

**AN ERROR ANALYSIS OF ORTHOGRAPHY IN ELEMENTARY
STUDENT'S WRITING AT THE INDONESIA-AMERICA
INSTITUTE (LBPP-LIA) PADANG**

A Thesis

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ABSTRAK

Dalam skripsi ini, penulis membahas kesilapan penulisan kata oleh siswa LBPP LIA dalam menuliskan kata-kata dalam bahasa Inggris. Orthogrfhi adalah seni dalam penulisan kata. Penelitian ini dilakukan untuk mengetahui jenis kesilapan yang terjadi dan penyebab kesilapan tersebut.

Metode yang digunakan dalam penelitian ini adalah metode observasi. Data diambil dengan mengumpulkan buku latihan siswa Rainbow 1 LBPP LIA yang berjumlah 9 orang. Data tersebut dianalisa dengan menggunakan teori Ellis untuk mengklasifikasikan jenis kesilapan, teori Corder untuk mengklasifikasikan kesilapan, teori Ehri, Gentry, Henderson dan Beers untuk mengklasifikasikan tahap-tahap kesilapan, teori Krashen untuk mengetahui pengaruh pemerolehan bahasa kedua dan teori J. Harmer untuk menganalisa sumber kesalahan. Dalam menganalisa data, penulis menggunakan metode distribusi menurut Sudaryanto (1993).

Dalam analisis data ini ditemukan empat bentuk kesilapan yang dilakukan oleh siswa dalam system penulisan kata dalam membuat latihan yaitu, *selection* (penseleksian) 52,17%, *omission* (pelepasan) 39,13%, *Addition* (penambahan) 4,35 %, dan *Ordering* (kesalahan penyusunan) 4,35%. Penyebab kesilapan secara garis besar adalah karena pengaruh bahasa ibu dan pengaruh dari kecerobohan penulisan. Dari 23 data yang dianalisa, ditemukan 16 kesilapan karena pengaruh dari bahasa ibu yang disebut *interference*, dan 8 data yang disebabkan oleh kecerobohan yang disebut *other*.

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Since English is an International language most people in the world make effort to speak English. In some countries, such as Australia, USA and England, English is used as the first language. In other countries, such as, Malaysia, France and Germany, English becomes a second language. In Indonesia, English is considered as a foreign language. The important role of English as International language makes the Indonesian government established English as one of the compulsory subjects in the curriculum from elementary school to university. In relation to the use of English as foreign language, it causes a problem in which speakers especially children face difficulties in spelling both spoken and written words, including grammatical error. These are also cases lead to errors which is related to orthography.

By regarding to the facts above, the Rainbow class assumed that learning grammar is not easy for them and they think structure exercises are difficult to do. Byrd (2003) states that grammar is the central to the teaching and learning of language that also becomes one of the most difficult aspects of language to teach as well as to learn. It shows that learning grammar is likely to be one of difficulties in learning English for the students. Naturally, they will be

confused by the rules and then they will avoid grammar itself. A lot of students have low ability on English. This case is likely caused by the lack of grammar capability. Then the structure mastery is one key to succeed in learning English,

There are very little differences between letters and sounds, which are nevertheless handled by specific, straightforward rules. As a result, there is only one possible way of reading a written form. The opposite, however, does not hold, i.e. a speaker of Indonesia cannot predict the spelling of a word when provided with the pronunciation. On the contrary, as often found in any sources, English has a deep or non transparent orthography since it allows for the same letter to represent more than one sound or for the same sound to be represented by more than one letter.

The primary aim of orthography in the above cases is that the morpheme has the same visual representation. This is also known as lexical spelling. As Carney explains "The English writing system is not simply concerned with mapping phonemes on to letters. To a large extent it tries to offer the reader a constant spelling for a morpheme in spite of the varying pronunciation of the morpheme in different contexts." (Carney 1994: 18).

It can be seen that, not all differences between letters and sounds in the English orthography can be accounted for on these grounds. In relation to this research, the writer analyzes errors in orthography in the Rainbow student's writings at the Indonesia-America Institute (LBPP-LIA) Padang.

CHAPTER IV

CONCLUSION

Having analyzed the data, the writer finds that orthographical error occurs in forms of omission, ordering, and selection, and addition. In accordance to the result of analysis, the major form of error is selection that occurs 12 times (52,17%) in which the students select incorrect form of words. Besides, omission appears 9 times (39, 13%). It is seen when the students omit certain letter in one word. Ordering only appears 1 (4, 35%) when the students place the wrong order of letter in writing words, and addition appears 1 times (4, 35%) when the students add one or some letters into words.

Regarding to the orthographical error of students, it is found that they tend to be influenced by their first language interference and carelessness of them respectively. Based on the findings that are found after analyzing the data, most of the errors are caused by the first language interference which appear 16 times (65, 22%). In the case of carelessness, this kind of error appears 8 times (34,78%). Here, it can be concluded that interference of student's first language becomes the dominant factor in causing orthographical error. Furthermore, the students face some confusion of differentiating orthographical system between Indonesian and English. On the other hand, the interference also belongs to the level of grammar where a student's first language has a different system, or vocabulary problems such as true or apparent homonyms.

The error is also caused by the carelessness of the student. They write incorrect form of some words because of two factors in their carelessness. The first one, the students consider and believe that they have applied the correct form of word according to orthography of words they write (English). Consequently, the students only follow the rule that they have known. The second, they tend writes incorrect form of words because of tiredness and other physical condition. In addition, writing in hurry is also a form of carelessness among the students. It means that they potentially violate orthography rule because the carelessness that makes them ignore the rule in limitation of time to think. Based on the forms of orthographical error and the causes as identified in the data, the writer concludes that the dominant error is caused by the first language interference of the students.

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