

Identifying Frequent Spelling Error For Young Learners of PPA Delada Io-126 Helefanikha, Gunungsitoli Idanoi (A psycholinguistics Study)

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Abstract

Spelling is an important component of English writing skills, especially for early learners. Repeated spelling errors not only indicate limited writing ability, but also reflect the cognitive processes involved in language acquisition and comprehension. This study aims to reanalyze the spelling errors of young learners at PPA Delada IO-126 Helefanikha, Gunungsitoli Idanoi, from a psycholinguistic perspective with a focus on orthographic knowledge. This study uses secondary data obtained from previous research on spelling errors. The data were analyzed by linking types of spelling errors, such as letter substitution, letter omission, and letter sequence errors, with the domains of language acquisition and language comprehension. The results showed that the dominant spelling errors were related to learners' weak orthographic knowledge, which indicated a negative relationship with their ability to acquire and comprehend written language. This study concludes that spelling errors are a representation of mental processes in language learning and have important implications for teaching English spelling to early learners.

Keywords: Spelling Errors, Orthographic Knowledge, Psycholinguistics, Language Acquisition, Young EFL Learners

INTRODUCTION

In English language learning, writing skills are an important productive skill to master from an early age. One of the main components of writing skills is spelling, which is the ability to arrange letters correctly to form meaningful words (Nordquist., 2021). Good spelling skills are essential because spelling errors can interfere with the reader's understanding and cause ambiguity in meaning.

Various studies show that spelling plays an important role in English language proficiency. (Fitria, 2020) and (Agustine, 2023) state that spelling is the foundation that supports reading and writing skills. However, young learners often make spelling mistakes due to the influence of their mother tongue, limited understanding of the relationship between sounds and letters, and lack of writing experience. These errors reflect the immaturity of learners' English spelling systems (Cook, 1999).

The phenomenon of spelling errors was also found among young learners at PPA Delada IO-126 Helefanikha, Gunungsitoli Idanoi. Previous

research at this location identified various types of spelling errors, such as letter substitution, letter omission, letter addition, and letter sequence errors. Although the study classified the types and frequency of errors, the analysis was not linked to the cognitive processes underlying these errors.

In psycholinguistic studies, spelling errors are understood as a reflection of mental processes in language acquisition and comprehension. One of the main concepts is orthographic knowledge, which is knowledge about the spelling system and letter patterns stored in memory. (Zarić et al., 2020) explain that orthographic knowledge plays an important role in reading and spelling abilities, as it helps learners recognize word forms and store letter sequences correctly.

Orthographic knowledge is closely related to two psycholinguistic domains, namely language acquisition and language comprehension. In language acquisition, orthographic knowledge develops gradually through exposure to written language. Meanwhile, in language comprehension, orthographic knowledge helps learners recognize and understand written words more accurately. Weak orthographic knowledge is negatively associated with the occurrence of spelling errors.

Therefore, this study aims to reanalyze the spelling error data of young learners at PPA Delada IO-126 Helefanikha through a psycholinguistic perspective, with a focus on orthographic knowledge. This study examines the relationship between spelling errors and the domains of language acquisition and language comprehension to provide a deeper understanding and implications for early English spelling learning.

RESEARCH METHODOLOGY

This study uses a qualitative descriptive research design with a psycholinguistic perspective to reanalyze spelling errors made by early learners. This study is a secondary data analysis that reinterprets data from previous studies on spelling errors among learners at PPA Delada IO-126 Helefanikha, Gunungsitoli Idanoi. This approach was chosen to provide a deeper understanding of the cognitive processes underlying the emergence of spelling errors, particularly in relation to the development of orthographic knowledge as an important aspect in psycholinguistic studies.

The research data source came from previous research documentation involving junior high school learners who participated in the learning program at PPA Delada IO-126 Helefanikha. The original data was collected through noun dictation activities carried out in two stages of learning. In these activities, students were asked to write down nouns dictated from a number of pre-designed sentences. In this study, the researcher did not collect new data, but used the students' writings and spelling error classification tables produced in previous studies as the main source of data for analysis.

The research instrument in the initial data collection stage was a noun dictation task designed to elicit students' spelling performance naturally. In this further analysis, the students' written documents and spelling error classification tables served as textual analysis instruments. The data analyzed included various types of spelling errors, such as letter substitution, letter omission, letter addition, and letter sequence errors, which had been previously identified and classified.

The data analysis procedure was carried out in several stages. First, the researchers reviewed the spelling error classification table from the previous study to ensure consistency in the error categories. Second, each type of spelling error was reanalyzed by relating it to the field of psycholinguistics, particularly language acquisition and language comprehension processes. Third, data interpretation was carried out using the orthographic knowledge theory framework proposed by (Zarić et al., 2020) to explain the relationship between spelling error patterns and the development of learners' orthographic representations. Quantitative data in the form of error frequencies and percentages were still used to support the description of the findings, but the main focus of this study was on the qualitative interpretation of the cognitive processes reflected in the spelling errors produced by learners.

Through this approach, the study aims to provide a more comprehensive explanation of how spelling errors reflect the development of orthographic knowledge and language processing mechanisms from a psycholinguistic perspective.

FINDING AND DISCUSSIONS

FINDINGS

Based on a reanalysis of spelling error data from early learners at PPA Delada IO-126 Helefanikha, various types of spelling errors were found from two stages of data collection in previous studies. The data was reanalyzed while maintaining the established error classification.

In the first meeting, 54 spelling errors were found and classified into eight types of errors, as shown in Table 1.

Table 1. Frequency of Spelling Errors in meeting 1

No	Types of Spelling Errors	Frequency	Percentage
1	Substitution Errors	16	29,62%
2	Phonetic Errors	10	18,51%
3	Omission Errors	9	16,66%
4	Unrecognizable Errors	7	12,96%
5	Addition Errors	6	11,11%
6	Double Letter Errors	4	07,90%
7	Homophen Confusion	1	01,85%
8	Interchange Errors	1	01,85%
Total		54	100%

The analysis results show that letter substitution errors are the most dominant type of error with a percentage of 29.62%, followed by phonetic errors at 18.51% and letter omission errors at 16.66%. Other types of errors include unrecognizable errors, letter additions, double letter errors, homophone confusion, and interchange errors with lower percentages. These findings indicate that most students still have difficulty maintaining the correct spelling of English words.

In the second meeting, the number of spelling errors increased to 80 error data, with a relatively similar distribution of error types as shown in Table 2.

Table 2. Frequency of Spelling Errors in meeting 2

No	Types of Spelling Errors	Frequency	Percentage
1	Phonetic Errors	19	23,75%
2	Substitution Errors	16	20,00%
3	Omission Errors	15	18,75%
4	Unrecognizable Errors	13	16,25%
5	Interchange Errors	8	10,00%
6	Addition Errors	5	06,25%
7	Misordering Errors	2	02,50%
8	Two or more Errors	2	02,50%
Total		80	100%

The results show that phonetic errors are the most dominant type of error, accounting for 23.75% of the total, followed by letter substitution errors at 20.00% and letter omission errors at 18.75%. In addition, unrecognizable errors, interchange errors, addition errors, misordering errors, and combinations of two or more errors in a single word were also found.

Overall, the findings of this study indicate that the most common spelling errors are related to letter patterns, letter order, and the visual form of words. These error patterns appeared consistently in both stages of data collection, indicating that learners continue to have difficulty mastering the English spelling system.

DISCUSSION

The findings of this study indicate that spelling errors made by learners are not only technical in nature, but also reflect the cognitive processes involved in language acquisition and comprehension. In psycholinguistic studies, spelling errors are understood as representations of the mental mechanisms involved when learners process written language.

One of the main concepts that explains this phenomenon is orthographic knowledge. According to (Zarić et al., 2020), orthographic knowledge is a cognitive ability related to understanding the spelling system of a language, including legal letter patterns, correct letter sequences, and the representation of word forms in mental memory. The high frequency of substitution errors, letter omissions, and phonetic errors in this study indicates that learners have not yet fully developed stable orthographic representations.

In the domain of language acquisition, orthographic knowledge develops gradually through exposure to written language. The number of spelling errors found indicates that learners are still in the early stages of developing a second language spelling system. This is in line with the opinions of (Cook, 1999) and (Varnhagen et al., 1997), who state that second language learners often have difficulty internalizing standard spelling patterns due to limited linguistic experience and the influence of their first language. Thus, the relationship between orthographic knowledge and spelling errors in the domain of language acquisition is

negative, where low orthographic knowledge leads to an increase in the frequency of spelling errors.

In addition, the research findings are also related to the domain of language comprehension. In the process of reading and writing, learners need to recognize the visual form of words to access meaning accurately. Weak orthographic knowledge causes difficulties in recognizing and storing word forms accurately, resulting in errors such as letter omission, incorrect letter order, and unrecognizable word forms. This shows that spelling ability has a positive relationship with the ability to understand written language, where increased orthographic knowledge will support the accuracy of language comprehension and production.

Thus, the results of this study reinforce the findings of (Zarić et al., 2020) that orthographic knowledge plays an important role in the process of acquiring and understanding written language. The spelling errors found in early learners at PPA Delada not only indicate weaknesses in writing skills but also reflect limitations in the psycholinguistic processes underlying second language learning.

CONCLUSION AND SUGESSTION

CONCLUSION

This study shows that spelling errors made by young learners at PPA Delada IO-126 Helefanikha are not only technical errors in writing, but also reflect limitations in the cognitive process of learning English. Based on a reanalysis of previous research data, it was found that dominant spelling errors, such as letter substitution, letter omission, and letter sequence errors, are closely related to learners' weak orthographic knowledge. From a psycholinguistic perspective, these limitations in orthographic knowledge are related to the domains of language acquisition and language comprehension, indicating that learners have not yet fully internalized the English spelling system. The relationship between weak orthographic knowledge and the occurrence of spelling errors is negative, because the lower the learners' orthographic knowledge, the higher the frequency of spelling errors that occur. Therefore, strengthening orthographic knowledge needs to be a major concern in English spelling learning for early age learners. This study is expected to contribute theoretically to psycholinguistic studies and provide practical implications for the development of more effective spelling learning strategies.

SUGESSTION

Based on the results of the research and discussion, several suggestions can be made as follows. First, for English teachers, especially those teaching young learners, it is recommended to pay more attention to developing students' orthographic knowledge in the learning process. Spelling lessons should not only focus on memorizing words, but also on understanding letter patterns, the relationship between sounds and letters, and repeated practice in recognizing the visual form of words through integrated reading and writing activities.

Second, teachers are advised to apply psycholinguistic-based learning strategies, such as dictation exercises, word recognition activities,

and orthographic awareness exercises that can help students build mental representations of English word forms. This approach is expected to strengthen the language acquisition process and gradually improve students' written language comprehension skills.

Third, for educational institutions, the results of this study can be used as a basis for designing English language learning programs that place greater emphasis on developing early literacy skills, particularly in the areas of spelling and reading. Providing learning materials that systematically display spelling patterns can help students understand the orthographic structure of English more effectively.

Finally, for future researchers, it is recommended to conduct further research using primary data or longitudinal research designs to observe the continuous development of students' orthographic knowledge. In addition, future research can examine the relationship between spelling errors and other psycholinguistic aspects, such as phonological awareness, working memory, or language processing, in order to gain a more comprehensive understanding of the cognitive processes involved in second language learning.

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