

**FOSSILIZED SPELLING ERRORS IN PARAGRAPH WRITING  
COMMITTED BY THE ENGLISH DEPARTMENT STUDENTS AT THE  
FACULTY OF TEACHER TRAINING AND EDUCATION OF  
BUNG HATTA UNIVERSITY**

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**Abstract:** *Penelitian ini bertujuan untuk menjelaskan fosilisasi terhadap kesalahan ejaan huruf yang dilakukan oleh mahasiswa di Universitas Bung Hatta. Partisipan dalam penelitian ini terdiri dari 30 mahasiswa yang terdaftar sebagai mahasiswa pada semester III dan IV yang mengikuti mata kuliah Writing II dan Writing III. Instrumen yang digunakan dalam kajian ini adalah teks tulisan, tes ejaan, dan kuesioner. Hasil penelitian menunjukkan bahwa mahasiswa memiliki kesalahan ejaan dan fosilisasi kesalahan ejaan untuk semua kategori. Dari delapan kategori kesalahan ejaan – penghilangan, penambahan, penggantian, perubahan posisi huruf, penggunaan apostrofi, penulisan mengikuti bunyi, penyamarataan pola kata, dan pemisahan atau penggabungan kata – penggantian huruf merupakan kategori kesalahan penulisan ejaan dan kategori fosilisasi kesalahan penulisan ejaan dengan frekuensi kesalahan paling banyak ditemukan pada tulisan mahasiswa, penghilangan huruf merupakan kategori kesalahan penulisan ejaan dengan jumlah partisipan terbanyak. Sementara itu, hal yang menyebabkan fosilisasi kesalahan penulisan ejaan tersebut adalah kurang pekannya terhadap input.*

**Keywords:** *Fossilization Spelling Errors, writing committed, English department*

## **INTRODUCTION**

In writing, the errors committed from the beginning or low level of learning to write need to be considered because the uncorrected error from the beginning may become a permanent error especially since English is a foreign language in Indonesia. The chance to notice the errors are limited because English is not used in daily communication but only for specific purpose with limited people and situation. The chance for the errors to fossilize is greater.

One of the errors need to be concerned with fossilization is spelling error. Spelling errors is a

big matter because it reveals students' proficiency in writing especially since the errors cause misunderstanding in communication. For example, the sentence "May I take a *message*" will cause misunderstanding if the writer change the letter "e" with "a" for the word *message* "May I take a *massage*?". Surely, the respond given will be different. Another example is for the word *reader*. When the writer wants to say "he is a good *reader*" by changing the letter "ea" with "i", where the sentence become "he is a good *rider*", certainly the meaning catch is very different. These

examples represent that spelling errors may not be disregarded.

In writing, especially paragraph writing, spelling error is still committed by students who have reached and taught higher skill of writing. The amount of students that still commit spelling errors may be unpredictable. In this case, the spelling errors detected refer to fossilization for they have kept, used, and familiar with it for long time while the corrections given were unable to change their habit of committing the errors. It is also very possible for a whole class of students to commit fossilization of spelling errors surely with different frequencies of the errors among the students. It because of the causes that lead them to keep the errors is also varied. The absence of corrective feedback, lack of sensitivity to input, focus on content only, and satisfaction of communication need are compatible reasons resulted in undetected and fossilization of the errors.

Paragraph writing is expressing ideas from one sentence to another where the sentences are related to each other. Oshima (2007:3) states "A paragraph is a group of related statements that a writer develops about a subject. It means that a paragraph can give explanations about something that make the thing clearly understood by the readers. The explanations are related each other that make the readers easy to understand the message in a paragraph.

According to Bailey (2003:32), "A paragraph is a collection of sentences that deals with one subjects while paragraphs are the basic building blocks of texts. Well-organized paragraphs not only

help readers understand the argument; they also help writers to structure their ideas effectively". Hence, paragraphs are way of sharing ideas derived from one topic that explained separately from one to another supporting point and supporting detail. Paragraphs offer readers clear explanation in a completely from one first paragraph to the last.

A paragraph is recognized from its genres. There are some genres of paragraph as Zemach and Islam (2006:2) say that there are some genres of paragraph such as narrative, descriptive, expository that the need to be familiarized to the students. As good writers, the students should be able to compose and differentiate the paragraph based on its genres.

In conclusion, paragraph writing is an activity of expressing ideas in a complete ways employing writing skills on words, sentences, and paragraph activities. Paragraph writing consists of some sentences, which the ideas are related one to another defined in some genres of paragraph. Hence, the students should be familiar and get use to complex skills needed in writing since the error in writing have great chance to be fossilized.

Fossilization is the phenomenon occurs in interlanguage process. Johnson (2004:40) says that "the notion of fossilization is addressed to the learners who reach certain level of language acquisition but cannot avoid keeping certain errors that cannot be surpassed no matter how hard they try to overcome it". Therefore, fossilization represents unchangeable errors.

Similar to Richards (2008:19) views who argues that "fossilization

is the error that appears to be entrenched and difficult to eradicate, despite the teacher's best efforts". Errors are fossilized since they are not detected earlier as proposed by Myers and Scotton (2006:358) who say that "the earlier errors are serious matter to be emphasized because it remains in the learners' memory that leads to fossilization of the errors". Therefore, whenever the errors are undetected earlier, it will be difficult to be change because the learners have such an automatic habit to commit the errors.

Moreover, Huang (2009:76) states that "foreign language learners who learn English with specific purpose have limited interaction. For them, the development are cease even a serious effort to change are often useless". Eventhough they have noticed their mistakes, the learners could not change the habit of committing the errors. After reach the end stage of learning process, the lerners proficiency even got worse or backslide where the opportunity to correct the errors is impossible.

In line with Schwartz (1997:24) who states that "most adults never master a foreign language and their development often lead into permanent error "fossilization" patterns that no teaching or correction can undo". Thus, they can only minimize the error but never been able to reach native-like proficiency influenced by their first language

Lakshmanan and Selinker (2001) states "no matter the learners are second language learner, third language learner, or foreign language learner, whenever they learn a new language, they cannot prevent themselves from committing

fossilized errors". Therefore, fossilization is an attribute of second or foreign language learners.

It can be concluded that language fossilization is an issue in learning a second or foreign language where the learners involved within a new and an old language and cannot avoid of committing certain errors since the beginning they employ and commit it lead the errors to be persistent. Fossilization is more susceptible for foreign language learners because the tendency to commit the errors are greater while the tendency for the errors to be noticed are less because the opportunity to notice or get the errors corrected is less.

Some scholars view the important to differentiate fossilization with non-fossilization. Hence, there are several properties of language fossilization.

First, fossilization errors deal with cognitive process where the learners commit it because they really do not know about the correct form but they need to use it. It leads the errors to be occurred repetitively because the learners automatically will employ the forms, the rules, or the systems of the language whenever they find the need to use it (Han and Odlin, 2006: 3).

Then, the errors is difficult to be vanished or remedied that cause any efforts to be useless as Long (2008:8) proposes, "since the learners do not persist with the errors, the errors are not categorized as fossilization". The persistent of the errors are indicated by the learners' treatment toward the errors. Eventhough the errors are noticed

and the learners make changing, the learners still tend to commit the errors as he/she usually did it as Hulya (2009:162) states "once fossilization takes place, it is very difficult to get rid off". Although the learners got correction, the errors will reappear.

Second, it deals with the time available and passed in learning the new language. Bean and Gergen (1990:206) argues that "the learners who learn a second language for about five or more years but still fail in certain language rules are regarded as fossilized learners". Then, "for the foreign language learners are decided to be fossilized after learning the language and they reach to almost an end of learning process resulted to inability of making development of the language features they are learning". In this case, fossilization is determined by the length of time spent by the learner.

Third, it deals with the ages. Han (2004:15) proposes that "fossilization is inevitable, that no adult second or foreign language learners would ever be able to pass for native in all contexts". Moreover, Washburn (1998:133) argues "the importance to distinguish between truly fossilized students from those who are still in the process of long learning process because it requires the development". Therefore, fossilization may be committed either by children or adult but adult is more susceptible for fossilization since they have less time remains for learning the foreign language.

To sum up, fossilization is indicated by the time passed to get exposure or to learn the target language, the persistence and the

resistance of the error, and the age of the learners.

In writing a paragraph, students commit certain errors that may occur many times. Richard (2003:228) reveals that "there are four major errors of writing paragraph that tend to be fossilized. They are vocabulary, grammar, spelling, and punctuation". Meanwhile, O'Brien (2003:17) reveals that "in foreign language writing, the writer often commit errors which some of them occur because of the error also defined and kept in their first language while some occurred because of their lack knowledge of foreign language writing systems". They are capitalization, punctuation, grammar, tenses and spelling error.

Thus, grammar, spelling, and punctuation are the common fossilized error in paragraph writing. These errors found to be persistent because the writers lack of knowledge about these. There is no mistyped or in a state of hurry that cause them to keep the error.

Then, spelling is thought to be the common mistakes of beginning learners. Al-Shabbi (1994: 21) states, "correcting spelling should be concerned when editing written work for the sake of spontaneity of writing. A consequence of lack concern for the error resulted in fossilization". It usually occur because of teachers' focus in checking students' written works are different for each level resulted in ignorance of spelling errors. Committing incorrect spelling since children without ever been corrected is considered as a way toward fossilizing the error.

According to Wales (1993:149), “spelling is considered to have full of anomalies resulted in confusions of set of letters in a word. The learners revealed that there were whole sets of words that they had previously never been able to differentiate”. The reoccurrence of errors happened because the learners’ former experience in acquiring and using the misspelled words where no one ever blame it.

According to Llach (2011:140) “spelling errors are the most frequent category of lexical errors account for recurrent and abundant presence over time”. Even when the spelling errors are pointed out after reading a draft, many of the same errors were reappear in a final draft. Mistakes such as that remain in final draft indicate a persistent error (Walliman, 2001:298). It shows students confusion of the correct spelling.

To sum up, spelling errors detected in writing reoccur because the learners experience in acquire certain words and habitual in using the language. The fact is that not all of the errors were realized as a mistake by the learners leads the errors to be fossilized.

There are some categories of spelling errors. Al-Jarf (2010:6) reveals spelling error categories into reversal, insertion, substitution, and omission while Bestgen and Sylviane (2011:5) categorize spelling errors into nine subcategories. They are omission of a letter e.g., *completely-completely*, addition of a letter e.g., *useful-usefull*, single letter instead of double letter e.g., *especially-especialy*, double letter instead of single letter e.g., *apartment-appartment*, substitution of one letter e.g., *lives-lifes*, interchange of two

adjacent letters e.g., *peoples-peopels*, error involving apostrophe e.g., *it’s-its*, and *woman’s-womans*, erroneous splitting or joining of words e.g, *even though-eventhough* and *everyone-every one*, and two or more errors of the same categories or of different categories e.g., *themselves-theirselfes* and *whether-wetter*.

Basically there are various categories of spelling errors committed by students. Most of them have same form but different terms; such as insertion-addition, omission-deletion, and transposition-reversal-confusion of word pair, while some of them are different i.e, sound based errors, incorrect plurals, and one of them is indifferent in term such as substitution. Hence, the writer categories spelling errors into eight categories: omission, addition, substitution, transposition, confusion of apostrophe, sound based, overgeneralization, and splitting or joining of words. Those errors may lead to fossilization with various causes of the errors to be fossilized.

Some experts propose the causes of fossilization. Ehrman (2002:249) proposes five causes of fossilization.

There are five causes of fossilization. First, the continued use of incorrect or limited linguistic forms, structures, or semantic rules. Second, overly compliant interlocutors, teachers, and non-teachers who adapt to the learner’s errors. Third, the use of routinized, stereotyped language that accompanies narrow work tasks. Fourth, protection of self-esteem and self-image to the point of

avoiding increased sophistication in language use for fear of errors. Fifth, overuse of strategies that are more appropriate at lower levels of proficiency.

These causes reveal the occurrence of fossilization based on the reason of why the errors fossilized, not based on why the errors occur.

Furthermore, Brown (2000:233) proposes four causes of fossilization. First, it is caused by the presence or absence of internal motivating factors. Second, it is because of seeking interaction with other people where the students imitate the language skills through interactions with others. The third cause of fossilization is because of consciously focusing on form for the students focus on how the information to be accepted. The last caused is because of student's strategic investment in the learning process for there is an internalization of some strategy that inappropriate for other items.

According to Han (2004: 28) "there are over 40 causes of fossilization proposed by some researchers, while actually they may be categorized into eight primary causes for the similarity in meaning". They are absence of corrective feedback, quality of input, lack of access to universal grammar, automatization of faulty knowledge, lack of understanding, lack of sensitivity to input, natural inclination to focus of content, not on form and satisfaction of communication needs.

In this case, the researcher decided to investigate the causes of fossilization based on the reasons of

why the errors become fossilized. There are four main causes that will be emphasized here. They are absence of corrective feedback, lack of sensitivity to input, natural tendency to focus on content, not on form, and satisfaction of communication needs. These are chosen because they represent the causes of why the errors persistent in students' writing.

In this case, this research is aimed at finding: (1) the categories of spelling errors committed by the students in paragraph writing, (2) the categories of fossilized spelling errors committed by the students in paragraph writing and (3) the causes of fossilized spelling errors committed by the students.

## **METHOD**

This research was designed in the form of case study aimed at investigating fossilization of spelling error in students' writing. This research employ quantitative and qualitative data as stated by Cohen et al. (2000:190) that the nature of the data, type, and technique of analysis in case study at one point typically qualitative while at the other typically quantitative data due to characteristic of the data. Thus, a whole student of one class of writing was the participants of this research.

This research was done at Bung Hatta University. The participant was a group of students of English Teaching Department who took writing II and III subject. The researcher took all members of class C students who enrolled as class C for writing II subject and writing III subject. There are 30 students in this class. The errors of each student was detected through their paragraph and

essay writing and it was percentage to find the frequency of individual error and the prominent errors among them while getting the evidence of causal factor leading to fossilized spelling errors.

The researcher collected the data from the beginning of the third semester till the end of fourth semester. In collecting the data of spelling errors, the researcher took the students' exercises done in the classroom. Then, the students were given correction for the spelling errors they committed. The lecturers assigned the students to rewrite a new paragraph based on the correction given to make them notice their errors. Then, the researcher also held spelling test to each student focused on his or her own error that still committed in the spelling test in order to get the data for fossilized spelling errors. The remained errors manifest to fossilization since it represent resistance of the errors toward correction. The last step was delivering the questionnaire to know the causes of fossilization.

The data in this research was analyzed quantitatively and qualitatively. In order to get the most prominent error committed by all students, the researcher used Biemer's formula (2009:284):

$$\bar{X} = \frac{x_1 + x_2 + x_3 + x_4 + \dots + x_n}{n}$$

X = mean/average

X1 + X2 ... Xn = total error

N = total students

The last step was collecting data in the form of questionnaire in order to find the causes of fossilization.

The result in the form of quantitative data was explained and used as qualitative data. It consists of twelve questions which three

questions represent one cause of why spelling errors were fossilized in each student. The data is interpreted and determined to be serious or common problem in the students' writing that cannot be generalized either for other students or for other classes.

## FINDING AND DISCUSSION

The finding of this research shows students problem with each category of spelling error, its fossilization for each category, and the cause that can explained as follow:

First, the students committed spelling errors in all categories. It is represented in the following table:

**Table 1. The Categories of Spelling Errors Committed by the Students in Paragraph Writing**

No.	Categories of Spelling Errors	Error Frequencies
1.	Omission	67
2.	Addition	28
3.	Substitution	89
4.	Transposition	6
5.	Confusion of Apostrophe	5
6.	Sound Based	25
7.	Overgeneralization	9
8.	Splitting or Joining	5
<b>Total</b>		234

The table revealed that all students committed 234 spelling errors. The prominent category with the highest frequency of the error is substitution. Of 234 of spelling errors, 89 errors was committed in substitution followed by omission with 67 errors and addition with 28 errors committed by all students. The fewest errors committed by the students are confusion of apostrophe and splitting or joining of words with only 5 errors committed in each of these two categories.

Therefore, the spelling error categories that committed with high frequencies were found in substitution, omission, and addition categories while confusion of apostrophe and splitting or joining of words were the least categories of spelling errors.

Second, to ensure that the spelling errors committed by the students were fossilized, the main key to be concerned were the errors caused by cognitive factors where the students really did not know the correct spelling for their spelling errors and the errors still committed although the correction have been given and have been noticed before. The categories of fossilized spelling errors is represented in the following table:

**Table 2. The Categories of Fossilized Spelling Errors Committed by the Students in Paragraph Writing**

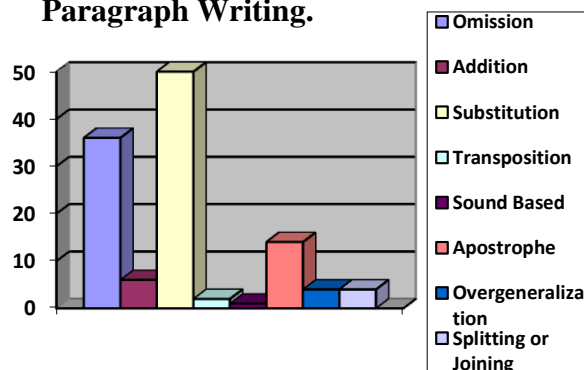
No	Categories of Spelling Errors	Fossilized Error Frequencies	Previous Error Frequencies
1.	Omission	36	67
2.	Addition	6	28
3.	Substitution	50	89
4.	Transposition	2	6
5.	Confusion of Apostrophe	1	5
6.	Sound Based	14	25
7.	Overgeneralization	4	9
8.	Splitting or Joining	4	5
Total		117	234

The table showed that the students committed fossilized spelling errors lies in all categories. It derived from the reduction in the frequency of spelling errors committed by the students. There were reduction in the total of errors committed by all students which remained spelling errors revealed

fossilization of the errors. The table revealed of 234 of spelling errors committed by the students, 117 of them were fossilized. It gave evidence that half of 234 or 117 spelling errors they have committed did not manifest to fossilization.

The prominent category of fossilized spelling error committed by the students was substitution with 50 errors committed by all students. It means that 39 previous spelling errors in this category have been corrected or noticed by the students. It was followed by omission category which the students committed 36 fossilized spelling errors. In this category, 31 spelling errors did not manifest to fossilization of the errors. The third fossilized category committed by the students was sound based errors which the students committed 14 fossilized spelling errors in this category. The least category of fossilized spelling error was confusion of apostrophe with only 1 spelling error committed by the students. In this case, the big change is found in addition category. Of 28 previous spelling errors, only 6 errors were fossilized and this category was not included in the three main categories of fossilized spelling errors. The representation can be seen in the following chart:

**Chart 1: The Categories of Fossilized Spelling Errors Committed by the Students in Paragraph Writing.**





Therefore, substitution, omission and sound based were the three main categories of fossilized spelling errors the students committed with high frequencies in paragraph writing.

Furthermore, 65,5% of the students or 19 students identified to have similar spelling errors with others for these following words:

**Table 3: Certain spelling errors committed by more than one student.**

No.	Words	Spelling Errors
1.	Actress	Actris, actrees, actres
2.	Accessories	Acessoris, Accesories,
3.	Socialization	Sosialisatation, Socialitaitation
4.	Ingredient	Ingradients, igredient, inggradient
5.	Relationship	Relation ship
6.	Career	Carier, carrier
7.	Concentration	Konsentration, consentration
8.	Third	Thirth
9.	Government	Govserment
10.	Diligent	Deligent, Dilegent
11.	Healthy	Healty
12.	Kindergarten	Kindergarden
13.	Forbidden	Foubidden, Fobidden
14.	Characteristic	Caracteristic, charateristic
15.	Expensive	Exvensive, exspensive
16.	Which, with	Wich, wit
17.	Department	Departement, Departmen
18.	Entertainment	Entertainment, Entetaiment
19.	Discipline	Dicipline
20.	Feel	Fell
21.	Communication	Comunication, Comunicasion
22.	Competition	Compatation, competation,
23.	They	Their
24.	There	Their
25.	Bedroom	Badroom, bathroom

These errors mostly found in substitution, omission, and sound based errors categories that support the data give evidence of why spelling errors mostly lies in this three categories.

It is reasonable to find that substitution is the prominent category of spelling errors and fossilized spelling errors committed in the students' writing. It revealed students' trouble to notice or differentiate the letter or alphabetical characters of English that have similar sound when the words are sounded. It is caused by the students' first language habit of arranging letters to form a word.

In Indonesian, the words are written as they are spoke. This is the cause why substitution commonly found in the students' spelling because the influence of Indonesian language feature as stated by Leung (2009:144) that "First language can cause persistent fossilization if first language features do not match the second or foreign language features". The way to arrange letters in English is not as consistent as the way to arrange letters in Indonesia.

Besides, it revealed the tendency of each category the students tend to fossilized. It is important to notice in which category the students often lead to fossilization. The categories of spelling errors that lead the students to be fossilized spellers lies from omission, addition, substitution, transposition, confusion of apostrophe, sound based, and splitting or joining of words the students fossilized. From the data served in appendix 5, the answer can be illustrated as follow:

**Table 4. Students Committed Fossilized Spelling Errors in Each Category**

Categories of Spelling Errors	Total Student	Percentage
Omission	21	72,4 %
Addition	5	17,2%
Substitution	19	65,5%
Transposition	2	8,9%
Confusion of Apostrophe	1	3,4%
Sound Based	12	41,4%
Overgeneralization	4	13,7%
Splitting or Joining	4	13,7%

The table revealed that the students committed fossilized spelling errors in all categories. From the eight categories, omission is the prominent category of fossilized spelling errors the students tend to commit. From 29 fossilized students, 21 students or 72,4% of the students were fossilized for committed omission error. The next is substitution error that committed by 19 students or about 65,5% of the students. Then, sound based error committed by 12 students or 41,4% of the students. Here, most students detected to be fossilized for these three categories. Followed by addition error committed by 5 students or 17,2% of the students, overgeneralization and splitting of words error by 4 students or 13,7% of students, transposition committed by 2 students or 8,9% student, and the least one is confusion of apostrophe committed only by 1 student or 3,4% of students. So, omission is the prominent spelling error category committed by the students.

Omission is the category of prominent fossilized spelling error for it is committed by most of the fossilized students. It showed a tendency that the arrangement of those spelling categories really

confusing them. It give evidence that the students did not familiar with the arrangement of certain English spelling especially for the spelling that consist of double vowels or double consonants, and silent letters. It is because of the differences between Indonesian and English orthography where there is no silent letter and double letters in Indonesian orthography. Students are familiar to present the words with how the words are sounded while in English the spelling is complicated. Gilbert (2008:22) states that "English spelling is so complicated that it is hard even for the native speaker to learn it". It is reasonable to find that most students were trouble with omission for those letters are not familiar to them.

Third, there were four causes revealed why the students committed fossilization of spelling errors eventhought they have given correction. They are absence of corrective feedback, lack of sensitivity to input, focus on content only, not on form, and satisfaction of communication needs. The analysis can be seen from this following table:

**Table 5: The Causes of Fossilized Spelling Errors**

Causes of fossilized spelling errors	Total Student	Percentage
Absence of corrective feedback	8	27,6
Lack of sensitivity to input	10	34,5
Focus on content only	5	17,2
Satisfaction of communication need	1	3,4
Absence of corrective feedback & Lack of sensitivity to input	5	17,2

The result showed that the prominent cause of errors to be fossilized was lack of sensitivity to input which was found by 10 students or about 34,5% of students were fossilized because of this reason. Then, absence of corrective feedback represented by 8 students or there was 27,6% of students fossilized for this reason. Next, natural tendency to focus on content, not on form, which found by 5 students or 17,2% of students were caused to fossilized in this reason. Then, only 1 student or 3,4% among them were fossilized caused by satisfaction of communication needs. Meanwhile, there were 5 or 17,2% of students showed that they were fossilized because of the two reasons: lack of sensitivity to input and absence of corrective feedback.

The major cause of spelling error to be fossilized is lack of sensitivity to input. It revealed that the input did not have great role vanishing students' errors. There were some causes that make the students to have lack of sensitivity to the input. First, it depends on the sources of the input. If the input is given by their peer, the students commonly obey it for they think they were the same or the input given was untrustworthy. The students tend to believe the input got through the lecturers, media, textbook, and television. In fact, some sources of input may lead to errors. Second, the input was given inappropriately. The lecturers give the input that treated as unimportant input by the students. It is as stated by Barron (2003:71) who says that "appropriate input and practice must be available for the noticing and vanishing of the errors". Thus, input without practice will be useless. However, either good or bad

the input given, if it was fossilization errors, any input will be useless.

Since the errors were unnoticed by the students earlier and it has been repeated; the correction given, the tendency to focus on form, and not satisfied with communication need will not work well in preventing the students from fossilization if the students themselves have lack sensitivity to the input as the data presented. Johnson (2004:135) states that "the fossilized students are insensitive to the input available to them and need more explicit assistance to notice their errors". Thence, whenever students unaware of their mistake and insensitive to the input, their errors will manifest to fossilization.

## **CONCLUSION**

This research reveals fossilization commonly occur because of the students do not "know" they have kept spelling errors lead the errors to be persistent. There are three points about fossilization of spelling errors committed by the students as below:

First, students committed spelling errors in all categories where the prominent category they committed is substitution followed by omission. These two categories are familiar spelling errors found in the students' paragraph writing in which they are committed with high frequencies among other categories.

Second, the students are fossilized also in all categories of spelling errors. In this case, substitution is still the prominent category of fossilized spelling errors for it is committed with highest frequency of the errors followed by omission. Therefore, substitution is committed with the highest

frequency by some students. It is caused by the interference of Indonesian spelling where the words are spelled as how they are sounded.

Third, lack of sensitivity to input is the main cause of spelling errors to be fossilized. Foremost, English is a foreign language in Indonesia where the students' sensitivity to input are really needed. The ignorance for the input causes them to obey correction or new information given about the errors. However, the students themselves do not make use any chances to get information and to renew their knowledge so that the errors may be encountered and vanished.

### SUGGESTION

Based on the finding, there are some suggestions that can be considered as follows:

1. The students should be encouraged to know the differences between Indonesian and English spelling especially for the existence of silent and double letter. The spelling of the words with silent and double letters earlier should be familiar in the students.
2. The students should be encouraged of inconsistency in English for the words are not written based on how they are sounded.
3. It is suggested to the teacher to train the students to have sensitivity to the input. It can be done by encourage the students to have self-motivation to get additional input, not only got from the teacher.

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