

## ANALYSIS OF THE USE OF SPELLING AND VOCABULARY IN THE ESSAY DESCRIPTION OF GRADE IV ELEMENTARY SCHOOL STUDENTS

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**Abstract:** Writing skills are the last skills mastered after listening, speaking and reading skills. In the digital era, students can access various types of writing through various media such as mobile phone. This research was conducted to find out the skill of writing essays description about technological equipment in the digital era. The researcher gave a test writing essay description of mobile phones in class IV public elementary schools in the city of Surakarta, Central Java. The description desk is reviewed from an analysis of the use of spelling and vocabulary. The method used in this study is qualitative descriptive. The results showed that there were still many students who did not pay attention to the use of spelling in writing. Spelling use errors especially in the use of capital letters, use of a dots and commas, and writing absorption words. The vocabulary used by most students is a non-standard word. The use of a second language also influences students' essays. Thus, it can be concluded that the skills of fourth grade students in writing description essays are still low.

Keyword: spelling, vocabulary, essay description, elementary school

## 1. Introduction

In Indonesian language learning, writing is part of the four aspects of language, namely listening, speaking and reading. Writing skills are essential skills that must be acquired by the individual as a means for effective communication in modern society. In particular, writing is used as a means of communication and sharing of ideas and knowledge (Graham, MacArthur, & Fitzgerald, 2007). Furthermore, writing is one of the main tools used to evaluate students' academic achievements (Graham, Harris, & Hebert, 2011).

Writing skills are considered as the most difficult skill to master. This is because writing skills combine various other linguistic elements so that the writer can create coherent and coherent writing. Although writing skills are skills that are difficult to master, these skills can be learned. Like the explanation given by Langan (Astuti & Mustadi, 2014) that "*writing as a skill, writing as a process of discovery, and writing as a way to communicate with others*". The explanation confirms that writing as a skill for conveying messages to readers through a series of writings, writing as a discovery process that requires a gradual process and writing as a means to communicate with others is indirect communication.

Students are often faced with the task of writing various types of writing. They are expected to be able to master all types of writing. Students write by organizing and remembering information, to reflect concepts or skills learned, and to analyze ideas and types of texts (Graham, 2006). There are several types of writing learned in language learning. Springer & Persiani (2011) revealed that the types of writing are "*narrative writing, expository writing, descriptive writing, summary writing, response to literature, poetry writing, report writing, and friendly letter writing*". One type of writing skill learned in Indonesian language learning at the elementary school level is to write a description. Writing a description is the activity of writing that is to describe or describe an object so that the reader seems to see, hear, or feel the object intended by the author.

Saddhono & Slamet (2012) defines the description as a variety of discourses that describe or describe things based on the impressions of the author's observations, experiences, and feelings. Based on this opinion, it can be seen that in order to be able to create a description essay, the ability of the senses is needed to see, hear, and feel so that the description text provides a concrete learning experience. This type of essay is not too difficult to learn for fourth grade students because it is in accordance with the ability to think that is concrete operations. Elements that must be considered in writing are spelling and vocabulary.

Writing a sentence must pay attention to the use of spelling, because the spelling used will affect the meaning of a sentence. Furthermore, vocabulary selection is one element to communicate well and smoothly. When students pay attention to the use of vocabulary in writing, it means that they learn how to use appropriate words to convey the message (Scott, Jamieson-Noel, & Asselin, 2016). Thus, the teacher's attention to vocabulary use is needed. The urgency of using spelling and vocabulary is the initial element that students learn. Therefore, the authors examine the use of spelling and vocabulary in the essay description of fourth grade elementary school students. This study focuses on the misuse of spelling and vocabulary in student descriptions.

## 2. Literature Review

Graham, Schwartz, and MacArthur (1993) asked class students 4,5,6,7, and 8 to write well, how they wrote (planning, writing, and revising), how to write, and why some students had difficulty writing. At all class levels, almost 90% focused on knowing the writing process in terms of handwriting, spelling, and grammar. The response from the teachers is that this observation is mostly done in elementary schools than in secondary schools.

In a more recent study, Barbiero (2011) asked Portuguese students in grades 3, 4 and 6 to show what happened when they wrote. At each grade level, approximately 60% of student responses involve substantive processes and production procedures, with substantive aspects receiving greater emphasis. In grade 6, there was a sharp decline in students' emphasis on spelling, punctuation, handwriting, and concerns about other texts when writing. Whereas younger students are primarily seen writing as activities where the goal is to please their teacher by adhering to the rules for written

language (for example, grammar, spelling, punctuation), older students the size of writing is a process that involves the construction of text that meaningful for self-expression

Olinghouse and Graham (2009), for example, interviewed students in grades 2 and 4, asking them what was included in a story. These participating children have relatively unsophisticated concepts and incomplete stories, because they tend to emphasize elements such as beginning, middle, and end, instead of referring to more specific elements of the story such as character, arrangement, and plot.

Diliberto (2004) conducted a study on learning to write descriptions in elementary schools . It performs six stages of the process of writing descriptions by modifying each step. The results of the study show that with six stages of learning including modification, students can include more details in the sentence. There are questions from the teacher, helping students write paragraphs longer and coherent. The use of spelling and vocabulary is also made by many students.

### **3. Material & Methodology**

#### **a. Data**

The data in this study were obtained through interviews and writing description tests for fourth grade students of an elementary school in the city of Surakarta, Central Java . The researcher does not give any instruction to know the initial ability of fourth grade students in writing description essays. The teacher who acted as the executor of the research only gave the task to write a description of the *handphone* .This theme was chosen because students are millennial generations are no stranger to the use of technology, especially *mobile phones* . Students dizaman now *handpone* not a luxury item so that students in all walks of life are already used to seeing and using her. After the data was collected, the researcher analyzed the use of spelling and vocabulary errors in the student description essay.

#### **b. Method**

This study uses qualitative methods by describing the use of spelling and vocabulary errors in the description of fourth grade students. This research was conducted in fourth grade of the primary schools in Kota Surakarta which amounted to 24 consisting of 11 male students and 13 female students. Data collection techniques in this study use interviews, and tests. Before the research, researchers conducted interviews with students about the writing learning process that had taken place.

### **4. Results and Discussion**

#### **a. Result**

Based on the analysis of the results of writing the description of the fourth grade elementary school students, the average male and female students can write 8 sentences. Based on the results of an analysis of the use of spelling and vocabulary, many errors were found. The error is calculated based on all descriptions of 24 class IV students.

Based on the analysis of the use of spelling and vocabulary in the essay description of grade IV students, many errors were found. Spelling errors include the use of punctuation marks, comma punctuation marks, capital letters, prepositions and derivative words, and foreign words. . Whereas the vocabulary errors encountered are the choice of words in essays which are non-standard words. The indicator that indicates the word is not standard, that is seen from the suitability of the word with the dictionary and the form of the spoken word. The following is a table of analysis of spelling and vocabulary usage errors in the essay description of grade IV students.

Table 1. Error Analysis of the Use of Spelling on the Description of Class IV Students

Gender	Punctuation Point	Comma Punctuation Sign	Capital letters	Prepositions and Words of Derivatives	Foreign Words
Man	9	11	17	5	13
Woman	11	16	24	2	16
amount	20	27	31	7	29

Table 2. Error Analysis of Vocabulary Use in the Essay of Class IV Student Descriptions

Gender	The word is not standard	Word choice
Man	6	4
Woman	12	1
amount	28	27

## 5. Discussion

### Spelling Usage Analysis

In the essay the description of grade IV students about HP found many spelling errors. These errors include errors in using punctuation marks, comma punctuation marks, capital letters, prepositions and derivative words, and foreign words. The fact that writing punctuation marks is a well-discovered punctuation error in the description description of HP that is as many as 20 errors. The error occurs because the punctuation mark is used as a separator between clauses, the absence of a dot as a final marker of the sentence, and the use of a period mark on the title of the essay. These findings prove that students do not understand the terms of use of a dot.

There are 27 errors in the use of comma punctuation, mostly due to the use of comma punctuation marks. This finding proves that although commas are the most widely used punctuation marks in an essay, students have not mastered the terms of using comma punctuation properly. The use of a comma that replaces the function of this dot makes the sentence become fragments of sentences that are not intact. Data in student essays is supported by interviews conducted with several students. From the results of the interview, it can be concluded that the teacher does not discuss the errors of students' writing based on grammar. So, every student makes what makes mistakes will be left unchecked so that this error continues to repeat itself.

The most misuse of capital letters found is 31 errors. Although the use of capital letters appears to be a minor error, there are many writing errors made by students. Most mistakes are made because of the use of capital letters in the middle of a sentence. In addition, capital letters are used to mention nouns. This shows that students do not understand the use of Indonesian spelling.

The mistake of writing prepositions and derivative words is the most common writing errors, namely 7 errors. The most common error is a mistake in writing the prefixes *di-* and prepositions *in* the often confused and the use of the preposition *to*. The word that is most wrong is the writing of words *used in* which the writing is separated. The findings of this study are in line with Hasun's (2006) opinion that the most common spelling errors are the use of prepositions and prefixes. The prefix writing is sometimes the same as the way of writing the preposition so that this writing needs to be considered.

Error writing foreign words as many as 29 errors. This error is caused by the use of foreign words that are not italicized or underlined. In addition, writing letters in foreign words is incomplete. For example, *Facebook* is written *fesbuk*, *Google* is written *gogel*, *videos* are written *fidio*, *gadgets* are written, and so on. This error occurs because students are not thorough in understanding foreign word writing.

## Word Vocabulary Analysis

The second analysis in this study is the use of lexical word choices in essays of student descriptions. Select a choice of words from the lexical aspect is a choice of words that is seen from the impropriety of words. There are two indicators that indicate that the word is not standard, which is seen from the suitability of the word with the dictionary and the form of the spoken word. Errors caused by incompatibility of word choices with dictionaries are the most common mistakes found in essays by students about HP, namely 28 non-standard words that are often used are *telephone*, *time*, *brand*, *download*, and *self*. The use of non-standard word choices is caused by the interaction of everyday students who often use non-standard words in communicating so that they affect written communication. The number of errors in the use of non-standard words was conveyed by Hasnun (2006) that in the context of the use of words in papers or papers it is better to pay attention to and use words that have been standardized.

Sentences with the choice of the word verbal variety were found as many as 5 errors. This error is caused by the use of non-standard verbs. The verbal words found are *bodo*, *cellphone*, *brand*, and *tau*. This error occurs because the vocabulary of students is still small. This finding is not in line with the opinion of Tarigan (1993) that the quality of one's language skills clearly depends on the quantity and quality of the vocabulary that he or she is familiar with. The more rich the vocabulary you have, the greater the likelihood of skilled language. Therefore, the task of a teacher not only increases the quantity of vocabulary but also the quality of vocabulary so that students are able to determine the right choice of words when writing.

This error in word choice is related to the lack of writing practice done by students so that they have not been able to choose the right words to use and incorrect words. In addition, the role of the teacher in teaching language in class is also very large. The main task of vocabulary development carried out by teachers is to help students to see similarities and differences that students have not seen before. Teachers should see vocabulary development as conceptual development, understanding development and conception. Thus, the purchase of language teaching in the classroom can be directed well and maximally.

Rich experience is an important factor that determines the development and improvement of vocabulary (Tarigan, 1993). The environment greatly influences the experience of students, both from the home environment, school and community. The circle also provides indirect experience through listening, observing and reading activities. Through these activities, students must always be active to absorb various vocabulary.

This finding is not in accordance with the opinion of Keraf (2004) which states that word choice covers the meaning of words used to convey an idea, form the right grouping of words, and the language style that is best used in a situation

This data is supported by the results of interviews conducted by researchers with several students regarding the knowledge of writing descriptions, spelling, and vocabulary. The conclusion of the interview results is:

1. Some students do not know the characteristics of the description text. They assume that the description is the same as the narrative that contains storytelling.
2. Not all students understand the use of spelling.
3. When the researcher conducted an interview, the language used by the students was still mixed with the Javanese language. This is also one of the causes of vocabulary used by students in Javanese language.

## 6. Conclusion

A conclusion should give a summary of:

- a. There are still many students who do not pay attention to the use of written spelling and vocabulary. Spelling errors especially in the use of uppercase letters, the use of points and commas, and writing absorption words. The vocabulary used by most students is a nonstandard word.
- b. This research is expected to be used as a reference for further researchers to improve learning to write descriptions.

- c. This research was conducted by not giving any treatment to the fourth grade students' writing test to find out the use of spelling and vocabulary errors.
- d. The advantage of this research is as a reference for teachers and prospective teachers in Indonesian language learning, especially writing tests
- e. For the next researcher, as a reference for conducting research related to the variables in this study

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