

## 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.