.

The Factors Behind Spelling Errors Among Students At Islamic-Based School Surabaya

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Abstract

The article discusses the challenges faced by 7th grade students at an Islamic-based school in Surabaya in learning english spelling. The purpose of the article is to identify the factors behind students' English language learning and to propose effective strategies for improving their motivation and language skills. The article conducted qualitative method through observations to the students and interview one of the English teacher at an Islamic-based school in Surabaya. The article identifies several factors behind students' English language learning, including a lack of motivation, too much vocabulary to be mastered, differences in writing and pronunciation, and a lack of practice. The article concludes that the lack of interest in learning English is the primary factor behind students' language learning, as it can influence other factors. The article emphasizes the importance of consistent practice and the need for teachers to provide innovative and enjoyable strategies to increase students' motivation for learning English.

Keywords: *Factors, Spelling Errors, Islamic-Based School*

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INTRODUCTION

According to (Hidayati, 2017) in Indonesia there are The Ministry of Religious Affairs (MORA) holds jurisdiction over Islamic education, encompassing institutions such as madrasahs, pesantrens, and other Islamic educational establishments. In contrast, the Ministry of National Education (MONE) is responsible for the oversight and administration of general education, commonly referred to as secular education. (Hidayati, 2017) continous expressing that In Java, Muslim parents were inclined to reject Dutch schools. Mastering the correct spelling of words and effectively using them in sentences can pose challenges, rendering the learning process of the English language intricate (Alshahrani, 2019). Furthermore, Islamic-based schools tend to prioritize education related to Islam, making English lessons one of the challenges currently faced by students.

Language proficiency, in essence, encompasses the ability to adeptly employ language for a diverse array of communicative purposes. Proficient individuals are esteemed for their mastery of the language, signifying their capability to effortlessly articulate a myriad of ideas both in written and spoken form (Renandya dkk., 2018). One of the fundamental building blocks of learning the English language is spelling, which plays a significant role and improves other language abilities in addition to writing, reading, and listening. Correct spelling is crucial to the development of literate authors and readers (Schonell, F. J., 2014).

Spelling involves the proper selection and placement of the letters that make up a word since it is the skill of correctly assembling a word from letters (Nur Fitria, 2020). (Nur Fitria, 2020) also stated that there are rules in the spelling that specify how speech sounds should be represented as symbols, how those symbols relate to one another, and whether those relationships result in a language's symbols being separated or combined.

Spelling is a complex written language skill that necessitates a diverse range of linguistic knowledge and skills. In addition to orthographic knowledge, the ability to mentally recall word images (mental orthographic images), awareness of morphological structures, and semantic linkages (such as word components and related words), as well as knowledge of spelling rules, phonological abilities also appear to be crucial (KEUNING J & L VERHOEVEN, 2008). According by (Erion, J dkk., 2009) for individuals to express themselves more effectively in writing than in oral communication, spelling is a crucial prerequisite skill.

One of the fundamental building blocks of learning the English language is spelling, which plays a significant role in enhancing not just listening, reading, and writing but also other language skills. Correct spelling is crucial for the development of literate authors and readers (Schonell, F. J., 2014). Spelling is a crucial component of writing. One of the challenges or issues that can arise in writing is English spelling. Spelling is a facet of orthography, representing the written form of a language. Orthographic errors become apparent only when examining the written form (Casey, T., 2018). According to (Nur Fitria, 2020), Spelling is a systematic set of guidelines for representing a language through the use of words, letters, and punctuation. These guidelines elucidate how the meaning of a word can vary based on its spelling. Reciting letters, syllables, or words constitutes the act of spelling; however, spelling, as a method, involves regulations that extend well beyond mere pronunciation. It is the comprehensive control of the written representation of words on paper.

English terms have predominantly been the focal point in the majority of classification schemes for spelling errors, thereby confining the scope to the linguistic and orthographic idiosyncrasies specific to the English language. Spelling mistakes were divided into four main categories: orthographic (word stems), grammatical (inflectional suffixes), phonological (graphophonemic mappings), stress assignment (diacritic), and punctuation. The prevalent specific errors identified in this study were primarily related to historical spellings of vowels, derivational affixes, inflectional suffixes, and the application of stress diacritical marks (Protopapas dkk., 2013). Prevalent causes of spelling errors among students stem from a deficient grasp of the correct spelling of words and memory lapses associated with the inaccurate or infrequent use of words. These issues are often attributable to insufficient proficiency in reading and writing skills (Turkel, 2020).

The findings of studies by (Smith, K. & Hill, J, 2019) indicate that a lack of attention to motivational factors and the difficulties experienced by students can be significant obstacles in the development of spelling skills. Based on the research background above, the aim of this research is to delve deeper, identify, and analyze factors behind spelling errors that often occur among 7th-grade students in an Islamic-based school in Surabaya. Therefore, we hope that this research can provide educators with insights into strategies that can be implemented for students to

overcome these challenges and enhance the effectiveness of spelling education for 7th-grade students at the Islamic School in Surabaya.

METHODS

This study adopts a qualitative method with observational approach to the 7B-grade students and interview to the an english teacher at an Islamic Based School in Surabaya. According to the (Creswell, 2012) In qualitative research, data is systematically collected to gain insights from study participants, and specific forms or protocols are meticulously crafted to systematically record data as the study progresses. These forms pose broad inquiries, aiming to elicit comprehensive responses from the participants. The questions within these forms often undergo refinement and clarification as data is gathered. Such protocols may manifest as observational protocols, wherein the researcher meticulously records participant behavior, or interview procedures, typically comprising four or five targeted questions.

RESULTS & DISCUSSION

The results of this research revealed several inaccuracies in English spelling. These spelling errors were found in the assignments of female students at an Islamic-based school in Surabaya, as listed below:
Example 1 :
Incorrect : Fruid Sald
Correct : Fruit Salad
Example 2 :
Incorrect : Mobile geming
Correct : Mobile gaming
Example 3 :
Incorrect : Buble gum
Correct : Bubble gum
Example 4 :
Incorrect : Sundey morning
Correct : Sunday morning
Example 5 :
Incorrect : Smarthpone
Correct : Smartphone
Example 6
Incorrect : Bycling
Correct : Cycling
Example 7 :
Incorrect : Badroom
Correct : Bedroom
Example 8 :
Incorrect : Musik
Correct : Music

According to the (Cook, V. J., 1999) discussing the four types of spelling errors commonly found in students' writing requires a slight improvement for clarity and coherence: The four types of spelling errors frequently observed in students'

writing are as follows: 1) omission, which involves leaving out one or more letters; 2) substitution, wherein one or more letters are replaced with incorrect ones; 3) transposition, characterized by the reversal of the position of one or more letters and 4) insertion or addition, where one or more letters are included.

The example above illustrates several spelling errors. In example 1, the word "Fruit Salad" is written as "Fruid Sald." In the word "Fruid," the student's writing indicates a spelling error of the substitution type (replacing one or more incorrect letters), while the word "Sald" demonstrates a spelling error of the omission type (leaving out one or more letters). In example 2, the word "Mobile gaming" is written as "Mobile geming." This error falls under the category of substitution in spelling (replacing incorrect letters), as evident in the word "geming" as written by the student. In example 3, the word that should be "Bubble gum" is written as "Buble gum." This error is classified as a spelling error of the omission type because this word should have a double 'b,' but the student only wrote a single 'b.' In example 4, the student wrote the word "Sundey Morning" instead of the correct "Sunday Morning." There is a spelling error in the word "Sunday," where the student wrote it as "Sundey." In this case, the researcher identified a spelling error of the substitution type, involving the replacement of one incorrect letter.

In example 5, the student wrote the word "Smarthpone" instead of the correct "Smartphone." In this case, the researcher identified a spelling error of the transposition type, involving the reversal of the position of one or more letters, there is a misplacement of the letters 'p' and 'h'. In example 6, the student wrote "Bycling" instead of the correct "Cycling." There is a spelling error of the substitution type, where the letter 'C' is replaced with the letter 'B'. In example 7, the word "Bedroom" is written as "Badroom." The writer identifies this as a spelling error of the substitution type, where the letter 'e' in "Bedroom" is replaced with the letter 'a,' leading the student to incorrectly write it as "Badroom". In the last example, the student wrote "Musik" instead of the correct "Music." This error is also classified as a substitution type, as the student replaced the letter 'c' with the letter 'k' at the end of the word.

The researcher found that most students at the Islamic Base School in Surabaya appear to lack interest in English lessons, consequently affecting various aspects, including spelling skills during writing. Upon further examination, it turns out that there are several factors contributing to the lack of interest among students at Islamic Base School in learning English. Some of these factors include:

English more difficult than Arabic

Most students at Islamic Based School tend to consider English more difficult than Arabic. This perception arises due to the school's primary focus on Islamic aspects, potentially resulting in insufficient attention to English language learning. This condition likely creates the belief that English is challenging, as expressed by the students.

To address this, it is crucial for the school to develop a balanced approach between religious and English language education. This way, students can feel more encouraged and proficient in mastering English without compromising the emphasis on Islamic values. Efforts should also be made to enhance students' engagement in English learning through interesting and relevant methods aligned with their daily lives. Awareness of the benefits of international communication and

broader future opportunities with English language proficiency can also serve as motivating factors.

The vocabulary to be mastered is too extensive

In addition to the perception that English is considered more difficult compared to Arabic, a lack of motivation can also be attributed to students' belief in the overwhelming amount of vocabulary to master. This challenge is explicitly highlighted by an English teacher in an Islamic-based school in Surabaya, especially for 7th-grade students. The teacher emphasizes that many students face this hurdle because English is not their first language, making them unaccustomed to using English in their daily lives.

In this context, the teacher's statement, "language is habit," becomes highly relevant, underscoring the importance of familiarizing oneself with actively using English in students' daily routines. This effort is expected to assist students in becoming more fluent and confident in spelling and communicating in English. It is crucial to note that the difference in school focus, with Arabic as the priority, can pose an additional obstacle. Students tend to struggle with mastering English due to the difference in emphasis at school. Therefore, a teaching approach that integrates both Arabic and English to support students' abilities holistically needs to be developed.

The difference between pronunciation and writing

The lack of motivation to learn spelling is also influenced by the difficulty arising from the disparity between writing and pronunciation in English. This statement also supported by (Benyo, A. A., 2014) that spelling mistakes are at the core of all sound-related issues. The connection between the sound of a word and its correct spelling is one of the factors contributing to the difficulty in learning spelling. This disparity creates a challenge for students as they struggle to spell words correctly. It is also a challenge for teachers in providing effective guidance. Alongside this, there is a need for the development of engaging and interactive learning strategies to enhance students' interest in learning to spell in English. Awareness of the complex relationship between writing and pronunciation can serve as a foundation to address these challenges, motivate students, and facilitate a better understanding.

The lack of practice

The factors beyond students' english spelling mentioned involve several aspects, including a lack of motivation, too much vocabulary to be mastered, differences in writing and pronunciation, and a lack of practice. One of the impacts of students' lack of interest in English lessons is a decline in the ability to spell and arrange words. The brief learning time in school results in students practicing English less outside of class hours. Additionally, low motivation can make students reluctant to learn and practice English, leading to a reluctance to practice and study at home. This becomes a serious issue as a thorough understanding of English requires consistent practice. As stated by (Alhaysony, 2012) that the primary reason for the increase in these types of errors is a lack of practice in English writing

Therefore, efforts from teachers are needed to provide innovative and enjoyable learning strategies to enhance students' interest. Apart from teaching aspects, social support also plays a crucial role. Classmates need to support each other and avoid negative judgments. Excessive assessment or criticism from

classmates can make students feel embarrassed and lose the motivation to learn. Therefore, it is necessary to establish a supportive classroom environment where students feel comfortable learning and practicing without fear of judgment. This way, it is hoped that students will feel more motivated and confident in developing their spelling skills in English.

CONCLUSION

Most students at the Islamic Base School in Surabaya appear to lack interest in English lessons, which affects various aspects, including spelling skills during writing. Factors contributing to the lack of interest include the perception that English is more difficult than Arabic, the extensive vocabulary to be mastered, and insufficient attention to English language learning due to the school's primary focus on Islamic aspects. To address the lack of interest, it is crucial for the school to develop a balanced approach between religious and English language education, allowing students to feel more encouraged and proficient in mastering English without compromising the emphasis on Islamic values. Efforts should be made to enhance students' engagement in English learning through interesting and relevant methods aligned with their daily lives. Awareness of the benefits of international communication and broader future opportunities with English language proficiency can serve as motivating factors. In conclusion, the research emphasizes the importance of addressing the lack of interest in English learning among students at the Islamic Base School in Surabaya. By developing a balanced approach to language education and implementing engaging learning methods, students can feel more motivated and confident in developing their English spelling skills

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