



Description Of Error Use Of Indonesian Speaking In Stories Completed Of Elementary School Students

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Abstract

The purpose of this study was to describe the Indonesian spelling errors of sixth grade students at SDN 029 Tarakan in writing essays. This becomes a reflection material for teachers, students and schools to make improvements and pay more attention to students' writing skills. Teachers must know the errors in using EBI contained in the stories written by students so that mistakes do not occur in other learning. This research also helps students in improving their writing skills. This study uses a qualitative method, namely document review. The results of this study obtained 1) Errors in the use of letters in student essays amounted to 33% of error cases. 2) Word writing errors in students' stories are 27% of error cases. 3) Errors in using punctuation in students' stories are 40% of error cases. The results of this study are expected that teachers who teach focus on providing knowledge, practice and application of the writing process approach, especially Indonesian spelling in essays. And the teacher is able to strive and foster student interest in writing so that students' works are also increasing.

Keywords: Spelling, essay, language

INTRODUCTION

Language is defined as a system representing the ideas and states of speakers. Language is also referred to as a unified system of meaning that is used as a tool in communication. In everyday life, humans communicate in various languages. Both spoken and written, even language is based on the attitude of the speaker.

The development of the Indonesian language stems from the discussion about the Malay language as the source of the Indonesian language used today. Indonesian language grew and developed from the Malay language, which has long been used as an intermediary language (lingua franca) throughout Southeast Asia. Along with the times, the Indonesian language slowly develops and continues to grow.

Today, the development of Indonesian is rapidly developing into a modern language, which is rich in vocabulary and strong in structure. Since October 28, 1928, as the beginning of the development of the Indonesian language, the best selected local youths have set a strong milestone for the journey of the Indonesian language. When the Youth Pledge was sworn in, the Indonesian nation's efforts to perfect the Indonesian language were officially announced as a unified language.

Good and correct Indonesian is a language based on EBI (Indonesian Spelling). The improved Indonesian spelling or called EBI has been declared effective since 2015 based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 50 of 2015 concerning General Guidelines for Indonesian Spelling. This Spelling replaces Enhanced Spelling (EYD). Several additions and improvements to Improved Spelling as the spelling has evolved to suit speakers of the language. Naturally we can speak Indonesian everyday but, scientifically we have not been able to speak Indonesian properly and correctly.



In everyday life we encounter many writing errors. Like driving, we must obey traffic rules, so that the vehicle path is safe and orderly. As with writing we must obey Spelling. Spelling is a rule that must be obeyed by language users for the sake of regularity and uniformity of form, especially in written language (Verlinda, 2019).

There are still many writing errors found in the use of letters and punctuation, especially in a formal (school) environment. The use is more often found in short stories. Some cases of errors found in writing letters are cases of writing capital letters at the beginning of sentences, names of people who have positions, names of important places, and so on. This error is often encountered in learning to write at school.

The important purpose of writing is to inform something to other people. If the writing is ignorant of the standard of writing letters and punctuation marks, the reader's understanding in capturing the writing will be difficult to understand the content to be conveyed and receive information from an article. The terms composing and writing are basically the same, the difference is that composing is used in fiction writing, while writing is used in non-fiction or scientific writing.

Writing skills are obtained if a person's intelligence in expressing thoughts and feelings is conveyed through written language, the realization of which is in the form of graphic symbols so that other people, namely readers, are able to understand the message contained in it. It is stated in the formulation of the Big Indonesian Language Dictionary (KBBI) that skills are skills to complete tasks. Doing assignments certainly must have writing skills.

Some of the causes of errors in writing include: (1) lack of understanding of writing and punctuation procedures; (2) do not consider the importance of proper writing and punctuation procedures; (3) do not want to get used to the procedure for writing letters and punctuation correctly. From the teacher's point of view, teachers usually ignore the correct writing of letters and punctuation. Teachers are only fixated on the curriculum that develops students' reasoning, but the beauty factor in writing is not prioritized. This is also caused by the teacher pursuing the subject matter so that it can be completed quickly.

This is the obligation as a user of the Indonesian language to comply with the standard language rules stated in the Indonesian Spelling. Especially when the forum is in official or when presenting a form of scientific writing. In fact, not all Indonesian speakers are able to speak Indonesian according to the Indonesian Spelling rules.

Observing the conditions that occurred at the 029 Tarakan State Elementary School, the researchers wanted to analyze the errors in the use of Indonesian Spelling (EBI) in student stories. By knowing all the data later and getting the results of the analysis, the researchers can identify and classify the types of students' writing difficulties so that students' difficulties in appreciating literature, especially writing essays, are reduced and can be used in everyday life.

Formulating the problem of this research, namely how to analyze Indonesian spelling errors in stories written by elementary school students. Aims to analyze, identify, classify and describe Indonesian spelling errors in stories written by elementary school students. The results of this study can be used as input for teachers and students to be thorough and careful in writing essays by paying attention to EBI rules and improving the quality of students' literary works.



Based on a statement from Elly Purwanti, et al (2020:21), the needs analysis was carried out to collect information by comparing the actual conditions with ideal conditions. If the ideal condition of students in writing is not good, then an in-depth study is needed. So that teachers are able to guide students in the right direction.

As with writing an essay, of course, a proper spelling guide is needed. The presence of Indonesian Spelling (EBI) in regulating students' written language. This statement is supported by Qhadafi (2018: 1) the use of correct language according to spelling rules is a very important factor in terms of writing.

This research is relevant to Qhadafi's (2018) research on analyzing spelling errors in negotiating texts for students at SMA Negeri 3 Palu which found some errors that were the same as in writing. Furthermore, Apriliana and Martini's research (2018) also analyzed spelling errors in narrative essays of elementary school students. The need for the development of this research is nothing but to explain the importance of spelling for writers.

Students' skills in learning to write are directed at being able to communicate written language. Writing expresses his imagination, ideas or ideas in a coherent manner with content that is properly structured according to the context. Writing essays is one part of writing skills that must be mastered by grade VI elementary school students.

Sutarna (2016:112) also has the same opinion that writing is a form of language skill, which is important in learning Indonesian in elementary schools. The intensity of coaching and training is the influence of the high and low ability of the writer. Writing essays is a concern of one of the writing skills.

Composing is pouring the imagination of the mind into written language through beautiful sentences that are assembled in full, complete and clearly communicated to the reader. If the beautiful sentence is written incorrectly, then the reader's communication will not be good. Beautiful sentences can be built by the imagination and accuracy of the author. Accuracy can be in the form of rules and proper spelling of language.

The spelling in the essay, which is often read in literary books, is full of meaning. Improper spelling can lead the reader to bad meaning. Some of the important spellings in an essay script are lettering and punctuation.

The Indonesian Spelling Guidelines according to Permendikbud 50/2015 discuss four main topics of discussion, namely the use of letters, writing words, using punctuation marks, and writing absorption elements. These four points of discussion can be described as follows:

a. Use of letters

The use of this letter regulates the use of letters in 8 main writing letters, including: Alphabet Letters, Vowel Letters, Consonant Letters, Diphthongs, Consonant Letters, Capital Letters, Italic Letters, Bold Letters. Writing letters in the essay uses a lot of references in the form of using capital letters and italics.

b. Word Writing

The subject matter in this reference is regulated in 11 points of word writing, including: Basic Words, Affixes, Reforms, Word Combinations, Word Fractions, Prepositions, Particles, Abbreviations and Acronyms, Numbers and Numbers, Pronouns, and Articles. Writing essays, refers more to the writing of articles and non-pronouns.



c. Use of Punctuation

The use of punctuation marks mostly regulates in terms of writing, namely 15 points of reference, including: Period (.), Comma (,), Semicolon (;), Colon (:), Hyphen (-) or Separate Marks (—), Question Marks (?) and Exclamation Marks (!), Ellipsis (...), Quotation Marks ("...") which have different meanings from Single Quotations ('...'), Brackets ((...)), Square Brackets ([...]), Italics (/), Abbreviation ("). The use of punctuation marks is very crucial if it is misplaced in the essay text.

d. Writing absorption elements

Along with the development of the Indonesian language, it absorbs elements from various languages, both from regional and foreign languages. The absorption elements in Indonesian can be divided into two major groups, namely; First, foreign elements that have not been fully absorbed into the Indonesian language. Second, the absorption of foreign elements that are adapted to the rules of the Indonesian language. The writing of Indonesian absorption elements also has an important role in writing student texts. In this case, the vocabulary possessed by students when speaking Indonesian is written. In order to be skilled in writing, a writer must master linguistic aspects, especially written language. Written language must pay attention to applicable norms. In literary works, short stories or essays, there are several spellings that can give rise to meaning. This needs serious attention for writers.

Graduate competency standards through a series of writing learning activities based on predetermined competency standards and basic competencies starting from class I to class VI. The formulation of competency standards and basic competencies is very important because it can accommodate students in developing writing skills. Currently, teachers are required to be creative in learning so that the knowledge provided becomes more meaningful. Spelling learning material is very important because it can provide a strong knowledge base for students to build a foundation of knowledge in writing.

Learning in elementary schools that is integrated with the content of the lesson often gets the task of composing. Before writing an essay, students of course must understand and know in advance about the meaning of an essay and how to write a good essay. The result of writing an essay is called an essay. Writing is a medium of expression for everyone.

It is concluded in the Big Indonesian Dictionary (KBBI) that the definition of essay is the result of making up/written language stories with the contents of the story making up, in a structured manner. The results of the embodiment of ideas and ideas of the human mind are composed of a series of words that form a sentence, paragraph and become a discourse that has a purpose so that it can be read and understood by the reader. Beautiful words are able to make an essay good to read.

According to the author, the characteristics of a good essay are:

- 1) Clear and easy for readers to understand
- 2) Have good unity, meaning that each explanatory sentence is logical and supports the main idea of the paragraph.
- 3) Having a good organization, meaning that every sentence is arranged in an orderly and logical manner.



- 4) Efficient or Economical, this efficiency is needed by the reader to more easily capture the contents in the essay.
- 5) Use language that is easy for readers to accept and understand.

To create a good essay, it is necessary to learn the method or stages of writing an essay. The ability to compose an essay according to Dalman (2016: 86) focuses on the ability to compose a complete draft of an essay and the ability to edit an essay. Therefore, the importance of the ability to edit essays is an important thing to be considered by teachers and students.

Being a literary writer is not an easy matter like turning the palm of the hand. The process of writing will use both hemispheres of the brain. This process encourages a writer to think systematically and logically as well as creatively. The only limitation of a literary writer is his imagination and ability to speak.

METHOD

The sound of language in the form of writing or symbols is called orthography. This study will analyze the orthographically appropriate Indonesian Spelling (EBI) in the student essays. Based on these objectives, descriptive qualitative research becomes the appropriate research method. The accuracy of this method is based on the opinion of Muhammad (2011) qualitative research is an activity or process of understanding the nature of phenomena with a natural setting, by pivoting on descriptive data provided by triangulation to be analyzed so as to produce a holistic understanding based on the perspective of participants according to the context. The data in this orthographic research are grouped in two ways: based on the way it is provided and the research objective or problem.

The focus of this research is directed at the identification and classification of spelling errors in students' stories. The sample population of this research is the entire class VI SDN 029 Tarakan for the academic year 2020-2021. Students who become the study sample as many as 84 were selected by simple random sampling.

The research instrument was used by researchers to make it easier to collect and classify data. The data in the form of spelling errors in the stories written by students. The instrument is in the form of a Data Card format in the form of a table as follows.

Table 1: Data Card Table

Data Card		
Subject Number	:	
Quote	:	
Error Type	:	

The data card above is made of color/plain HVS paper measuring 8cm x 8cm (customized). This data card contains the subject number, citation, and error type. This data card serves to make it easier to analyze data and classify errors that occur.

The data of this research are in the form of spelling errors which are grouped into: errors in the use of letters, errors in writing words, and the use of punctuation in students' stories. Furthermore, the data is validated using triangulation techniques, namely data reduction (*data reduction*), data display (*data display*), and conclusion drawing/verification.



RESULTS AND DISCUSSION

The results of the study found that there were quite a number of types of errors in the stories written by the sixth grade students of SDN 029 Tarakan. Based on the research limitations, not all errors are explained in the results of this study. The results of the error analysis are described as follows:

A. Misuse of Letters

As a novice writer, it's normal to make mistakes. Especially if the author is wrong in writing capital letters (uppercase) and small. The total number of writing errors based on word cards that have been collected and analyzed is 307 errors. One of the reasons is that capital letters are written at the beginning of sentences and capital letters are used at the beginning of sentences in direct quotations and capital letters are used as the first letters of elements of names of honorary titles, descent, religion, professions, and names of positions and ranks used as greetings.

The frequent writing of prepositions becomes an error that often occurs, as is the case in writing people's names accompanied by elements of degrees in student stories. The stories written by students mostly use palace centric stories, namely fiction stories with royal themes. The mistakes that are most often found are like writing the aristocratic title of a character in a student's story. Most students write peerage incorrectly because of the inaccuracy or misunderstanding that is the subject of the problem. Examples of incorrect usage in the following sentences: One day, the kind prince was taking a walk in the forest .

This sentence is a sentence that is not followed by the name of the person after the title. but students write the word P angeran with a capital letter (P). This sentence should be written in normal or lowercase letters.

The next error is in writing capital letters in direct quotations. When writing sentences in direct quotations, capital letters must be used at the beginning of the sentence. While some students write lowercase letters in direct quotations such as the following example:

The prince asked his soldiers, "when shall we depart to declare war on the neighboring countries?"

In the stories written by students, most students do not understand the use of capital letters in direct quotations because the most common errors found are errors in this case. Students mostly write these sentences normally without any understanding of capital letters in direct quotations. This is certainly an evaluation for teachers.

B. Wrote Error

Early writers need to understand the context of writing the correct word so that when the reader reads the author's work, they can enjoy it well. A good literary work is a literary work whose author is able to express and give pleasure to the reader. The error found by the researcher in the students' stories was writing the wrong preposition. The total errors in writing prepositions are 225 errors. More clearly this error is caused by the incorrect writing of the prepositions "di" and "ke", the writing of place words and the writing of articles.

In the Indonesian spelling rules, the prepositions "di" and "ke" are written separately if the word followed by an adverb indicates a place. While the writing of the prepositions "di" and "ke" is written continuously if the word that is followed is a verb



and so on. Examples of writing the prepositions "di" and "ke" which are written separately such as in the cottage, in the hut and in the palace courtyard. Examples of writing the prepositions "di" and "ke" which should be written in sequence such as poisoned, expelled, torn and planned. The example sentences found by the researcher with errors are written separately. Examples of these words that were found by the researcher were caused by inaccuracy and incomprehension by students.

Inappropriate writing of prepositions that indicate place are also still found in students' stories. This is due to the lack of accuracy of students in writing. Although writing activities are one of the language activities, not everyone is able to write well and correctly (Saputra, 2019: 2). Writing the correct preposition is if the writer is able to understand the context of the word that is followed from the preposition. For example, students' understanding is able to distinguish place words and verbs.

Another error found by the writer in this student's story is writing the correct article. Because the stories written by students are mostly palace-centric and about kingdoms. So many errors are found in article words such as the use of the words *si* and *sang*. This error is also related to the improper use of capital letters. The author uses more capital letters in his articles such as "The Empress gave the King a magic spear" instead of "The Empress gave the king a magic spear".

C. Use of Punctuation

The General Guidelines for Spelling Indonesian Online (2015) state that there are 15 writing punctuation marks consisting of:

1. Dot (.)
2. Commas (,)
3. Semicolon (;)
4. Colon (:)
5. Hyphen (-)
6. Dash (—)
7. Question mark (?)
8. Exclamation mark (!)
9. Ellipsis sign (...)
10. Quotation mark ("...")
11. Single Quote ('...')
12. Brackets ((...))
13. Square Brackets ([...])
14. Slash (/)
15. Shortcut (")

Many aspects can be studied related to the use of Indonesian spelling in stories written by elementary school students, such as the form of literary elements and others. However, of the 62 essays analyzed, the researcher focused more on the problem of punctuation aspects. This is because the use of punctuation errors in an essay will have an impact on the understanding of a story. The following are some of the findings in the form of punctuation errors (.), exclamation points (!), quotation marks (“...”), single quotation marks ('...') described as follows:

- a. punctuation errors totaled 28 cases of error,
- b. exclamation mark errors total 30 error cases,



- c. quotation marks errors totaled 209 error cases and,
- d. single-quote errors totaled 180 error cases.

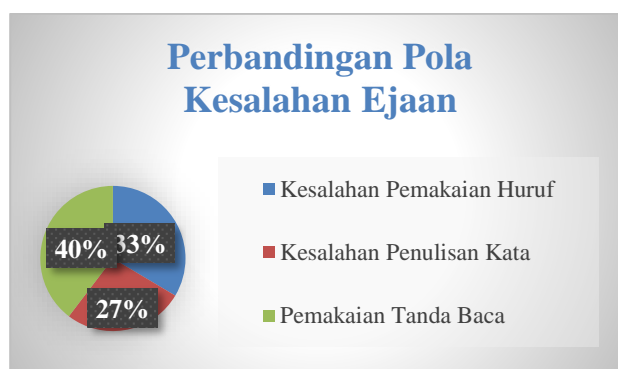
Based on the results of interviews with the sixth grade teacher of elementary school of 029 Tarakan, Mrs. Hafilia Hasnawati, S. Pd explained that in the learning process during writing activities, students were still confused and took a long time. The students also have difficulty because not all students because some like to write and some do not like to write. The results of student writing also often have errors in writing words, sentences and the suitability of the contents of their essays.

According to Mrs. Hafilia Hasnawati, S. Pd., this is due to the lack of a way to inculcate material on the use of spelling, so that it has an impact on students' writing abilities and interests. The other problem is the use of correct punctuation is not an important thing for students, but learning and content that students need to understand in order to graduate school well. The student's environment can also influence students' habits and thinking.

Improper application of punctuation marks will make it difficult to understand the meaning of the writing, but it can also lead to other meanings. For example, in adulthood, when students will develop their writing skills in terms of literary works, of course they have to remember the lessons they have learned. Students who are accustomed to writing well of course will also produce good works as well.

Overall, to find out the comparison of the spelling errors analyzed in the manuscripts written by grade VI students at SDN 029 Tarakan, it can be seen from the following diagram.

Figure 1. Spelling Error Pattern Comparison



Based on Figure 1, it can be stated that the percentage of language errors in the spelling field ranks first is the use of punctuation as much as 40% of error cases. The second highest number of errors is the use of letters errors as much as 33%. The third highest number of errors is writing words as much as 27%. Writing is a skill or skill of a person to produce a piece of writing in the hope of being read by others (Saputra, 2019). A good literary work is a literary work that can make the reader enjoy the story with a happy heart.

The existence of spelling errors in stories written by grade VI students of SDN 029 Tarakan certainly cannot be separated from the factors causing it. The factors that cause spelling errors are as follows.



1. Inadequate mastery of spelling rules. According to most teachers, this is due to low reading habits and interest. Many students admit that it is difficult to remember the many spellings of Indonesian.
2. Lack of practice and time given in composing. The majority of students admitted to composing only if there was an assignment given by the teacher. Writing assignments are also only collected by the teacher and there is no follow-up to these assignments.

Lack of examples provided by the teacher. Most students only know written language from story books. Without an example given by the teacher in the writing stage, this makes students confused about the spelling. Only a few examples are given by the teacher.

Based on the results of the research above, it is known that a good written story is determined from the spelling component that determines the beauty of the story. Although the spelling book already has instructions for using the correct spelling, students still need practice and application. As a productive and expressive skill, essay writing skills are certainly not easily mastered by someone just like that. So if someone wants to be able to have good writing skills and produce quality literary works, then he must go through the writing process stage.

Learning to write with a process approach must be done, considering the needs and preparation of students at the elementary school (ES) to junior high school level. Therefore, an overview of the forms of these errors can be used as input, especially for students, so that they are more careful in the use of spelling. In addition, the results of this study provide material for thinking for sixth grade teachers. So that they can take action steps for the sake of achieving the goals of good and correct language development.

CONCLUSION

The author concludes from the results of this study as follows:

1. Errors in the use of letters in stories written by grade VI students of SDN 029 Tarakan amounted to 33% of error cases. More errors are found in the use of capital letters at the beginning of sentences in direct quotations and the use of capital letters in writing names of honorary titles, descendants, positions, etc. This, of course, relates to the writing of student literary stories, which tell a lot about the centric palace.
2. Word writing errors in stories written by grade VI students of SDN 029 Tarakan amounted to 27% of error cases. More errors are found in the writing of prepositions and articles. This can also be seen in the stories written by students who write the names of the characters using articles.
3. Errors in using punctuation in stories written by grade VI students of SDN 029 Tarakan are 40% of error cases. More errors are found in period punctuation, exclamation points, quotation marks and single quotation marks. There are more cases of this error than other types of errors, because the writing of symbols is not considered important enough. Students ignore this because they are in a hurry to write.



To minimize prolonged spelling errors in student essays, things that teachers, students, and schools can do include: (1) teachers should provide knowledge, practice and apply the process approach in learning to write, always provide good and correct examples regarding Indonesian spelling; (2) students always practice writing and actively ask the teacher if they have difficulty and expand their knowledge by reading a lot of story books and language rules. Writing short stories is to express oneself and feelings freely (Kheng, 2013: 2), (3) the school is responsible for fostering the Indonesian language and accommodating students' literary works. Such as holding Indonesian language counseling activities in class and providing wall magazines in every hallway/school yard. As well as adequate library sources such as the General Indonesian Spelling Manual and Indonesian Standard Grammar Books.

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