

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

1) The Types of Misspelling Words

To find the answering of the research, the researcher only uses documentation because it is very enough to get the data from it. Based on documentation got from participants' writing at language development unit, the researcher found that the most types of misspelling happen to participants in different major is “*omission*” which is the participants tends to leave one or more letters in a word that they write.

a. Addition/insertion:

Table 4.1 Result of Documentation of Types of Misspelling Words

<u>Wrong Form</u>	<u>Correct Form</u>
1. Using umbrella or rainconat .	<i>Raincoat</i>
2. My father is a farmers .	<i>Farmer</i>
3. This is an briefcase.	<i>A</i>
4. Other timem we meet.	<i>Time</i>
5. My family likes to get together.	<i>Like</i>
6. Afif lovers his car because it is comfortable and really fast.	<i>Loves</i>

b. Omission:

Table 4.2 Result of Documentation of Types of Misspelling Words

<u>Wrong Form</u>	<u>Correct Form</u>
1. Trip to the montain.	<i>Mountain</i>
2. There are many fruits such as mango, rambutan or duria.	<i>Durian</i>
3. My older brother are not students.	<i>Brothers</i>
4. My parent are not rich.	<i>Parents</i>
5. My father is a employee.	<i>An</i>
6. I am a studen from Indonesia.	<i>Student</i>
7. My litle sisters.	<i>Little</i>
8. There are key.	<i>Keys</i>
9. My hoby are playing badminton and read.	<i>Hobbies</i>
10. My family members are my father, mother, grandmother, two brother, and one sister.	<i>Brothers</i>
11. My family members are mother, ucle, and sister.	<i>Uncel</i>
12. The food I like are noodle chicken, satay, and gado-gado.	<i>Foods</i>
13. Yo can call her Salsa.	<i>You</i>
14. She is foty four years old.	<i>Fourty</i>
15. My younger sister is eight year younger than me.	<i>Years</i>
16. I can to meet you to.	<i>Too</i>

c. Substitution:

Table 4.3 Result of Documentation of Types of Misspelling Words

<u>Wrong Form</u>	<u>Correct Form</u>
1. Desember is wet seasen .	<i>December & season</i>
2. I am eighteen yeard old.	<i>Years</i>
3. 2They are in the polisi .	<i>Police</i>
4. My mother is not from Yaman .	<i>Yemen</i>

d. Transposition:

Table 4.4 Result of Documentation of Types of Misspelling Words

<u>Wrong Form</u>	<u>Correct Form</u>
1. I have there brothers.	<i>Three</i>

e. Grapheme Substitution

Table 4.5 Result of Documentation of Types of Misspelling Words

<u>Wrong Form</u>	<u>Correct Form</u>
1. My father, mother, sister ol brother.	<i>Or</i>
2. My family members are my father, mother, orders sister, and three younger sisters.	<i>Older</i>

f. Word Space:

Table 4.8 Result of Documentation of Types of Misspelling Words

<u>Wrong Form</u>	<u>Correct Form</u>
1. People are spending their time out side.	<i>Outside</i>
2. My father isalecturer.	<i>is a lecturer</i>
3. I am very glad tohear that.	<i>to hear</i>

g. Capital:

Table 4.7 Result of Documentation of Types of Misspelling Words

<u>Wrong Form</u>	<u>Correct Form</u>
1. My mother is not from amuntai.	<i>Amuntai</i>
2. They are in the fusan hulu.	<i>Fusan Hulu</i>
3. My name is muhammad halim.	<i>Muhammad</i>
4. <i>Halim</i>	
5. Usually I am called halim.	<i>Halim</i>
6. my name is Ahmad Khairullah.	<i>My</i>
7. Her Nim is 190195010107.	<i>NIM</i>
8. name is Halimah.	<i>Name</i>
9. His first language is banjar.	<i>Banjar</i>
10. But sorry, i'm very busy.	<i>I'm</i>
11. I want to meet you too. easy to meet.	<i>Easy</i>
12. we will meet in front of the library later.	<i>We</i>
13. hello silvi.	<i>Hello Silvi</i>
14. IM from sungai tabuk.	<i>I'm & Sungai Tabuk</i>
15. In the village Gudang tengah.	<i>Gudang Tengah</i>

h. Other:

Table 4.8 Result of Documentation of Types of Misspelling Words

<u>Wrong Form</u>	<u>Correct Form</u>
1. My mother is a <u>housewives.</u>	<i>Housewife</i>
2. <u>Hes</u> studying.	<i>He is</i>
3. <u>Orders</u> sister.	<i>Older</i>
4. My <u>mather name</u> is Supriati.	<i>mother's name</i>
5. I <u>wan</u> to college until a master <u>dagree.</u>	<i>Want</i>
6. I was <u>bron</u> on 1 April 2000.	<i>Born</i>
7. I don't like <u>snak Because</u> it's very distinguish.	<i>snack because</i>
8. My hobby is <u>Thingking</u> about <u>te</u> future.	<i>Thinking</i>
9. She is seventeen <u>verd</u> old.	<i>Years</i>
10. My sister <u>al ready</u> <u>Merid.</u>	<i>Merried</i>
11. My parents came from Indonesia <u>exatly</u> from <u>hulu sungai Negara.</u>	<i>exactly</i>
12. Wow isn't <u>thet</u> the famous <u>islamic</u> <u>univercity</u> in Kalimantan?	<i>Islamic</i> <i>University</i>
13. Her sister <u>like s</u> grilled <u>chikken.</u>	<i>likes & chicken</i>

2) The Common Writing Problems

To get the data, the researcher used both of documentation and interview. Based on documentation got from participants' writing at language development unit, the researcher found that the common writing problems happen to participants in different major

is “*spelling*”, here are some examples of the writing problems data getting from the participants.

a. Spelling

Table 4.9 Result of Documentation of Common Writing Problems

<u>Wrong Form</u>	<u>Correct Form</u>
1. Trip to the <u>mountain.</u>	<i>Mountain</i>
2. There are many fruits such as mango, rambutan or <u>duria.</u>	<i>Durian</i>
3. My older <u>brother</u> are not students.	<i>Brothers</i>
4. My <u>parent</u> are not rich.	<i>Parents</i>
5. My father is <u>a</u> employee.	<i>An</i>
6. I am a <u>studen</u> from Indonesia.	<i>Student</i>
7. My <u>litle</u> sisters.	<i>Little</i>
8. There are <u>key.</u>	<i>Keys</i>
9. My <u>hoby</u> are playing badminton and <u>read.</u>	<i>Hobbies</i>
10. My family members are my father, mother, grandmother, two <u>brother,</u> and one sister.	<i>brothers</i>
11. My family members are mother, <u>ucle,</u> and sister.	<i>Uncel</i>
12. The <u>food</u> I like are noodle chicken, satay, and gado-gado.	<i>Foods</i>
13. <u>Yo</u> can call her Salsa.	<i>You</i>
14. She is <u>foty</u> four years old.	<i>Fourty</i>
15. My younger sister is eight <u>year</u> younger than me.	<i>Years</i>
16. I can to meet you <u>to.</u>	<i>Too</i>

b. Misuse of Tense

Table 4.10 Result of Documentation of Common Writing Problems

<u>Wrong Form</u>	<u>Correct Form</u>
1. Afif's car have CD player.	<i>Has</i>
2. Intan we have four cats in our family.	<i>Intan has</i>
3. Gusti actually three guitars.	<i>Gusti actually has three guitars.</i>
4. Afif's does car have CD player.	<i>Afif's has CD player.</i>
5. Oh, I'm so glad hear it.	<i>to hear</i>
6. I have five brothers. Their name is Fikri, Fatih, Fur'qan, Fathara, and Fajira.	<i>Are</i>
7. I like to watch action film on TV.	<i>Watching</i>
8. My hobby is to play badminton.	<i>Playing</i>
9. My family and I like to singing.	<i>like singing</i>

c. Subject-Verb Agreement

Table 4.10 Result of Documentation of Common Writing Problems

<u>Wrong Form</u>	<u>Correct Form</u>
1. Afif lovers his car because it is comfortable and really fast.	<i>Loves</i>
2. Gusti actually three guitars.	<i>actually has</i>
3. Afif's does car have CD player.	<i>Has</i>
4. I have five brothers. Their name is Fikri, Fatih, Fur'qan, Fathara,	<i>are</i>

and Fajira.	
5. My family likes to get together.	<i>Like</i>
6. My family members mother, uncle, and sister.	<i>members are</i>
7. Her favorite thing is table, key, and cat.	<i>Are</i>
8. There are television.	<i>televisions</i>
9. <u>The thing I don't like is a dog, a pig, and an animal hated by God.</u>	<i>The thing I don't like are a dog, a pig, and animals hated by God.</i>

d. Punctuation

Table 4.11 Result of Documentation of Common Writing Problems

<u>Wrong Form</u>	<u>Correct Form</u>
1. <u>Intan family</u> have four cats.	<i>Intan's family</i>
2. <u>Afif's has</u> fantastic CD player.	<i>Afif has</i>
3. <u>I, am</u> a student from Indonesia.	<i>I am</i>
4. <u>Im</u> like petai.	<i>I'm</i>
5. <u>I'am</u> not good.	<i>I am</i>
6. I stayed with <u>my family mother father</u> and two younger brother.	<i>my family: mother, father</i>
7. My <u>mother name</u> is Supriati.	<i>mother's name</i>
8. <u>I dont</u> like snake.	<i>I don't</i>

e. Pronoun

Table 4.12 Result of Documentation of Common Writing Problems

<u>Wrong Form</u>	<u>Correct Form</u>
1. <u>Intan we have</u> four cats in our family.	<i>Intan has</i>
2. I have two brothers, he already has a job and one sister, he is married.	<i>they already have & She is married</i>
3. My younger sister is eight years younger than me. <u>He is</u> still a student.	<i>She is</i>
4. She likes petai, but <u>the</u> sister likes grilled chicken.	<i>Her</i>
5. I like traveling, because it makes <u>the</u> heart happy .	<i>My</i>
6. Her name is Syadiyah. <u>Her</u> seventeen years old. <u>Her</u> from Banjarbaru.	<i>she is</i>
7. Name is Halimah, you can call <u>she</u> Halimah. <u>She</u> nationality is Indonesia and <u>she</u> favorite thing is smartphone.	<i>Her</i>
8. Name is Putria Anis, you can <u>call his</u> Putria. <u>I am from</u> Banjarmasin. <u>Me favorite thing</u> is dictionary.	<i>call her she is from her favorite thing</i>
9. His name is Nurdin. <u>His it</u> twenty years old.	<i>He is</i>
10. Her name is Aida, you can <u>call she Aida.</u>	<i>call her Aida</i>

11. <u>She nationally</u> is Indonesian and <u>she favorite thing</u> is lipstick.	<i>Her nationally her favorite thing</i>
12. My olders brother <u>is</u> student.	<i>Are</i>

f. Words and Word Choice

Table 4.13 Result of Documentation of Common Writing Problems

<u>Wrong Form</u>	<u>Correct Form</u>
1. <u>I'm to in the school at Antasary University to major Ekonomi Syariah.</u>	<i><u>I'm in the school at Antasary University to major Ekonomi Syariah too.</u></i>
2. <u>My mother is not Banjarmasin, she is from Rantau.</u>	<i><u>My mother is not from Banjarmasin, she is from Rantau.</u></i>
3. Hi Silvi, <u>I a am</u> doing fine.	<i>I am</i>
4. <u>My name is Razir. Live in the Samuda.</u>	<i>My name is Razir. I live in Samuda.</i>
5. I don't like <u>it</u> noodle.	<i>Eat</i>
6. <u>Is my favorite badminton atlet he Kevin Sanjaya.</u>	<i>My favorite badminton atlet is Kevin Sanjaya.</i>
7. <u>I like reading is novel of motivation.</u>	<i>I like reading novel of motivation.</i>
8. <u>I'm the youngest in of Hamidi's father mother Mastiar.</u>	<i>I'm the youngest child of Hamidi and Mastiar.</i>

g. Articles

Table 4.14 Result of Documentation of Common Writing Problems

<u>Wrong Form</u>	<u>Correct Form</u>
1. I'm an Fisika major at Lambung Mangkurat University.	<i>a Fisika major</i>
2. This is a address.	<i>an address</i>
3. I come from a Pelaihari.	<i>Pelaihari</i>
4. I live in the Balangan.	<i>in Balangan</i>
5. My older sister is not student, she is the teacher.	<i>not a student she is a teacher</i>
6. My mother is housewife.	<i>My mother is a housewife</i>

h. Capitalization

Table 4.15 Result of Documentation of Common Writing Problems

<u>Wrong Form</u>	<u>Correct Form</u>
1. i'm in the school at Antasary University to major Ekonomi Syariah too.	<i>I am</i>
2. her name is aida , you can call she aida.	<i>Her Aida</i>
3. her nationally is Indonesian and her favorite thing is lipstick.	<i>Her</i>
4. My mother is Housewife.	<i>Housewife</i>

Based on interview from participants at language development unit and from the lecturers as the supported data, then the researcher found that the most common writing problems

happen to participants in different major is “*spelling*” it is same as documentation result which is also found “*spelling*” as the most common writing problem.

There are many questions have been asked to the students one of it is about me some problems that they face when they write English.

a. Spelling

When the participants were told to write English by writing what the teacher said they was still having trouble; they still confused because the English words usually what is said is different from the writing then it can know that they still get trouble in understanding English spelling.

Its supported by lecturers statements: because the letters of English writing with the pronunciation is sometimes very different, then it becomes one of the problems that the participants often face in writing English.

When they asked to write and they had to determine the right place to put the vocabulary, there they still often confused in the placement of English words and there are

still a lot of letters left when they are writing, because the English letters or vocabulary has many double letters.

Its supported by lecturers statements: students are very lacking in English vocabulary, so sometimes it can affect their writing such as missing out or exchanging one or a few words in their writing.

The things that became the obstacle when they told to write English are that there are still a lot of errors in writing the English words such as; there is left or over a few letters, difficult to distinguish between the mentioned letters and those to be written.

Some difficulties which they faced when writing English are differentiate the English letters and distinguish the words; many words are often confused because there are so many words that are similar.

Its supported by lecturers statements: their basic knowledge of English is still lacking, especially in the pronunciation of English which automatically affects their English writing

They told that they are not really good at writing especially when told to spell, because some of them have not memorized the English alphabet, did not recognize the English letters and still often forgot the spelling of the words.

Its supported by lecturers statements: if they are told to write English words they are still able but if they are told to write sentences and told to compose words then they are still having trouble

b. Tenses

When writing English, the participants often had difficulty with verbs such as: do not really know about the English formulas, confusing in determining the right formulas when writing English.

Its supported by lecturers statements: they often confuse and miss to be in writing English like "my favorite color blue" that should be written "my favorite color is blue". There are also still many errors in writing structure and still have a lot to learn again because they have not been able to understand grammar whose level is a little more difficult

The participants told that they still difficult to understand the subject and verb in English and sometimes they still often fooled by the English rules.

Its supported by lecturers statements: they still often use Indonesian grammar in the use of English grammar like the phrase "Gaun Biru" it translates to "Dress Blue" which should translate to "Blue Dress"

c. Pronoun

From the interview found that the participants sometimes still wrong when they word the English pronoun because they told that they still confusing with the English pronoun lesson.

Its supported by lecturers statements: they are still often confused in the use of "pronoun" such as between complement pronoun and possessive pronoun. For example "him with his". They also still like confusion in distinguishing between pronoun girls and boys. Like "she and he"

d. Words and words Choice

When the Participants asked to write, there they was getting the problem because some of the participants are still did not know much about the vocabulary, had difficulties in remembering English vocabularies and did not know the meaning of some of the English vocabularies.

When writing English they often excess or lack of words, getting problem in determining the right place to put the vocabularies, still have many vocabulary in deficiencies and still confused when writing the names of city in English.

Its supported by lecturers statements: One of the problems in writing that they often face is lack of vocabulary and the lack of it is effect with the spelling of the English word which makes it difficult for them to compose sentences when asked to write

It is very difficult for some of participants to interpret English words because most of them did not know the meanings of the words and they still lack a lot of vocabulary.

Its supported by lecturers statements: when told to write, they still have to guide the vocabulary that is available or that is already available in the book

Some other problems when the participants writing English are often exchanged in putting the letters, the unknowing the writing of some words, have difficulty when arranging English words and often forget with the English letters.

Its supported by lecturers statements: One of the problems in writing that they often face is lack of vocabulary and the lack of it is effect with the spelling of the English word which makes it difficult for them to compose sentences when asked to write

3) The Causes of Misspelling Words

For getting this data the researcher used interview; the interview from participants at language development unit and from the lecturers it is as the supported data. Based on the researcher, it is found that the most causes of misspelling happen to participants in different major is "*The Irregularity of English Spelling Words.*"

a. Deficiency In Knowledge Of English Spelling Rules.

a.1. The Irregularity of English Spelling Words.

One of causes of misspelling in participants it is because they lack of learning to write, did not really know how to write the English words and because the words in English are quite difficult especially in connecting the words.

They still a little less understanding with letters and the spelling, some ignorance with the English spelling and the English writing is irregular.

For the Participants the spelling of the English vocabulary is quite difficult to understand and the mention of the words in English can outwit the listener.

a.2. The Inconsistency of English Writing System.

The participants of this research were still confusing with the English writing system such as the word "birth" because it might not know the spelling so it might be written "bird". They also often fooled by letters that are not mentioned when it is mention.

The other cause is because the spelling of Indonesian is different from English spelling.

Its supported by lecturers statements the cause of the error occurs because the pronunciation of the English word is sometimes different from what should be written like the word "why" there are some students who either because of ignorance with the spelling of the word they are then write the word to "whay"

Differences in the placement of words written in English which can sometimes also change can also often be one of the causes of their mistakes

b) Linguistic Different.

The causes which happen to the participants is because the different between English linguistic and Indonesian linguistic.

Its supported by lecturers statements: as well as their knowledge of pronunciation or pronunciation of English words, this can also affect their English writing.

One of the causes of their frustration is that they have been distorted with the Indonesian spelling.

c) Participants' Carelessness in Writing.

One of causes which happen to the participants is because they learned less about English and the spelling is rarely applied or repeated in the study.

In other reason it is because they lack in accuracy and lack of remembering what was taught and still less focused and inaccurate when studying writing.

Its supported by lecturers statements: their mistakes start with their lack of basic knowledge and because most of them are still new to learning or studying the lesson.

Because their vocabulary is still lacking and sometimes they are lazy to check their writing back with the dictionary so whatever they hear, they also write improvise

B. Discussion

In this section are contains the results of data that has been collected through documentation and interviews. That includes the answers to the questions in this research such as the form of types of misspelling words that participants often do when they write English, common writing problems occur to participants in writing, and causes that cause misspelling in their writing. This discussion

is carried out aimed at grouping and describing the results of these data. The discussions of the results of the research are as follows:

1. The Types of Misspelling Words

There are various types of misspelling words categorized by experts such as in Wing and Baddley (1980) and Cook (2004) as cited in Hikmah (2017) and Kusuran (2016) states that there are 8 types of misspelling words. To get the data about types of misspelling, the documentation from participants' writings results used because it can enable the finding of results from questions about types of misspelling.

In this research there are 8 types of misspelling words that occur in their English writing. Such as missing in the form of adding 1 or more letters, missing a few letters, exchanging a letter with another letter, exchanging places where the letters are placed, changing a word you want to mean by missing more than 2 letters, combining words that should be separated by spaces or separated words that should be combined, use lowercase letters that should be written with capital or those that should be written using capital but write in lowercase, and the occurrence of more than one type of misspelling in one word.

The following data shows the misspell words contained in the participants' writing at language Development Unit:

Afif lovers his car because it is comfortable and really fast.

In sentence above there is the addition of the letter "r" to the word "lovers" which should not be used in that word because the word "lovers" should adjust the word in front of it, "Afif". In the sentence it uses the present tense which pronoun "he", the verb is only added "s / es". The correct sentence to replace sentence above is:

"Afif loves his car because it is comfortable and really fast."

My litle brother is seven years old.

In sentence above there is a word whose letters are left behind that is in the word "litlel" which should contain 'double tt' but in that sentence only use 'one t'.

The correct sentence to replace sentence above is:

"My little brother is seven years old."

My mother is not from Yaman.

In sentence above there are several letters that are replaced with other letters, in writing the name of the city "Yaman". In writing the name of the city not everything is always regular in its written, sometimes there are some letters that are replaced, but there are also those that are the same as the original writing.

The correct sentence to replace sentence above is:

"My mother is not from Yemen."

Based on the interview to the Participants at Language Development Unit, there are all types of misspelling words which happen to the Participants according to the documentation result. Then it obtained 67 times types of misspelling that occurred in Participants writing, which included: (1) Addition / Insertion amounted to 6 times, (2) Omission amounted to 21 times, (3) Substitution amounted to 4 times, (4) Transposition amounted to 1 time, (5) Grapheme Substitution 2 times, (6) Word Space 3 times, (7) Capital 16 times and, (8) Other 14 times.

Findings from this research show that it has related to the theory. The findings shows are 8 types of misspelling words. Those are Addition / Insertion, Omission,

Substitution, Transposition, Grapheme Substitution, Capital, Word Space, and Other. It is the same with the theory of misspelling Words by Wing and Baddeley (1980) and Cook (2004). Because from the documentation in this research, there are all types of misspelling happen to Participants' writing.

2. The Common Writing Problems

From the data obtained, there are still many problems that occur in participants in the language development unit, especially when they write English. From this data it was also found that many participants still had difficulty understanding the important aspects of writing English. According to some experts, there are 10 categories of common writing problems such as: Spelling, Tenses, Subject-Verb Agreement, Punctuation, Preposition, Number (Singular / Plural), Pronoun, Words and Word Choice, Articles, and Capitalization. To explore data about common writing problems that occur in Participants, the instrument documentation and interview as the support instrument are used.

Here are some examples of writing problems that occur with Participants in their writing:

Intan we have four cats in our family.

In sentence above there is the word "we have" which should have the word "we" not need to be included in the sentence and for the word "have" it should be replaced with the word "has" which word is used to explain the word "Intan". In English "Intan" is included in the third person group and in the third English person like "she, he it" are followed by the word "has".

The correct sentence to replace sentence above is:

"Intan we have four cats in our family."

Her name is Syadiyah. Her seventeen years old. Her from Banjarbaru.

In sentence above the pronoun used is not appropriate because to change the pronoun in that sentence the subject pronoun must be used according to the sentence, as in the sentence above "her" should be replaced with the pronoun "she" and then add "is" to complete the sentence.

The correct sentence to replace sentence above is:

"Her name is Syadiyah. She is seventeen years old. She is from Banjarbaru."

her name is aida, you can call she aida.

In sentence above the use of capital letters in the sentence above does not pay attention to the writing because which should be written with capital but in this sentence is not written correctly. Like the initial word in a sentence, the person's name, etc. must be written in capital letters.

The correct sentence to replace sentence above is:

"Her name is Aida, you can call her Aida."

After the data was collected, it was known that in the documentation there were 143 kinds of writing problems but only 8 categories of writing problems contained in Participants' writing were: Spelling 67 times, Tenses 26 times, Subject-Verb Agreement 9 times, 10 times Punctuation, Pronoun 12 times, Words and Word Choice 9 times, Articles 6 times, and Capitalization 4 times. While in the interview there were 42 kinds of writing problems but there were only 4 types of categories that they mentioned in the interview system, namely: Spelling totaling 21, Tenses: 8 times, Pronoun 1 time, and Word and Word Choice 13 times.

From the data also found that the common writing problems' data is not related to the theory because actually there are 10 writing problems according to Khan and Akter (2011) but in this research, such as in documentation there are just 8 writing problems happen to the Participants and in the interview there are just 4 writing problems.

3. The Causes of Misspelling

Misspelling happens if there are some causes to follow it. From the theory of several experts, it is mentioned that some causes of misspelling words happen to the Participants at the Language Development Unit: A) Deficiency in Knowledge of English Spelling Rules; 1) The Irregularity of English Spelling Words, 2) The Use of Apostrophes, The Inconsistency Of English Writing System, B) Linguistic Different, C) Participants' Carelessness in Writing.

The following data from some of the participants' opinions that show the causes of misspelling which is happen to the Participants:

"It is because they lack of learning to write, did not really know how to write the English words and because

the words in English are quite difficult especially in connecting the words.

The participants of this research were still confusing with the English writing system such as the word "birth" because it might not know the spelling so it might be written "bird". "They are also often fooled by letters that are not mentioned when it is mentioned."

One of the causes which happened to the participants are because they learned less about English and the spelling and the spelling is rarely applied or repeated in the study. So the impact, some of the participants were not confident in writing English and they felt not good at writing English. "

From the data obtained, it is known that the causes of misspelling get a variety of answers, but only a few of the points were chosen as one of the causes of misspelling in their writing. Some of the points they mentioned are: a) Deficiency In Knowledge of English Spelling Rules; 1) The Irregularity of English Spelling Words, 2) The Use of Apostrophes, The Inconsistency Of English Writing System, b) Linguistic Different, c) Participants' Carelessness in Writing.

In this research, misspell happened because of some causes, such as Deficiency in Knowledge of English Spelling

Rules, The Use of Apostrophes, The Inconsistency of English Writing System. From the findings which got in the interview, show there are not all causes of misspelling which were choose by the participants because there are some participants do not give their opinion about “*The Use of Apostrophes*” be as their cause in doing misspelling.