) and **pruit** (25) for *prayed*; **live** (24, 25, 26), **life** (22, 27), **lift** (23) and **left** (30) for *lived*. Those misspelled word are lack of suffix *ed*. basically, the writer just put the root of the verb without adding suffix *-ed* to build past form.

14. Misspelling of Single Consonant

The produced sounds may come from two letter sequences such as sound *3*: can come from vowels *e* and *a* as in *heard* or sound *l* is from doubled

consonant *l* as in *village*. On the other hand, there are also sounds which come from single letter. That form is spelled incorrectly by some writers. They usually add another letters in representing the sound into the written word.

The misspelled words contain misspelling of single consonant are **afther** (16, 28) for *after*; **wase** (2) and **wash** (19, 30) for *was*; **mad** (22) for *man*; **prospherius** (9), **propeorus** (19), **proporius** (21), **preparius** (29) and **prust peries** (27) for *prosperous*; **ledgen** (28) for *legend*; **coock** (5) for *cook*; **cildren** (20) and **childrent** (30) for *children*; **familly** (15) for *family*; a (27) for *an*; **dilligent** (22) and **gilident** (23) for *diligent*; **husbands** (15) for *husband*.

At the first form, single consonant *t* as a representation of sound *t* is misspelled as two consonant *t* and *h*. Besides, consonant *s* in *was* which produces sound *z* is represented as consonant *s* followed by *e* and followed by *h*. The consonant *s* in *prosperous* is also misspelled by some writers. But, in this case, that consonant is not represented anymore in the written form such as in **propeorus**, **proporius** and **preparius**. So, we cannot see the representation of sound *s* in those words. On the other hand, there is consonant *t* which is placed after consonant *s*. Still, the word **prosperous** has misspelling indication in representing second sound *p* such as in **propherius**. The writer, however, put letter *h* follows consonant *p*.

In other case, consonant *l* which should be represented as single *l* as in *diligent*, *children* and *family* has incorrect representation. The misspelled

words, on the other hand, present double *l* in representing the sound *l* such as in the **cildren**, **family** and **dilligent**.

Then, there are some words with added consonant, for example the word **ledgen**. Consonant *d* is added consonant and it is not needed in representing sound *dʒ*. Besides, consonant *c* in **coock** is incorrect representation of sound *k*. The sound *k*, however, needs single consonant *k* as its representation.

In the misspelled word **childrent**, the final consonant *t* has incorrect representation of sound *n*. As same as with the misspelled word **housbands**, the added final consonant makes this word is involved as misspelling of single consonant.

While, the word *man* and *diligent* has misspelled words which contain incorrect consonant. In the misspelled word of *man*, the writer spelled final sound *n* as another consonant *d*. And, in the misspelled word **gilident**, the place of consonant *d* and *g* are exchanged one another.

4.2.2 Causes of Misspelling

The causes of misspelling based on the data presentation are:

1. Weak auditory skill

The misspelled words were made by the writers because they mostly wrote the word from the pronunciation. If the heard sound is *ɪ*, for instance, the writers who have weak auditory skill will immediately represent the sound as vowel *i* in the written form. On the other hand, not all sound can be represented from how they are usually uttered. For example, the incorrect second vowel *i* of the

misspelled word **filice** is picked up from its pronunciation by the writer. It also happened in the misspelled word *near*. It, however, is represented as its pronunciation by some writers, then becomes the misspelled words such as **nier** or **niyer**.

Representing word based on its pronunciation shows that the writers had difficulty in associating the heard sounds with appropriate letters. And, it may be influenced by the writers' phonological awareness. We can see at some cases in which the writer put incorrect letters because they cannot distinguish sounds which have same way and place of articulation but different in the vocal cord's position such as between consonant *p* and *b* in **bres beries** or *f* and *v* in **left, life, filice, filight, lift** and **seferl** or *t* and *d* in **left, life, filice, filight, lift** and **seferl**.

The tendency in representing words based on the pronunciation may be influenced by the writer's first language, too. Some cases show how the spelling system of Indonesian language interferes the writers in putting the word down in the written form. **Alfabet, cildrent, cildren** and **niyer** are some of the misspelled words which are influenced by the Indonesian spelling. For first case, sound *f* which comes from letters *p* and *h* are uncommon, but the sound is usually represented as consonant *f* in the written form. Then, sound *č* (*tʃ*) has no certain representation in Indonesian language. That sound is usually represented as letter *c*, but (in English) it should be represented as letter *c* followed by *h*. And, letter *y* may produce sound *i* in Indonesian language. It can be looked at the misspelled word **niyer**. Letter sequence *iyē* is considered able to produce diphthong *ie*.

Further, the misspelled words are also influenced by the process of speech perception taken by the writers due to those words are receive by listening. In some cases such as in the misspelled words **praid** and **their**, the writers perceive the sound by doing analysis of auditory features such as how it is articulated or what the strength characteristic in which differentiate it with others to form a hypothesis. The hypothesis, then, forms to a set of generative rules which are compared with the original speech, but the writer cannot take appropriate or correct hypothesis as the intended word.

Besides, in other cases, the misspelled words, such as **hier**, **hiyer**, **nier**, **niyer**, **los**, **lose** and **alpbert** are influenced by the writers' process of perceiving sounds. In this case, how the writers represent words in the written form links or relates with how they usually pronounce the original sound. It means that the writers usually pronounce *near* and *heard* by having letter *y* when they are speaking. Still, there is a writer who cannot sound the *f* correctly and the writer usually sounds the *f* with *p*.

In the misspelled word **hear** and **heart**; the writers, actually, had activated their memory dealing with the words which had same characteristics in way of articulation or in distinctive features (called making cohort). Unfortunately, they faced difficulty in eliminating other members of the cohort which did not fit with the information (about way of articulation or distinctive features or the others).

2. Poor visual memory

The misspelled words were made by the writers because they could not visualize how the words should look and how the words should be broke down

into the written form. Thus, the writers sometimes put letters which were not in correct sequence, such as in **gilident** and **nembur** or added letter such as **dilligent, auncl, alpabhet, afther, , youngt**, and so on. Still, the writers' inability is also reflected when they break the phrase down as one word in the written form. The phrases which become one word are *prayed to god, the legend, to god* and *they got*. On the other hand, one word is divided into two parts by some writers such as in the word *appeared* and *husband*.

The misspelled words, however, are also influenced by the process of speech perception taken by the writers. In some cases such as in the misspelled words **delegent, diligent, tekod, tocket, thuget, prydducat, preducat, preducut, preduged, prettugad** and **preduckat**, the writers faced difficulty in taking the phrase in the form of short stretches. They, however, had heard the words *prayed* at the first time and that word was saved in memory, but it was suddenly followed by other words *to* and *god*, thus the following word degraded what was already in memory and they tended to unite the phrase into one word.

The situation also occurred to the phrase *the legend, to god* and *they got*. The writer, in this case, united the phrase into one word because there was a word followed by other words which may degrade the perception of first word.

3. Motor skill

The misspelled words were made because of the writers' motor skill, such as **villege** (11), **vilage** (21), **beutiful** (17) and **beatiful** (10). The writers, in this case, had motor problem in the process of writing. It can be said use 'slip of the

pen'. The problems can be in the form of not having careful action when writing word and being hurry in putting the word down into the written form.

4. Unaware of having misspelling problem

Some of the misspelled word also occurred because the writers were not aware that they had misspelled certain word. In this case, the writers mostly have misunderstanding about spelling of certain English words. Or, they usually write English words with incorrect spelling and (unfortunately) they do not understand that they are misspelled words. The misspelled words is caused by the writers' unaware of having spelling, such as **matematic** (5), **megazine** (5), **coock** (5), **family** (15), **princec** (13) and the others.

5. Lack of knowledge of the rule

In this listening test, there was a word which should be written in the form of apostrophe s ('s). That was *Anteng's*. But, some of the writers did not understand the function when they should make this form. Moreover, this form was a strange form for some writers, they had not ever seen this form (apostrophe plus s) before. Therefore, the word *Anteng's* were mostly written without apostrophe sign (') and the s.

CHAPTER V CONCLUSION AND SUGGESTION

This chapter provides conclusion and suggestion. They are based on the finding and discussion in the previous section.

5.1. Conclusion

From the data presentation and discussion presented in the previous chapter, it can be concluded that the kinds of misspelling made by the seventh grade students of SMPN 13 of Malang are (1) misspelling of vowels; (2) misspelling of fricatives: dental fricatives (θ/δ), labiodental fricatives ($f-v$) and alveopalatal fricative (\int); (3) misspelling of apostrophe; (4) misspelling of consonant preceded by consonant; (5) misspelling of consonant doubling; (6) misspelling of digraph; (7) misspelling of stops: alveolar stops ($t-d$) and bilabial stops ($p-b$); (8) misspelling of silent letter; (9) misspelling of affricates: alveopalatal affricates ($tʃ$ (\check{c}) and $dʒ$ (j)); (10) misspelling of diphthong; (11) misspelling of glide; (12) misspelling of combined words; (13) misspelling of suffix and (14) misspelling of single consonant.

The causes of misspelling are:

1. Poor visual memory

The writers with poor visual memory mostly misspelled the words by providing inappropriate letter sequences. Or, they united phrases into one word. In this case, there was a set of sound's perceiving which influences the writers' decision in representing the sounds into the written language.

2. Weak auditory skill

For people with weak auditory skill, the words are mostly represented based on the pronunciation. It also indicated the inability of the writers in distinguishing sounds which have the same place of articulation but different in the vocal cord's position, such as between consonant *p* and *b*, *f* and *v*, or *t* and *d*. This cause also relates with the influence of the writers' first language (Indonesian language).

3. Motor skill

This problem is also called 'slip of the pen'. It deals with the problem faced during the process of writing the words. The problem is merely caused by carelessness in writing words.

4. Unaware of having misspelling problem

The writers, mostly, have misunderstanding about spelling of certain English words. Or, they usually write English words with incorrect spelling and they were not unaware that they misspelled certain words.

5. Lack of knowledge of the rule

Lack of knowledge of the rule relates to not understanding the function and rule of the apostrophe *s*. For some writers, this form is a strange form; they have not ever seen this form (apostrophe plus *s*) before.

5.2. Suggestion

After paying attention to the data presentation and discussion which show many kinds of misspelling, the researcher gives suggestion for the English

instructor or people who concern with English to create method or way in mastering spelling because it is an important case especially when people should put their language in the written form. The new method or way may be as a treatment to overcome the misspelled mostly made by the students.

Specifically, for the teachers, they can use games whose purpose to increase the students' spelling skill. The games are such as scrabble, puzzle, jumbled words and the others. Still, the teachers also should motivate their students to study English spelling more and more. The students can be trained by asking them to write down any English expressions in the wall magazine. Then, the teachers may examine the students' writings in order to improve their English, including spelling.

Further, the researcher also suggests to the other people who concern with this study to conduct other researches with different context, such as deals with the subject of the study or data of the study. This, however, may be able to give and offer some findings as a material form to produce or create new other theories or methods of mastering language.

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