

**INTRODUCTION** The primary goal of learning a second language like English is mastering it. Mastering the language requires mastering its four skills: listening, speaking, reading, and writing. Spelling is a part of language learning that cannot be overlooked. Learners of ESL have difficulty spelling English. A second language has patterns different from their native language, which creates problems for learners as the patterns of their mother tongue become part of their linguistic instinct, which they attempt to, apply to the second language (Nor & Rashid, 2018, p. np). Likewise, ESL learners in the English language department at the University of Bisha face these difficulties. As is the case with level two students at the University of Bisha, many of them fall into spelling errors, which are evident in their written assignments for writing courses. It's an unforgettable part of their tasks in writing skills. It can be asserted that spellings play a pivotal role in being a primary and essential skill required by students. So, there is an urgent need to identify these spelling errors. Numerous researches have been conducted on the Spelling errors that students make. Many reasons cause difficulties for the learners of English, perhaps most notably the complexity of the English spelling system, letter (s) 'combinations in English, poor reading proficiency, students' carelessness, sounds that exist in English but not in Arabic, and the fact that sound-letter correspondence in English is not regular. Thus, This research aims to analyze the spelling errors of level 2 students at the University of Bisha. So, The research focuses in particular on analyzing the spelling errors of level two students at the University of Bisha of, English department, female section, in an attempt to identify the most / least frequent errors of the same students and point out types of errors they commit. After that, it will clarify factors that are responsible for the most frequent errors with English spelling. 5 Moreover, the research significance lies in that, it is hoped that this research will contribute to the field of writing in particular. This research can contribute to assisting those in charge of the writing skill course in planning the teaching of this course. Therefore, it can help teachers know the students' needs and their weaknesses in spelling. It can also help students become aware of these mistakes and avoid them in the future. This research will hopefully be a considerable contribution in giving answers to any person in authority for English students" writing skill needs to help in improving teaching at the University of Bisha. Thus, the research focused on investigating and answering the following research questions: RQ1: What are the most frequent errors of Level 2 students at the University of Bisha? RQ2: What are the least frequent errors of the same students? RQ3: What types of errors students commit? RQ4: Which factors are responsible for the most frequent errors?