

**SPELLING ERRORS IN SECONDARY SCHOOL  
STUDENTS : A CASE STUDY**

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**DISSERTATION SUBMITTED IN FULFILMENT  
OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF ENGLISH  
AS A SECOND LANGUAGE**

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UNIVERSITY OF MALAYA  
KUALA LUMPUR**

**MAY 2004**

**Perpustakaan Universiti Malaya**



**A511936800**

## **DECLARATION OF ACADEMIC WORK**

I, MOHANAKRISHNAN A/L KALIAPPAN, Registration No: TGB 97028 hereby declare that this dissertation entitled : “ SPELLING ERRORS IN SECONDARY SCHOOL STUDENTS : A CASE STUDY ” is my own academic work with the exception of citations which have been acknowledged.



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Date : May 2004

## ABSTRACT

Children's spelling errors are often ignored though their spelling errors can give us a clear insight to their developmental level and cognitive readiness in spelling. Hence, the purpose of this study is to examine Form one students' spelling errors by identifying, categorising and relating the frequency of errors to their developmental stages of spelling.

Data was collected from 92 students where three written samples were gathered from each student, giving a total of 276 written works. The students were also interviewed to test their metalingusitic competencies in reasoning their spelling errors.

The findings revealed that these students relied on phoneme - grapheme relationship as most of their spelling errors belonged to the 'phonetic' category with some awareness on the usage of vowels and consonant in their spellings though not stable. This finding placed the students between the stages of 'phonetic' and 'transitional' in their development of spelling. The interviews revealed that the students were still using phonetics as their basis to spell although at times they were using 'strategic' strategy to explain their misspellings. These strategies used in reasoning their errors showed that cognitively, these students were between the stages of preoperation and concrete operation. Based on the findings, suggestions were made to consider the importance of analysing spelling errors.

## **ABSTRAK**

Kesalahan ejaan pelajar biasanya dilihat sebagai sesuatu yang remeh walaupun ia boleh menjadi satu indikator tentang perkembangan tahap ejaan dan kognitif para pelajar. Kajian ini bertujuan untuk meninjau kesalahan ejaan para pelajar tingkatan satu dengan mengenalpasti, mengklasifikasi dan mengaitkan kesalahan ejaan kepada peringkat perkembangan ejaan pelajar.

Data diambil dengan mengumpul 3 hasil kerja 29 pelajar dalam bentuk tulisan yang menjadikan jumlah hasil kerja pelajar sebanyak 276. Pelajar - pelajar juga ditemubual untuk menilai tahap kecekapan metalinguistik berdasarkan penjelasan mengenai kesalahan dalam ejaan mereka .

Dapatan kajian menunjukkan bahawa para pelajar bergantung kepada hubungan ‘phoneme- grapheme’ dalam ejaan mereka kerana kebanyakan daripada kesalahan mereka adalah dari kategori ‘phonetic’ dengan sedikit kesedaran tentang penggunaan vokal dan konsonan walaupun tidak stabil. Hasil dapatan itu menempatkan para pelajar di antara peringkat ‘phonetic’ dan ‘transitional’ dalam perkembangan ejaan mereka. Dapatan temubual pula mendedahkan bahawa para pelajar masih menggunakan fonetik untuk mengeja walaupun kadang kala menggunakan strategi ‘strategic’ dalam menjelaskan kesalahan ejaan mereka. Strategi - strategi yang digunakan dalam penjelasan mereka menunjukkan secara kognitif, mereka berada diantara tahap ‘preoperational’ dan ‘concrete

operational'. Berdasarkan kepada dapatan - dapatan, cadangan - cadangan dibuat untuk mengambilkira kepentingan menganalisa kesilapan dalam mengeja.

## **ACKNOWLEDGEMENT**

My sincere thanks to my supervisor, Pn. Ainun Rozana Mohd. Zaid who guided and advised me so patiently throughout this study. Thank you for the many days you bear with me when I was not sure what to do, motivated me when I doubted I could complete the task.

My gratitude to the teachers and students of S.M.K. Bukit Bandaraya, Kuala Lumpur, who were very accommodative and cooperative during the collection of data and interviews.

Special thanks to Mr. Lawrence Aerie, Mr. Krishnan, Mr. Supramani, Mr. Joseph Gomez and Dr. Chong Poh Wan for providing me with useful ideas and helping me to complete this dissertation.

Sincere thanks to my wife, for being the major source of inspiration. To my parents, Mr. Kaliappan and Madam Sellamah, thank you for the morals you have instilled in me and for being the driving force behind me in completing this study.

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