Spelling writing error analysis in nonfiction essay of elementary students

Ali Mustadi [1] *, Miftakhul Amalia [2]

[1] Department of Elementary School Education, Pascasarjana, Universitas Negeri Yogyakarta.
Jalan Colombo No. 1, Karangmalang, Yogyakarta 55281, Indonesia
[2] SD Negeri 1 Kadipiro. Jalan Soragan, Sutopadan RT. 04, Ngestiharjo, Kasihan, Bantul, 55182, Indonesia
* Corresponding Author. E-mail: ali_mustadi@uny.ac.id

Abstract

Spelling writing error often occurs in an essay. The spelling error is found in nonfiction essays of the V grade students. This research purpose is to describe the error in spelling writing in nonfiction essays of V grade students in SD Negeri 1 Kadipiro, Kasihan Bantul. The research is a content analysis research using a qualitative approach. The data source of this research is Indonesian nonfiction essays. Data collecting technique used was reading and by note-taking. The instrument of the research is the mechanical analysis sheet. Validity used in this research is semantic validity. Reliability of this research is stability and reproducibility. Analysis unit in this research covers letters usage, writings words, use of punctuation, and uptake words writings element. The data analysis technique used consists of data collection, sample determination, recording/ noting, reduction, and drawing a conclusion. The research finding shows that there are writing errors in student's nonfiction essay, such as letter usage (54,47%), word writing errors (25%), error in using punctuation (18,16%), and error in writing uptake words (2,37%). Factors that cause errors in writing include limited time in learning to write, lack of mastery in spelling rules, and lack of accuracy in writing.
Keywords: spelling writing error, nonfiction essay, elementary school students.

Introduction

Writing skill is important language skill for elementary school students. Writing skill must be possessed by students starting from elementary level, without having adequate writing skill since early stage; students will have difficulties in learning at the next stage. Institute of Education Sciences (IES) (Graham et al., 2012) stated that students who developed strong writing skill on early age will gain precious skill to study, communicate, and help them succeed in the school and society. Research conducted by González et al. (2013), toward student writing skill in elementary school in Colombia, explains that most of the students show low interest and did not want to arrange single sentence and also unwilling to involve in a task for any longer. It is considering the previous problem, that is, the students were lack of interest in writing, and had difficulties in determining the ideas, did not use the proper vocabulary, did not check the punctuation, and did not have coherence and cohesion in their writings.

Writing skill has scope of lingual subject, literature, and literacy which has various aspects. Research conducted in Flanders (Belgium) (De Smedt et al., 2016), reveals that 800 students of fifth and sixth grade in elementary school completed two writing informative and narrative tests, it shows that students only required 65 minutes in each week for every writing assignment in the class. During teaching, teacher focused on explicit instructions of writing skill. The teachers generally believed that students have been able to write. Moreover, the teachers were also less passionate in noticing student's writing skill. Writing skill issues in Colombia and Flanders (Belgium) is not much different with Indonesia. It is strengthened with the research conducted by Alwasilah (2007), writing skill is perceived as the most difficult skill to be mastered (43,22%) compared to other three language skills. It occurs in national education system in Indonesia since elementary education until college, equips writing skills by only 23,34%, lower than reading skill (23,45%).

Indonesia is even in the low rank of reading and writing skill. Based on data from World's Most Literate Nations conducted by Central Connecticut State University in 2016, Indonesia ranked in the 60th from 61 countries participants, survey on literacy skill (Miller & McKenna, 2016). Moreover, Human Development Indicators (HDI) data especially in literacy issued by United Nation Development Program showed the same result that Indonesia ranked in the 116th from 186 countries (United Nations Development Programme, 2020). The lack of literacy activity especially reading will impact on the lack of knowledge and other language skills. The government tries to make Indonesian Language learning to build generation with basic skill literacy. Writing process can develop grammatical competence, textual competence, and social linguistic competence. Regarding on the grammar, Saengboon (Osatananda & Salarat, 2020) shows problem with the low score on grammar test and recognition, as have been conducted by his MA students. Saengboon's finding highlights the necessity to include grammar learning.

Nonfiction text writing skill as one of the activities in developing writing skill should notice the rules in Indonesian language principle. One of them must be in accordance with Indonesian language spelling guidelines. Mastering vocabulary diction, sentence arrangement, paragraph formation, punctuation mark, and precise spelling need to be studied at early stage in nonfiction writing. In arranging paragraph framework and developing the framework into nonfiction writing, it must refer to PUEBI (Indonesian Language General Spelling Guidelines). It can be the student's provision in writing further nonfiction text (scientific). In the reality, the teacher still uses lecturing and individual assignment method, in in perfecting student's writing, the teacher explains one by one to the student, what they are lacking and explain the mistake, however, this makes learning become passive and boring. In writings experience, students still encounter many spelling mistakes. The other problem is, the limited time in writing study, student comprehension especially on spelling is considered low. Teachers are lack of effort to train writing periodically. During writing, students are also not careful on their works. Based on the issues, it is important to obtain definite answers about students' mistakes in using spelling in their writings. Error analysis needs to be conducted to identify and describe spelling writing error done by the students, so, it can be an evaluation tool for teachers to minimize mistakes. Error analysis can fix and overcome language error especially in spelling using Indonesian spelling writing error analysis in nonfiction writing of V grade students.

Writing skill is one of the productive language skills and produces various types of writing. According to Linse and Nunan (2005), writing is a combination of process and product. The process is gathering and capturing ideas in written that can be read by the readers. The product means set of structured graphic symbols of a language contains the meaning bound in an idea (Nurhadi, 2017). Writing is a way to convey someone's expression about what is being read to be understood (Durukan, 2011). According to Knapp and Watkins (2005), writing is a set of complex and difficult process; it requires a clear learning methodology framework in all learning stages. Children's writing development must be noticed especially in the elementary school. Elementary school students are included in concrete operational phase (Arends, 2012). This stage is marked by outstanding cognitive development. Furthermore, it includes in formative stage in school education because student enters language phase and student's basic skills acquisition increases rapidly and dramatically.

Elementary school students, especially in the V grade, start showing some abstract thought even though it is defined with their character and actions. According to Arends (2012) students in concrete operational stage show their minds with language that is naturally social. Student's way of thinking is no longer dominated by perception, but they already use experiences as reference and does not always get confused with something that is easy to be understood. Child development in writing occurs gradually. According to Grabe and Kaplan (Alfaki, 2015, p. 46), writing skill does not come naturally except it is gained through continuous efforts and many exercises, because it is a complex skill. Moreover, Fellasufah and Mustadi (2019) also delivered that writing learning process can be done by continuous and intensive assignment.

One of the writing skills is nonfiction writing skill. Mazzeo (2012) revealed that nonfiction writer must hold the truth of their stories which covers who, what, why, where, when, and how. According to Ibda (2017), there are three types of writing text, namely: fiction text, writing nonfiction text, and writing fiction text (fact fiction). Dasuki (2017, p. 20) stated that nonfiction features are usually in the form of scientific writing, nonfiction text has high objectivity level, and the language is denotative in nature and refers to limited definition, so it does not have double meaning. Text structure which describes story or event about fact which had occurred, according to Knapp and Watkins (2005), is initial orientation, told

events, and reorientation. Gear (2008) stated that there some nonfiction forms, which are descriptive, instructional, explanation, persuasive, biography. These forms are different but they have similar text structure. Herder et al. (2018) delivered some efforts in training the students' proficiency in writing: (1) asking students to reflect writing conformity, sentence redundancy, relevance and language style; (2) noticing on spelling, punctuation, and correct grammar, (3) perform instruction from the teacher and correct the writing. Compliance with spelling rules, punctuation mark, grammar, and structure become specific standard for students in good writing activity (Huck, 2015, p. 25).

Language accuracy is something that is expected by every language user. On the contrary, mistake in language will cause various communication problems. Language error does not only occur on utterance, but also in written language. According to James (2013), error in language is a failure in using the language. Study on human mistake in language is one of the domains of language error that is the main component in linguistic. Shaw & Bailey state that discourse is conducted through language analysis, which include conversation, interaction, symbol and document (Habiburrahim et al., 2020). Dasuki (2017) used three terms in limiting language error, which are lapses, error, and mistake. Lapses is deviation or error that is done in pronunciation, mistake is commonly called as mispronounce. Error is mistake that emerges or occurs continuously or systematic, while mistake is a fault that emerges or performs inadvertently and can be fixed. Burt and Kiparsky (Huck, 2015) divided language error into two different points, which are local mistake and global mistake. Grammar mistake includes in local mistake which is linguistically morphological, lexical, syntax, and orthography error, while global mistake implies communicative mistake that shows mistakes in interpreting the message. Tarigan and Tarigan (2011) related that there are four language taxonomy mistakes which are linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. Language usage error according to Kundharu and Y. (2014) are: (1) sentence ineffectiveness, (2) word selection (diction), (3) mistakes in using punctuation, (4) writing inaccuracy of invented words, and (5) word and sentence contamination symptom. Seitova (2016, p.288) stated three main reasons for mistakes, which are (1) incomplete target grammar acquisition; (2) learning or teaching situation urgency; and (3) mistake because of normal problems in language performance. Differently, Richards (1974) found six types of inter-lingual mistake in students' essay, namely (1) mistake in producing verb group, (2) mistake in distributing verb group, (3) mistake in using preposition, (4) mistake in using article, (5) mistake in using question, (6) other mistakes.

Word "spell" with s-p-e-l-l. Such definition actually do not correct because what is called by spelling is basically wider than that. According to Chaer (2006), essentially spelling is a graphic convention or agreement among members of the community that uses a language to write the language, sound of language should be pronounced replaced with letters and other symbols. In line with those statements, according to Muslich (2013), spelling is the whole rules of language sounds description with writing standardization principle. Spelling is the rules on how to describe utterance of a language. Spelling is principles of how to describe sounds (word, sentence, and so forth) in written (letters), and the usage of punctuation mark (Alwi et al., 2019).

Improvement to the Indonesian spelling has been conducted by the Language Development and Fostering Agency, Ministry of Education and Culture. The improvement has created script in 2015 that has been appointed as the Regulation Number 50 of 2015 about Indonesian Language General Spelling Guidelines by Ministry of Education and Culture. Based on research subject which is elementary school students, there are some problems relate with spelling, according to PUEBI of 2016, in writing nonfiction essay of students in elementary school; they are: letter usage, word writing, punctuation mark application, and writing uptake word.

Method

Approach in this research is qualitative content analysis. Subject of the research was Indonesian nonfiction essay of VA grade students in SDN 1 Kadipiro Kasihan Bantul. The research have 30 subject essays to be studied. Data in this research was obtained through reading and note taking technique toward students' essay documents. Reading technique used was thoroughly reading to student's nonfiction essay especially about spelling mistakes. Note taking technique was used to reveal and record a problem in the essay. This technique was conducted with the purpose as data research documentation. Data collection instrument used in this research was the researcher himself (human instrument). The research-

er as research instrument in clarifying and analyzing the data were using indicators with knowledge possessed and assistance of supporting instrument in the form of the data table. This research was also use criteria to ease in collecting and analyzing the data.

Procedures

Krippendorff (2013) defines content analysis is to draw conclusion of a text (or other meaningful things) toward context used. Data validity in the research was based on reliability validity. Validity used in this research was semantic validity, which is validity that explores how far the extent category of the text analysis corresponds with the text meaning in the chosen context (Krippendorff, 2013, p. 338).

Reliability used was stability and reproducibility. Reproducibility reliability was conducted by discussion and confirmation with peers, which are two or more individuals, working independently of each other, applying the same recording instruction to the unit of analysis (Krippendorff, 2013, p. 270). Analysis units in this research are letter, word, punctuation, and uptake word.

Data Analysis

Data analysis technique in this research uses content analysis according to Krippendorff (2013, p. 84) that consists of *unitizing, sampling, recording, reducing, inferring,* and *narrating*. In this research, unitizing was conducted by collecting the essay from the subjects. Determining sample was the way to simplify research by limiting observation. Sampling was conducted by focusing on primary aspect, which is spelling. Note taking and description to the content is student essay results on the instrument sheet of mechanical analysis or construct analysis. Researchers used tool in the form of spelling writing instrument on mechanical analysis sheet.

Data reduction was conducted during data analysis stage. Reduction is conducted by eliminating irrelevant things to the research, related with aspect listed in the research questions. After outcome note taking was done it was presented on analysis unit. *Inferring* stage is conducted by analyzing data further by looking for meaning of existing units data. In this stage, it can relate between some descriptive data with the meaning. On this research, inference is activity to interpret data in the form of spelling writing error. The error is interpreted based on the pattern of causes. The reduced data is then being processed by making adjustment in order the data which consists of spelling units in Indonesian language can be comprehended according to the theory or determined context which is written language error. Narrating stage is the last stage. Narration is an effort to answer research questions. In narration stage phase usually contains important information for research user in order they understand more, or further it can gain decision based on the existing research findings.
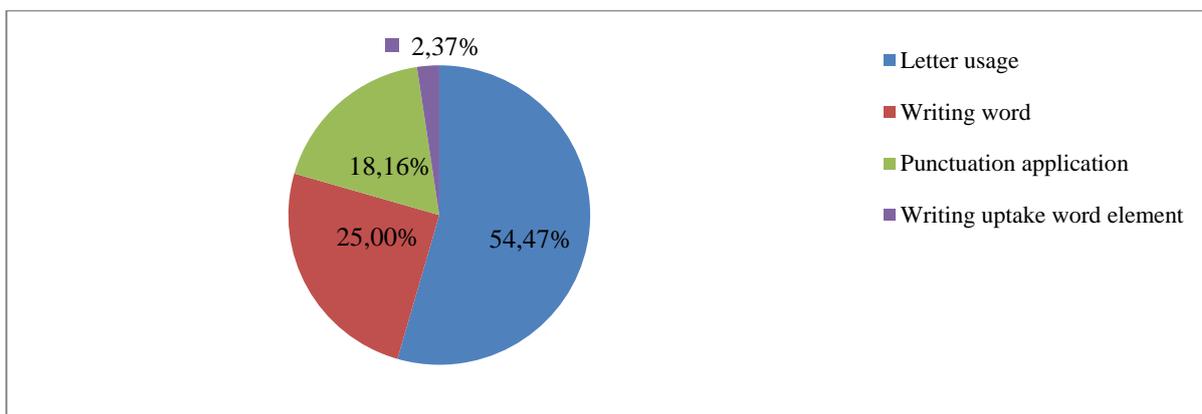
Results and Discussion

Figure 1. Frequency of Spelling Writing Error

Based on the research finding, it is found 716 spelling errors categorized into letter usage, writing word, punctuation application, and writing uptake word element. One of the aspects in Indonesian language spelling writing is the letter usage. Based on letter usage finding analysis conducted in Indonesian language essay, students often make mistake in this aspect, capital letter usage. Capital letter writing was found 390 mistakes or 54,47% from overall of total spelling writing errors.

Error in using letter

Tabel 1. Capital Letter Writing Error Frequency in Every Indicator

No.	Indicator	Number of Errors
1.	The Title of the essay	43
2.	Beginning of sentence	119
3.	Name of a person	17
4.	Name of day/month	25
5.	Name of geography	49
6.	Name of dance/song	6
7.	Not concordant with PUEBI Indicator	162

These are the example of capital letter writing error sentences.

(1) *aku* dan teman-temanku sesudah membersihkan sungai aku dan teman temanku menuju kepos ronda. (R1, P2/K4)

(2) Saya, *bunga*, dan *tria* diberikan tugas untuk membersihkan buku-buku yang banyak debunya. (R19, P2/K1)

At the sentence (1), the mistake is not using capital letter on the word *aku* as the first letter in the sentence. Improvement should be *Aku*. In sentence (2) the mistake is caused by not using capital letter on the word *bunga* and *tria*, that is name of a person. Improvement should be *Bunga, dan Tria*.

Overall the most error found in using capital letter in students' essay is not concordant with PUEBI indicators. Most students still place and use the wrong capital letters in the words that make up the sentence. Based on interview with the teacher, in the term using capital letter in essay, students are still having difficulties and doing mistakes in their writings. The statement is in accordance with data obtained from analysis sheet and analysis guidelines for analyzing the use of capital letters that students still make mistake of 54,47% from the total of overall spelling writing error.
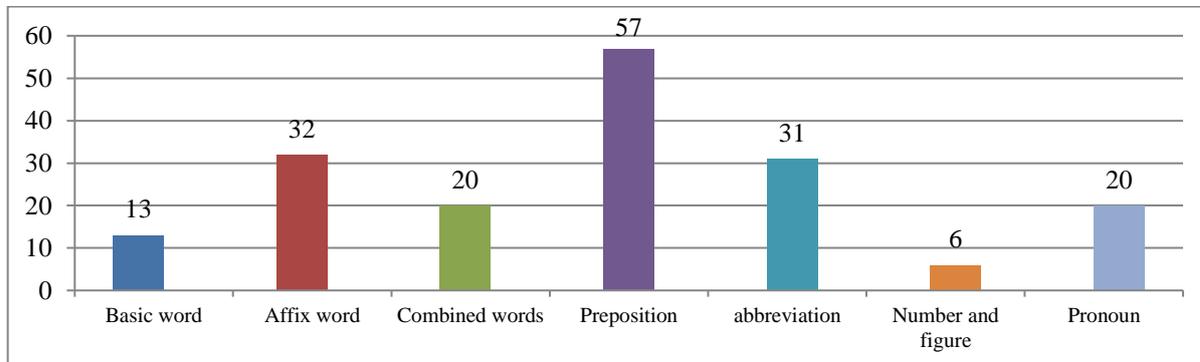
Word writing error

Figure 2. Frequency of Word Writing Error

Error in spelling writing in the form of word writing found are basic word, affix word, combined words, abbreviation, number and numeral, and pronoun. Writing error based on the result analysis are 179 mistakes or 25% from the total of overall spelling writing error. As for the frequency and description of word writing error in each sub-aspect are as presented in Figure 2.

Error in writing basic word based on analysis finding, it is found 7,26% from 179 errors in writing word. The mistakes examples are as follows:

(1) aku bagian menyapu dan teman-temanku membersihkan rumput liar yang ada di *pingir* jalan (R1, P1/K4)

(2) Pada hari *Mingu* aku ikuT BergoTong Royong. (R15, P1/K1)

At the sentence (1) basic word writing error is *pingir* word. The basic word does not form a word with a meaning because it is lack of a letter /g/. It should be intact and has a meaning. It should be written into *pinggir*. In the sentence (2) basic word writing error is on the word *Mingu*. The basic word does not form a word which has a meaning because it is lack of one letter /g/. It should be intact and has a meaning. The word *Mingu* to become one word unit, it should be written into *Minggu*.

Based on the data, R1 made six mistakes in the essay. There are words like *linkungan*, *mingu, pingir*, and *sunga*. Those words should be written intact and has meaning, but the student wrote it with lack of a letter, so that, those words become incomplete and do not form a word.

The form of basic word writing error in student's nonfiction essay is lacking a letter in the basic word in vowel or consonant; and mistake in writing letter at a basic word. Basic word is a complete word and does not add with any affixes yet (Mustakim, 2014).

Error in writing affixes word based on finding analysis, it is found 32 affixes writing mistakes or 17,88% from 179 word writing errors. The mistakes examples are as follows:

(1) Pada akhirnya kerja bakti pun *di mulai*. (R14, P1/K4)
(2) aku *berkerja* bakti di Ngewotan (R25, P1/K2)

On the sentence (1) affixes word writing error is in the word di mulai. The /di/ affix in that word *di mulai* is written separated; /di/ in that word should be written connected. It is because the position of /di/ in that word is an affix which is synonymous with verb. In the sentence (2) affixes word writing error is on the word *berkerja*. The word *kerja* is affix with /ber/, the affix /ber/ in that word should be written /be/, in the sentence should be *bekerja*.

Student wrote affixes word by separating it with the word that follows. Affix is a bound form that if it is added on the other form, it will change the grammatical meaning (Kridalaksana, 1989). Based on data, R29 makes the most error in affixes word writing. There are words, *di potong*, *di ganti, di pakai, di bersihkan*. Those words are written separated, between *di* and the basic word. It should be written connected between *di* and the words that follow. This is based on PUEBI (Badan Pengembangan dan Pembinaan Bahasa Kementerian Pendidikan dan Kebudayaan, 2016) that affix word is written connected with its basic word. Every basic word that is added with affix, its word formation is written connected. It is not just prefix, infix, and suffix, but confix is also written connected.

Based on the interview with classroom teacher, it shows that students still confused to distinguish between preposition and affix. The statement is conform with data obtained from analysis sheet and guidelines of word writing that students indeed keep making mistakes in writing affixes word for 4,47% of the overall total spelling writing error. Affix error will influence someone's writing. Rofi'uddin and (Rofi'uddin & Zuhdi, 2001) explained morphology development or abilities in using morpheme or affix to the children in elementary school, that children of the high grader in elementary school have able using more complex confix word.

Error in writing combined word based on result analysis, it is found 20 errors in combined word or 11,17% from 179 word writing errors. The error examples are as follows:

(1) Para warga membersihkan sungai, jalan, dan *posronda* (R1, P1/K2)
(2) Saat mengikuti kerja bakti aku merasa senang karena banyak teman dan *orangtua*. (R9, P1/K4)

At the sentence (1) combined word writing error is on the word *posronda*. The word *posronda* is included as compound word, so that, the writing on that word is separated. In the sentence (2) error in writing combined word is on the word *orangtua*. The word *orangtua* is included as compound word, so the writing on that word is separated, *pos ronda* and *orang tua*.

Based on the data obtained from analysis sheet and guidelines in writing word, R1 makes the most mistakes in writing combined word. On the essay, there are words *posronda* and *tepisungai*. The word *posronda* and *tepisungai* are not added with prefix and suffix, so it should be written separated, which is turn into *pos ronda* and *tepi sungai*. The cause of someone mistakes in using language is because the language user has not known yet or does not know language rules he used (Setyawati & Rohmadi, 2013).

Error in writing preposition based on error analysis result, it is found 31,84% from total of overall word writing error. The errors examples are as follows:

(1) aku sama teman temanku sampai sana membersihkan sampah yang ada *disungai*. (R3, P1/K3)
(2) Setelah selesai istirahat bel masuk bunyi semua siswa masuk *kekelas*. (R11, P3/K1)

At the sentence (1) preposition writing error is on the word *disungai*. The word disungai shows location or place. The word usage /di/ as preposition should be written separated with the word that follows it. In the sentence (2) preposition writing error is on the word *kekelas*. The word *kekelas* shows location or place. The word /ke/ as preposition is written separated with the word that follows, it should be written *di sungai* and *ke kelas*.

On R23 essay there was six times proposition error. In that essay, there are; *dihalaman, dirumah, kewarung*, and *diwarung*. Those words are written by combining between preposition *di* and *ke*. The correct writing preposition is *di halaman*, *di rumah*, *ke warung*, and *di warung*. Abdulkarim argues that

preposition is very important for communication and play vital role (Mukundan & Roslim, 2009). Without preposition, sentence will be hard to be understood. Form of preposition writing error in student's nonfiction essay, those are (a) preposition writing error of *di* states the place; (b) preposition *ke* states the destination. Hooper (1980) explained that some prepositions, those are preposition of place and time. Each preposition has its own function and irreplaceable. Regarding to those matters, preposition according to Mukundan and Roslim (2009) is often used to change adverb to give information about place or time..

Error in writing abbreviation is found 17,32% from total of word writing errors. The errors examples are as follows:

(1) saat jam istirahat pukul 09.15 *wib* waktunya beristirahat. (R19, P2/K4)
(2) aku membantu adik untuk mengerjakan *pr*. (R28, P3/K6)

At the sentence (1) abbreviation writing error is on the word *wib*. The word *wib* should be written in capital letter. On the sentence (2) abbreviation writing error is on the word *pr*. The word *pr* should be written in capital letter. The correct abbreviation of *wib* and *pr* writing is it must use capital letter without dot in every word, so that, the correct writing are WIB and PR. Abbreviation is one process of shortening letter or combination of letters, and also word that is spelled word by word (Kridalaksana, 1989)

Error in writing numeral and number is found 3,36% from the total of the word writing errors. The errors examples are as follows:

(1) Karena diwarung semua air habis dan tidak ada *1* tetes air pun. (R23, P3/K5)
(2) *80%* sudah bersih kurang menanam bibit-bibit pohon di tanam (R26, P3/K2)

At the sentence (1) error in writing number and numeral is on *1 tetes*. Numeral 1 should be written in letters because numeral in text can be stated with one or two words written in letters. In the sentence (2) error in writing number and numeral is 80%. Numeral 80% should be written in word because numeral in early sentence is written in word, *satu* and *delapan puluh persen*.

Based on data obtained from analysis sheet and guidelines in writing word, student makes numeral writing mistakes which are numeral *2 mingu*, *1 minggu*, *1 tetes*, *70 menit*, and *5 menit*. Muslich (2013, p. 145) states that symbol of numeral can be stated with one or two words unless some of the numbers are used in sequence. Numeral symbol in early of the sentence is also written in letter.

Error in pronoun is found 11,17% from total of the word writing errors. The mistakes examples are as follows:

(1) teman temanku ikut membuang sampah *ayah ku* membersihkan pohon pohon yang liar. (R3, P1/K4)
(2) Aku dan *keluarga ku* ikut kerja bakti. (R29, P1/K3)

At the sentence (1) and (2) pronoun *–ku* in the word *ayah ku* and *keluarga ku* is not written connected with the word precedes it. The error causes spelling incompatibility with PUEBI. Therefore, the correct writing is *ayahku* and *keluargaku*. The form of pronoun writing mistake in student's non-fiction essay is writing pronoun *–ku* in which writing is not connected with the word precedes it. Based on PUEBI (2016, p. 34), pronoun *-ku*, *-mu*, and *-nya* is written connected with the word precedes it. According to Mustadi (2018, p. 14) in any situation and condition, it needs to get used to trying a maximum learning.

Error in using punctuation

Error in using punctuation is in the usage of period mark, comma, and hyphen. Error in using punctuation based on analysis finding is 120 errors in using punctuation or 18,16% from the total of overall spelling writing errors. As for the frequency and punctuation description in each sub-aspect is as follows (Figure 3).

Error in using period mark is found 74 period mark errors or 56,92% of 130 errors in using punctuation. The examples of the errors are as follows:

(1) Setelah selesai kerja bakti kita semua makan-makanan yang sudah di buat oleh ibu-ibu*( )* (R10, P3/K1)
(2) Selesai makan aku tidur karena lelah*( )* (R14, P3/K4)

At the sentence (1) and (2), it does not use period mark in the end of the sentence; a statement sentence should use period mark. These errors cause spelling discrepancies with PUEBI. Therefore, the correct period mark on the sentence is as follows:

(1) Setelah selesai kerja bakti kita semua makan-makanan yang sudah dibuat oleh ibu-ibu. (R10, P3/K1)
(2) Selesai makan aku tidur karena lelah. (R14, P3/K4)

Error in using period mark found in this research is addition or omission period mark in a sentence. Overall, the most error found in students' essay is, not using period mark in the end of the statement sentence. Based on interview with the teacher, students in VA class have been taught about punctuation in a sentence. However, when they are writing it, it is still found mistakes.
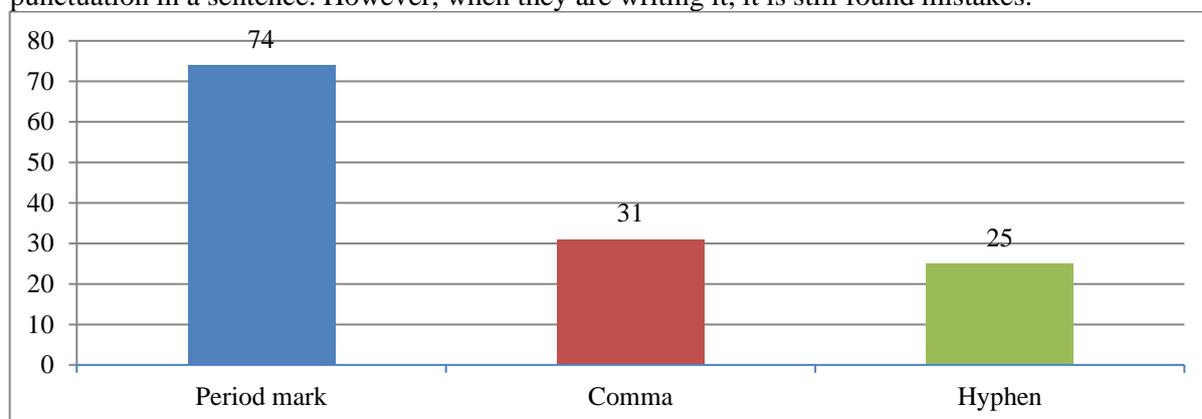

Figure 3. Frequency of Error in Punctuation

Error in using comma based on error analysis in Indonesian student essay, it is found 31 commas errors or 23,85% out of 130 errors in using punctuation. The examples of the errors are as follows:

(1) Aku menari dengan temanku bernama Tria, Keysa*( )* dan Mbak Nuna. (R9, P3/K7)
(2) ibu-ibu mempersiapkan makanan dan minuman*( )* Sedangkan anak-anak memotong rumput untuk pakan sapi dan kambing. (R12, P1/K4)

At the sentence (1) indicates an error in the details of the person's name, there should be a comma punctuation mark, to explain the detail of a name. In sentence (2) shows some comma errors to relate one single sentence with the other single sentence which is connected with a conjunction *sedangkan*. Before writing a conjunction *sedangkan*, it should be given comma to connect one single sentence with the latter single sentence; *Keysa, dan Mbak Nuna* and *minuman, sedangkan*.

Error in using hyphen found 25 hyphen errors or 19,23% out of 130 errors in using punctuation. The mistake examples are as follows:

(1) aku mengajak teman*( )*temanku bersama ayah dan aku. (R3, P1/K2)
(2) Saat lonceng berbunyi saatnya masuk dan selesaikan kerjabakti merapikan buku*( )*buku yang ada dimeja. (R19, P3/K2)

At the sentence (1) and (2), it does not use hyphen for the words that is connecting repeated elements. It should be written *teman-temanku* and *buku-buku*. Writing hyphen does not need using space in both side of the hyphen mark (Straus et al., 2014).

Error in writing uptake word element

Spelling writing error in the form of writing uptake word found is Indonesian word as absorbed element from foreign and local language. Error in writing uptake word based on analysis is 17 errors or 2,37% of the total spelling writing error. Indonesian language in its development absorbs element from several other languages, both from local or foreign language such as: Sanskrit, Arabic, Portuguese, Dutch, English, and so forth. The foreign language can be absorbed into the Indonesian language because there is a relationship in communicating between these countries and Indonesia in the past and present with the existence of science and technology. The reality, in writing uptake word, the students still make mistake.

Based data obtained, R12 makes seven mistakes in the essay. The errors occur in the word of *masjit*, *Idul Adha*, and *solat*. The words are absorbed from various languages, so that the writing is adjusted into Indonesian Language. Hence, the correct writing is *masjid, Iduladha,* and *salat*.

The causes of spelling writing error

Based on interview with the teacher, time allocation in writing learning is limited. Time used to teach principle of Indonesian language about spelling is also very limited. This is because spelling lesson material is integrated with Indonesian language subject, so that, comprehension on spelling is not optimal.

Time is also become the key factor produces writing with full control on organization and coherence. Besides, many students and teachers feel that writing under time pressure is a very unnatural situation and may not lead producing compositions that truly represent their abilities (Kroll, 1990). The lack of competencies is related with a student skill in understanding the rule and principle used or learned.

Student competency factor is considered low also the performance factor, whereas student tends to be less careful in making essay so there are many unnecessary mistakes. The error in spelling must be overcome in order the mistakes will not re-occur again. Effort conducted to overcome the spelling writing error is by increasing the attention and comprehension on sub-aspect that is still occurring error, but other sub-aspects are also considered in the improvement. Teacher gives motivation to support student learning (Ahmed & Al-Ward, 2020).

Improvement in spelling writing error can be done by increasing exercises, it is not merely exercise, but often conducts discussion together with teacher and students on the mistakes that often occur, correcting, and re-reviewing on spelling writing. Moreover, it also can be used to obtain an agility, accuracy, opportunity, and ability. Therefore, if it is conducted many times and accustomed, sooner or later students will be more aware. Students also must get used to be thorough in everything moreover in writing. According to Cahyaningtyas et al. (2019) student must re-check their writing after finishing their writing. Thus, this can minimize errors and is expected to be able to write in accordance with the rules of spelling.

Giving feedback consistently must be done by the teacher to give input for students in improving their writing. Zamel (1985) states that teacher's feedback can be effective if the teacher's respond to the student is as a sincere and interested reader, instead of as judge and evaluator. To motivate student in writing, teacher must make written complement and encourages in the feedback of student's essay. Therefore, giving feedback provided consistently by the teacher to students regarding spelling writing errors is expected to build motivation and suggestion to the students in correcting their writing, especially spelling writing, so that, no similar mistakes occur.

Conclusion

Based on data analysis and research finding toward spelling writing error in nonfiction text by students of grade VA in SD Negeri 1 Kadipiro Kasihan Bantul, it can be concluded that the students still make many mistake in spelling on writing an essay, particularly nonfiction. As for types of errors in spelling writing done by the students are: (1) error in using capital letter, (2) writing basic word, (3) writing affixes word, (4) writing combined word, (5) writing preposition, (6) writing abbreviation, (7) writing number and numeral, (8) writing pronoun, (9) using period mark, (10) using comma sign, (11) using hyphen, and (12) writing uptake word element. Error in uptake word includes writing error of foreign language such as: Arabic, English, and Portuguese. The most error in spelling writing occurs on nonfiction essay by students of VA class in SD Negeri 1 Kadipiro is: error using capital letter (using letter), preposition (writing word), and punctuation (using punctuation). The error is caused by several causative factors found in this study include limited time in learning to write, the lack of student's comprehension of the rules in writing with good and correct spelling, and when writing, students are not careful about the results of their writing.

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