

AN ANALYSIS STUDENT WRITING ERROR IN ELEMENTARY SCHOOL

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Abstract

This research aims to know students writing errors and the factors that influence students writing errors in SDN 02 Karangnongko. This research used a descriptive qualitative design. The data were taken from 13 students in grade IV SDN 2 Karangnongko in the academic year 2022/2023. The instrument used papers of students writing about introduction and interview. After being collected, the data were analyzed by the following procedures: calculating the number error of grammar, spelling, and letter formation, showing the findings, discussing the findings, and making a conclusion. Based on research results, found 212 writing errors were categorized into spelling, grammar, and letter formation. The most frequent writing errors made by students were in spelling. In spelling found, 116 errors, or 55% of the total writing errors. Several factors influence students writing errors, namely, the level of student preference for English subjects, difficulties experienced during the writing process, students learning activities while at home, and student participation in additional courses.

Keywords: *Elementary School, Writing Error, Writing Skill.*

Introduction

Writing skill is essential language skills to be learned by students. Writing skills must be owned starting from the elementary level. Students will have difficulties learning at the next stage Without adequate writing skills from an early stage. Writing is one of the skills that students need to master while learning English in the classroom. Writing is a process of thinking in an organized way so that readers easily understand the results of writing. Writing can be good if it includes a clear meaning and fulfills grammatical rules (Apriyanti C. et al., 2020). A person can pour ideas into conveying information to readers through writing. That means writing is a productive and expressive activity. Writing is compiling words or sentences into written language into a well-organized product (Puspitasari, I. 2019). In addition to reading and grammar, often emphasized in English learning, English language mastery also includes listening, speaking, reading, and writing skills.

According to Javed et al. (2013), writing is one of the most difficult English abilities for EFL students and is an essential skill. A lack of practice affects students' ability to write ideas in English. In writing texts, students should be able to develop topics by providing fundamental concepts and supporting information in each paragraph. To convey clear and systematic information to readers, students must do this (Ekorini, P. W. 2021). Since vocabulary is an essential part of language, they should also be able to use vocabulary correctly. According to Hailiday (Hari, C. S. 2011), one way to communicate a written text is by choosing the correct vocabulary.

Writing is verbal communication; writing is considered the most challenging language skill compared to other language skills (Fitrianita & Ramadhan, 2018; Situmorang, 2018). To ensure that the thoughts, ideas, and feelings are conveyed to the reader through the medium of written language, the reader can understand and comprehend what is written (Alwi et al., 2021; Sholeh et al., 2021). Often, students' writing difficulties are caused by students ability to master sentence structure, which makes them lazy to learn. In addition, writing difficulties are also caused by the way teachers explain writing lessons, which are still difficult for students to understand, as well as the lack of teacher instructions on how to write correctly and appropriately (Juariah et al., 2021; Kiswari et al., 2022).

Writing is one of the most challenging activities for students because students must be able to arrange their thoughts and feelings about the topic or events they are writing about

(Riyanti et al., 2019). Students can communicate the consequences of their ideas through writing or essays by processing their thoughts, honing their feelings, and writing articles (Fitriana, 2019; Fitrianita & Ramadhan, 2018; Saharah & Indihadi, 2019). The quality of a person's resources will be reflected in the ideas and ideas students communicate in their writing. Therefore, the better the writing is, the better the author's thoughts and ideas (Dewi et al., 2019; Sholeh et al., 2021).

However, practical experience demonstrates that not all elementary school pupils are proficient writers. Because it takes a thought process to produce diverse concepts in writing, students typically believe that writing is one of the most challenging activities to complete (Agusti et al., 2021; Luvita et al., 2020). Writing issues among kids are frequently brought on by teachers' subpar methods of instruction. Additionally, many schools still lack the tools necessary to evaluate language abilities, mainly writing abilities (Simanjuntak et al., 2019). If left unchecked, this will impact learning achievement that is less than optimal. Writing skills in children cannot be appropriately measured, so teachers cannot know the success of the learning process.

Previous research has shown that several variables influence reading, writing, and math challenges, including family environment factors, parental attention, assistance, and supervision. These variables are considered crucial and impact student interest, motivation, and the learning environment (Mardika, 2019). According to the findings of various studies, students' writing challenges can arise from both within them and outside their environment. Teachers might employ media and teaching strategies to address writing issues that can pique students' interest in writing (Kuntarto et al., 2020).

The findings of additional research show that low-grade students struggle with reading and writing because of their immaturity, preference for play over learning, appreciation for privacy when the teacher is speaking, preference for learning at home when there is homework, lack of support from those closest to them, teachers' lack of attention, and teachers' lack of assertiveness (Widyaningrum & Hasanudin, 2019). According to some of the findings of these studies, it can be concluded that factors such as students' physical and psychological limitations, parents' lack of attention, and the lack of media used by teachers to stimulate students' writing skills are the leading causes of students' difficulties with reading and writing (Destari, M. P. et al. 2022). However, in previous studies, no research has explicitly discussed the writing skills of elementary school students, along with the factors that influence students' writing difficulties. Therefore, this research is focused on knowing students writing errors and the factors that influence students writing errors in student grade IV SDN 2 Karangnongko, Kebonagung, Pacitan academic year 2022/2023. Then, it can get a solution.

Method

This research used a descriptive qualitative research design. The data were taken from 13 students, six males, and seven females, of grade IV SDN 2 Karangnongko, Kebonagung, Pacitan, in the academic year 2022/2023. The research was conducted from June 12th until 17th, 2023. The instrument used papers of student writing about introduction in English and interviews. The interview questions were open-ended questions that consisted of 5 queries. After being collected, the data were analyzed by the following procedures: calculating the number error of grammar, spelling, and letter formation, showing the findings, discussing the results, and taking the conclusion.

Findings and Discussions

Student Writing Error

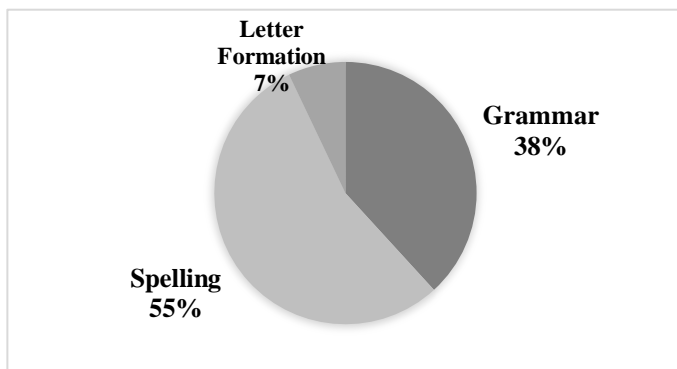


Figure 1. The Result of Student Writing Error

Based on research findings, it is found 212 writing errors categorized into spelling, grammar, and letter formation. Based on the results of the analysis carried out by the researcher, the most frequent writing error made by students was in spelling. The spelling found 116 errors, or 55% of the total writing errors. Then writing errors in the second order is grammar. The grammar found 81 errors or 38% of the whole writing errors. The fewest writing errors made by students were letter formation. In the letter formation, we only saw 15 errors or 7% of the total writing errors.

Spelling error

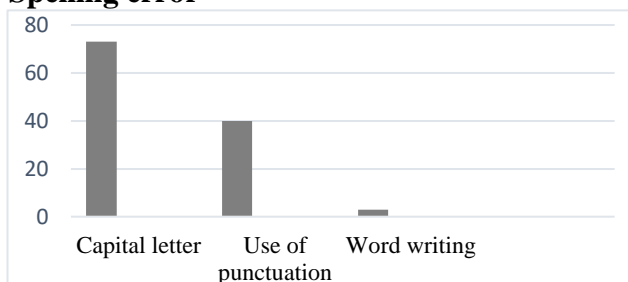


Figure 2. Result of Spelling Error.

The research results showed 73 errors in writing capital letters, 40 in punctuation, and three in writing words. Below are the example of spelling writing error sentences:

- (1) My name is *anisa ayu hestari*.
- (2) My name is : Desila Anggraini
- (3) My hobby is playing *fotball*
- (4) My *mckname* is Desila

In sentence (1), there is a writing error in the word *anisa ayu hestari*. The mistake is caused by not using the capital letter on the word *anisa ayu hestari*, a person's name. This is based on PUEBI (Badan Pengembangan dan Pembinaan Bahasa Kementerian Pendidikan dan Kebudayaan, 2016), that the capital letters must be used as the first letter of a person's name, including nicknames. Because of that, the word *anisa ayu hestari* should be fixed to *Anisa Ayu Hestari*. Overall, the most common errors in using capital letters found in students writing are not following the indicators of writing procedures set out in PUEBI. Most students still misplace and use capital letters in the words that make up sentences.

In sentence (2), the error is found in using punctuation marks (:) in the middle. According to Novrila (2021), how to use punctuation marks (:), namely (1) punctuation marks (:) are used at the end of complete statements followed by details, (2) punctuation marks (:) are used after words that require detailing, (3) punctuation marks (:) are used in drama scripts after words that indicate actors in conversation, etc. The sentence above is a complete declarative sentence. In this sentence, there is no indication of words that require detail as an

explanation of the previous sentence. In a declarative sentence, there is only one punctuation mark, namely punctuation marks (.) which are located at the end of the sentence as the closing statement. Because of that, the punctuation mark (:.) should be omitted from this sentence. The sentence should be fixed to *My name is Desila Anggraini*. Three students made mistakes in this section.

In sentence (3), the error is found in the word *football*. The word does not form a word with a meaning because it lacks the letter /o/. It should be intact and has meaning. The word should be fixed to *football*, and the sentence should be fixed to *My hobby is playing football*. In sentence (4), the error is found in the word *mckname*. The word does not form a word with a meaning because it lacks a letter /n/ and /i/. It should be intact and has meaning. The word should be fixed to *nickname*, and the sentence should be fixed to *My nickname is Desila*.

Those words should be written intact and have meaning, but the student wrote them without a letter on vowel and consonant base words, so those words become incomplete and do not form a word. The cause of someone's mistakes in using language is because the language user has not known yet or does not know the language rules he used (Setyawati & Rohmadi, 2013). Even so, in any situation and condition, one needs to get used to trying maximum learning (Mustadi, 2018).

Grammar Error

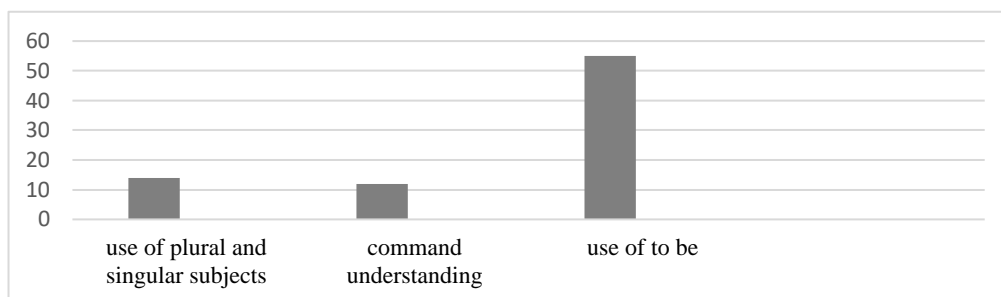


Figure 3. Result of Grammar Error.

Based on the research results, there were 14 errors in the use of plural and singular subjects, 12 errors in command understanding, and 55 errors in the use of to be. Here are the example of spelling writing error sentences:

- (1) *My names* is Asyafa Yogya Ningtyas
- (2) *Let's* me introduce myself
- (3) My nick name (*is*) Asyfa.

In sentence (1), the grammatical error lies in the word *names* as the second word. The error was caused by the student adding the suffix *-s* in a word that denotes a single subject. Adding a suffix *-s* or *-es* in the ending word indicates that the writer wants to use a plural noun in their sentence (Evayani, 2013). The word *name* is a form of a singular noun because it refers to the previous sentence, namely *my*, which means singular. Because of that, the word should be fixed to *name*, and the sentence should be fixed to *My name is Asyafa Yogya Ningtyas*. The number of students who made this mistake was one person.

In sentence (2), the grammatical error is found in the word *Let's*. *Let's* is an abbreviated form of let us where this sentence means us or is an invitation or can also be a suggestion. Because of that, the word should be fixed to *let*, and the sentence should be fixed to *Let me introduce myself*. The number of students who made this mistake was 12 students. In sentence (3) t,he error is found in the lack of to be *is*. The third sentence shows that the sentence is a nominal sentence with the presence of *Asyfa* with the noun class as a complement to the sentence. A nominal sentence is a sentence that consists of a subject and a complement without a verb. Nominal sentences are a substitute for the verb (Anggraeni, 2022). Because of that, to be is needed in the sentence. The sentence should be corrected to *My nick name is Asyfa*. All students made mistakes in not writing to be *is*.

Letter Formation Error

Based on the results of the analysis carried out by the researcher, there were 15 mistakes made by students in composing letter formations. Here is the example of letter formation errors:

- (1) My is name Dani Abdul Maulana
- (2) Name my is Dafa Nur Maulana

In sentence (1), a letter formation error occurs in the word *name*. The first sentence shows that the sentence is a nominal sentence with the marker as a substitute for the verb. As a result, writing the subject must be written first at the beginning of the sentence, then followed by to be and complement. The subject in the sentence is *my name*, and to be in the sentence *is*, while Dani Abdul Maulana acts as a complement. Because of that, the word should be fixed to the *name*, and the correct letter formation is *My name is Dani Abdul Maulana*.

In sentence (2), a letter formation error found in the word *name my*. The error occurs in the word *name my* that means *namaku* in Indonesian which should be written in English as *my name*. The sentence should be fixed to *My name is Dafa Nur Maulana*. Based on the results of interviews with students who made writing mistakes, namely students with initials D, it is true that the meaning of writing *name my* is *namaku*. The reason why the student wrote *name my* is because he translated the word from Indonesian, namely *nama* which means *name* in English and *ku* which means *my* in English and then combined them to *name my*.

Paragraphs shall be single-spaced with indentation in each paragraph. The paragraph must be written in Times New Rowman 12. It shows the findings of the research. It can be presented in charts, graphs, or table. The discussion has clearly stated the findings in depth. The author can separate the finding and discussion into different sub titles.

Table 1. The Result of Student Writing Error

No	Name	Writing Error		
		Grammar	Spelling	Letter Formation
1	B	12	6	0
2	D	7	3	6
3	M	5	8	0
4	DA	15	2	0
5	L	4	4	1
6	A	4	15	1
7	N	2	18	1
8	G	4	7	4
9	L	9	10	0
10	A	2	18	0
11	DAN	5	9	0
12	F	4	13	1
13	DE	8	3	1
	Total	81	116	15

The Factors That Influence Student Writing Error

Writing errors refer to mistakes or inaccuracies made by the author. English Writing Errors in elementary school refer to mistakes made by students when writing in English. These errors can include misspelling words, using the wrong grammar, punctuation, or capitalizing words. This error is standard among elementary school students still learning to write in English. Writing errors can occur for various reasons, including lack of knowledge or understanding of language rules, limited vocabulary, or lack of writing experience. Teachers

and parents need to help students identify and correct these errors to improve their writing effectively in English.

Based on the results of interviews conducted by researchers with students in grade IV SDN 2 Karangnongko, several factors influence student writing error, namely, the level of student preference for English subjects, the difficulties experienced by students during the writing process, students learning activities while at home and student participation in additional courses.

The first factor influencing student writing errors is the student's preference for English subjects. According to the results of the interview, most students like English. Nine students like English. One student quite like English, and the other three do not. It means students are interested in foreign languages as a subject at school. This shows that English is interesting to learn because English is beneficial for the future. For those who do not like English, it causes them only think about the difficulties they experience in the learning process. At the same time, foreign languages are usually taught as one of the subjects in schools with the aim of essential communication and mastering the four language skills (listening, reading, writing, and speaking) in that language within certain limits (Iriany, 2015).

In teaching and learning activities, there must be writing activities. According to Aceng (2013), writing is the process of expressing thoughts, sensory feelings, fantasies, wills, beliefs, and experiences arranged with graphic symbols in writing for communication purposes. Many students in grade IV SDN 2 Karangnongko like to note there are 12 students because they think writing is easy and fun. Some students even have a hobby of writing because, according to them, they can express their thoughts or feelings by writing.

The second factor that influence of student writing errors is the difficulties experienced by students during the writing process. When writing in English, students are bound to encounter obstacles. Most students have difficulty with vocabulary because students do not have many choices of words, even though vocabulary is essential in learning English. According to Sudrajat and Herlina (2015), vocabulary or vocabulary is a combination of vocabulary often used as a communication tool to convey messages or information to others. Not only did they have difficulty with vocabulary, but they were also confused when changing language, meaning that students lacked knowledge of grammar rules. Where it causes misspellings or the use of the wrong word, learning grammar means understanding how a word is formed and how a word will change its meaning according to the form used (Harmer, 2008: 32).

To overcome difficulties in learning English, students ask teachers and family members. Activeness in asking questions is an individual's activity in obtaining information from someone (Muhudiri, 2020). According to (Astuti, 2019), Giving questions is an individual's thoughts, and activeness in asking can encourage students' ability to think. In the learning process, students' activeness in asking questions is essential. Because students can immediately find out information that, according to students, they have not understood, by asking questions, students become more understanding in mastering the material provided by the teacher (Hope, 2020).

Some students open dictionaries and google as learning media to make it easier to find information. (Hamalik, 1992) Suggest that using teaching media in the teaching and learning process can generate new interests, generate motivation, stimulate learning activities, and even psychologically influence learning citizens. In addition, students are also creative by memorizing vocabulary, and there are also easy methods that can be practiced in learning activities. The singing method "sing a song" is suitable for improving English vocabulary mastery. Students are required to memorize the vocabulary contained in the song lyrics actively. Unintentionally, students have memorized the vocabulary in the song lyrics (Fandy in Fatimah and Muttaqim, 2020:3).

The third factor that influence of student writing errors is students learning activities while at home. In learning activities at home, most students wait for instructions from their parents, and only a few have the initiative to study independently without depending on their parents. What needs to be realized is that creative children are usually also ambitious (Utami Munandar, 1997). The last factor influencing student writing errors is student participation in additional courses. All students do not take English courses. This is due to financial constraints and inadequate infrastructure from teaching staff and teaching materials.

Conclusion

Based on the data analysis and research findings about student writing errors in students grade IV SDN 2 Karangnongko, Kebonagung, Pacitan academic years 2022/2023. Found 212 writing errors categorized into spelling, grammar, and letter formation. The most frequent writing errors made by students were in spelling. The spelling found 116 errors, or 55% of the total writing errors. Then writing errors in the second order is grammar. The grammar found 81 errors or 38% of the whole writing errors. The fewest writing errors made by students were letter formation. In the letter formation, only found 15 errors, or 7% of the total writing errors. Several factors influence students writing errors, namely, the level of student preference for English subjects, the difficulties experienced by students during the writing process, students learning activities while at home, and student participation in additional courses.

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