

**AN ANALYSIS ON SPELLING ERRORS MADE BY THE SECOND  
GRADE STUDENTS OF OFFICE ADMINISTRATION DEPARTMENT  
OF SMK N 3 PADANG IN WRITING A PERSONAL LETTER**

**THESIS**

*Submitted as a Partial Fulfillment of the Requirements to  
Obtain Strata One (S1) Degree*



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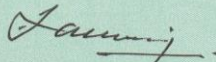
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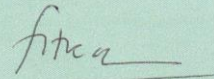
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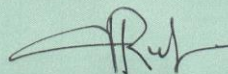


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**An Analysis on Spelling Errors Made by the Second Grade Students of Office  
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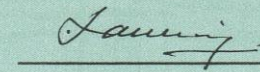
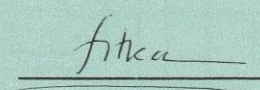
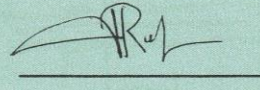
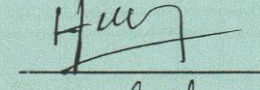
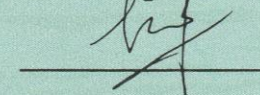
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## ABSTRAK

Rusvid, Alfi Rahmi. 2016. **“An Analysis on Spelling Errors Made by the Second Grade Students of Office Administration Department Of SMK N 3 Padang in Writing a Personal Letter”**. *Skripsi*. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini mengkaji tentang kesalahan ejaan kata yang dibuat siswa dalam surat personal. Partisipan dalam penelitian ini adalah siswa-siswi Administrasi Perkantoran di SMK N 3 Padang, kelas XI AP 1 yang terdiri dari 24 siswa. Masalah yang diangkat pada penelitian ini adalah apa saja tipe-tipe kesalahan ejaan kata—penambahan, penghilangan, penggantian, dan perubahan posisi huruf—yang dibuat siswa dalam surat personal dan apa saja jenis kelas kata dari kesalahan ejaan kata tersebut. Tujuan penelitian ini adalah untuk mengetahui tipe-tipe kesalahan ejaan kata yang dibuat siswa dalam surat personal dan jenis kelas kata dari kesalahan ejaan kata tersebut. Instrumen yang digunakan dalam penelitian ini adalah tes tertulis. Hasil penelitian menunjukkan bahwa siswa membuat semua jenis tipe-tipe kesalahan ejaan kata dan semua jenis kelas kata berdasarkan kesalahan ejaan kata tersebut. Siswa paling banyak membuat penggantian huruf dalam surat personal yang dibuatnya. Kemudian, kesalahan pengejaan kata tersebut paling banyak masuk pada kelas kata *noun*. Berdasarkan hal diatas, dapat diambil kesimpulan bahwa siswa-siswi SMK N 3 Padang membuat semua tipe kesalahan pengejaan kata dan kesalahan pengejaan kata tersebut berada pada semua jenis kelas kata.

Kata kunci: ejaan kata, kesalahan pengejaan kata, surat personal.

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Padang, August 2016

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## CHAPTER I

### INTRODUCTION

#### **A. Background of the Problem**

As stated in KTSP, high school students study English at school. That is why English is one of compulsory subjects in Senior High School in Indonesia, including in Vocational High School. One of Vocational High Schools which oblige students to study English is SMK N 3 Padang. Usually, vocational high school's goal is students are going to work in work field after they graduated; it also includes SMK N 3 Padang's goal. Hence, students are taught English during their school life; English skill can be useful when they work later.

One of majors in this school is Office Administration. For Office Administration students, they are expected to work as a secretary. Secretary's job actually is related tightly to writing. They are going to convey their thoughts, feelings, emotions, and ideas to their boss, co-workers or clients through writing. It can be in the form of memos, messages, letters, timetables, lists, and so on. Therefore, Office Administration students, who will be a secretary, have to master writing skill and need to write these writing correctly because it will influence their professionalism in work field.

Office Administrations students can work professionally because they learn about how to write a memo, message, invitation letter, lists, timetable, and also personal letter during their school life. As stated in syllabus based on KTSP, personal letter is written in the indicator of fourth basic competency (*Kompetensi Dasar*). The fourth basic competency states, "Tell about events in the past and planning in the future." Then, one of indicators states, "Personal letter which tells

about events in the past and planning in the future.” It has been stated in syllabus that students will study about this letter. Students will study about it in the second grade and in the first semester.

Students will be able to make personal letter if they follow the teachers’ guidance which leads them to write in a correct way. However, it is not just enough to write this letter in the correct way, but also they need to produce a good writing. There are other aspects that should be considered for producing a good writing such as content, vocabulary, grammar, mechanics—spelling and punctuation—, and organization of ideas (Brown, 2000:335). Students need to consider these aspects while they are writing; these aspects prove whether students produce a good writing or not. Spelling is also stated as one of these considerations. Students’ writing can be acceptable and readable as a good writing if it also has a good spelling. It can be concluded that to compose a good writing, students have to determine spelling as an essential aspect.

In addition, Fageberg (2006:1) says spelling is one factor to consider producing a good writing. If one single word misspelled, it can change the word and the whole meaning of a sentence. In addition, it also can cause a misunderstanding due to alteration of word or meaning. It means that spelling errors bring a big impact in students’ writing because it will show students’ proficiency in writing.

For example, “How are you *todie*?” which should be “How are you *today*?” The message that asking ‘how the person is’ change into ‘how you die.’ This

example shows the alteration of the meaning in the sentence. It also causes a misunderstanding communication due to the alteration of words.

Beside spelling errors can change the meaning of a word or the whole sentence, it also impedes students to write. Students can be confused because they try to ensure that they do not do spelling errors. As a consequence, students can take a long time to write. For example, based on the writer's experience, she was getting confused how to spell a word like *discussion*; where "s" should be put double—between "i\_c" so it became "disscusion" or between "u\_i" so it became "discussion." The writer takes a long time for writing a word because she should make sure the correct spelling.

In SMK N 3 Padang, some of students do not write some letters in the correct order. When students in grade X studied in the class, the writer did an observation and found students' spelling error in students' writing activities. They misspelled words in their writings. For instance, students did omission error; they wrote *fin* which should be *fine* in "I am fine." The other error is substitution error; they wrote *bet* which should be *bad* in "I feel bad." From the examples, it shows that spelling errors which were done by the students make their writing lose the meaning. It does not appropriate anymore with the context of their writing at that time.

Based on the problem above, the writer is interested to analyze students' spelling errors in SMK N 3 Padang, especially Office Administration students. Students' spelling error will be analyzed in students' personal letter writing. The writer chooses SMK N 3 Padang because this school has Office Administration

major which those students are expected to be a secretary. To be a secretary, they have to have a good writing skill which is useful for their job later on.

Then, the writer chooses personal letter because students have also learned about this letter. It has been written in KTSP that this letter is studied by the students in third semester; it means that the second grade students study about this letter. It is stated in the fourth basic competency. Moreover, students have already studied about this letter, so they can write this letter and express their idea freely. They have known how to make this letter with proper format and grammar.

This research is carried out to see how about the students' spelling errors are. Therefore, the writer will analyze kinds of spelling errors are made by the second grade of Office Administration of SMK N 3 Padang in writing personal letter.

### **B. Identification of the Problem**

Based on the problem in the background above, there are some possible problems that can be identified. First, students do spelling error in a word, so it changes the meaning of that word and the whole meaning of sentence. Second, it can make the word not have meaning. Third, it can cause misunderstanding. Fourth, it is not appropriate to the context; and fifth, it shows students' poor quality of their writing, so it causes students' writing cannot be acceptable to read.

### **C. Limitation of the Problem**

Based on the identification of the problem above, this research was limited to analyze kinds of spelling errors which were made by the second grade of Office

Administration of SMK N 3 Padang in writing personal letter, especially invitation someone.

#### **D. Formulation of the Problem**

Based on the description above, the problem of the research was formulated as follows: “What kinds of spelling errors which are made by second grade students of Office Administration Department at SMK N 3 Padang in writing a personal letter?”

#### **E. Research Questions**

Based on the formulation above, there were two research questions as follow,

1. What kinds of spelling errors that were made by students in writing a personal letter?
2. What kinds of part of speech from the spelling errors that were made by the students?

#### **F. Purpose of the Research**

Based on the research questions given above, the purposes of this research were:

1. To find out the kinds of spelling errors were made by students in writing a personal letter.
2. To find out the kinds of part of speech from the spelling errors were made by students.

### **G. Significance of the Research**

This phenomenon is worth researching because it deals with the personal letters written by the second grade of Office Administration students of SMK N 3 Padang whose curriculum offered that letter. The students have to use correct spelling to write a letter. Thus, it is hoped that these research findings can give practical and theoretical contribution. For theoretical contribution, this research would contribute to teacher and researcher. Teachers could get important information about spelling errors in students' writing and what part of speech for the spelling errors which are committed by the students. And for the researcher, this research does not only give valuable comprehension on the phenomenon but also gives valuable knowledge and experience to her. For theoretical contribution, it is expected to be useful as reference for next future writing related to students' spelling error in personal letter writing.

### **H. Definition of Key Terms**

1. Spelling is a correct arrangement of alphabetic symbol to make a word that has a certain meaning.
2. Spelling error is an incorrect arrangement of alphabetic symbol, so that the word did not have or change the meanings.
3. Personal letter is a letter which contains about personal matter such as invitation letter.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

As mentioned in the Chapter 1 that the purposes of this research are to find out kinds of spelling errors which committed by the students in their writing. There are four types of spelling errors based on Cook's classification; they are insertion error, omission error, substitution error, and transposition error. Next, it also finds out what parts of speech from spelling errors which committed in students' writing. Spelling errors are grouped into Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction, and Interjection.

Based on the collected data through the research instrument which was a test, and the analysis of the data, it showed that students did 133 spelling errors in their writing. From the four categories based on Cook, students commit all kinds of spelling errors categories. Students commit insertion error, omission error, substitution error, and transposition error in students' writing. Furthermore, from the spelling errors which are committed by the students, there are all kinds of part of speech Students' spelling errors occur in all kinds of part of speech.

#### B. Suggestions

From the findings and the conclusion of the research, there are some suggestions offered to the teachers, and students. For the teachers, they can prepare their planning instruction in teaching spelling to their students.

Teachers can make instruction which is suitable based on the types of spelling errors or part of speech. Teachers can give more practice about spelling in order to make students get more understanding of spelling. Teachers have to emphasize the correct spelling, so students can aware to write the correct spelling which will lead them to make a good text. Teachers have to have clear hand writing, so teachers have to be more careful when writing a word in the board because from teachers' writing, students can also learn about spelling. Furthermore, for the students, it is suggested to be more aware of spelling. Sometimes, students do not aware of silent letter, double consonants/vowels, add redundant letter, delete letter, substitute letter, or transpose the letters; thus, they have to pay more attention on it. It can help them to have a good display of their text.

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