

An Analysis of Indonesian Spelling Errors in Fable Compositions of Class VII Students at Daarul Muqimien Middle School (2019/2020 Academic Year)

Fifik Indarti

fifikindarti3@gmail.com

Juli Yani

yanijuli90@gmail.com

Universitas Muhammadiyah Tangerang

ABSTRACT

This study aims to describe the form of general guideline errors in Indonesian spelling contained in the fable compositions of class VII students of Daarul Muqimien Middle School, Sukadiri, in the 2019/2020 academic year. This researcher used a qualitative approach with a descriptive method. The subject of this study was the fable texts of class VII students of Daarul Muqimien Middle School. The results of this study are as follows. First, the number of errors in the use of puebi contained in students' writing skills or compositions. The form of general guideline errors in Indonesian spelling (PUEBI) is divided into five aspects, namely errors in the use of capital letters, use of periods, use of commas, use of question marks, use of exclamation marks. From these five aspects, the following results were found; (1) errors in the use of capital letters as many as 47 cases of errors, (2) errors in the use of period punctuation as many as 21 cases of errors, (3) errors in the use of comma punctuation as many as 27 cases of errors, (4) errors in the use of question marks 6 cases of errors, (5) errors in the use of exclamation punctuation as many as 9 cases of errors. Second, From the percentage of errors, errors in the use of capital letters are the most dominant errors made by students, reaching 47 cases of errors. Furthermore, the least frequent error is the error in the use of question marks which reaches 6 cases of errors. From the results of the study, researchers can recommend an understanding of spelling and punctuation in learning so that this learning can improve student learning outcomes.

Key words: Error Analysis; Writing Skills; Poems; Fables

INTRODUCTION

Education is the learning of knowledge, skills, and habits of a group of people that are passed down from one generation to the next through teaching, training, or research. From the knowledge that has been learned, education is very important for a person's life where education can be a motivation in a bright life in the future, both for oneself, social, environment, religion, nation, and country. Without education, a person's quality will be low, which will affect the quality of the nation and state. Education has an influence, assistance or demands given by the person responsible for the students, this is because students are creatures who receive language learning.

One of the language skills mastered by students is writing. Writing is one component of language skills used to communicate indirectly, not face to face with others. Writing is also a productive and expressive activity. Writing skills will not be owned by someone automatically, but must go through continuous training and practice. This skill is also not a simple skill, but requires a number of abilities. Students' writing skills still have difficulty in mastering vocabulary, so that students also find it difficult to express all their ideas in writing. There is a lack of motivation for students to be unable to write to express their ideas, because students are not confident in expressing their ideas and have a habit of using abbreviated words. So that in the use of PUEBI in students' writing skills, errors were found in the use of capital letters and punctuation, for example errors in capital letters "Elephant" should use capital letters the word "Elephant" is the first letter placed in front of the sentence. So that the author can explain what is in his mind and pour it into writing. So that what the author pours into writing can be easily understood to communicate in language.

According to Chaer, language is a verbal tool used to communicate, while speaking is the process of conveying information in that communication. Language has a very important role in human life, therefore every individual must have knowledge and language skills in order to express language in their lives and be able to solve a problem faced every day. So that it can facilitate between one person and another in learning a language.

The purpose of learning Indonesian in schools is for students to be skilled in language. One of the language skills taught is writing activities. Writing is an effort to convey certain ideas or concepts to others through writing skills. The goal is for students to be able to express certain ideas or concepts to readers or others through their writing. One of the writing skills learned in Indonesian lessons for Grade VII of Daarul Muqimien Middle School is writing fables. Fables are stories about the lives of animals that behave like humans.

Writing fable texts is one of the means to develop writing skills for students. Learning to write fable texts is not something new, because fables are included in Indonesian language learning in schools that are introduced to students. Students can think and be creative in arranging words to be made into a fable text. By writing fable texts, of course, it can make students able and able to maintain original literature in Indonesia.

Fable is a form of literary work that is grouped into the field of prose. According to Danadjaya (1991, p.86), fable is a story whose characters are pets and wild animals, such as mammals, birds, reptiles, fish, and insects. The animals in this type of story can talk and have reason like humans. Broadly speaking, literary works are divided into several types, namely short stories, fairy tales, fables, myths, legends, and novels. In this study, the researcher took fables because fables are compositions in prose and are included in fictional stories (narrative texts), not real life stories.

Through this learning process, students are taught to be more critical and understand the various stories around them. Therefore, students should be able to express their ideas systematically, coherently, and completely. In reality, there are still many problems faced by students in writing fable stories. The problems faced by students are difficulty in determining the theme and structure of the fable story, limited information due to lack of references, laziness and boredom, and poor mastery of language rules. So students have difficulty in spelling, sentences, and punctuation.

The researcher chose the location of the research at SMP DAARUL MUQIMIEN. The researcher chose to research capital letters and punctuation marks because she wanted to analyze and describe PUEBI errors contained in the students' fable writing skills. This is because the seventh grade students of SMP Daarul Muqimien may not have mastered the structure and writing steps in the fable, so that the resulting fable is not yet in accordance with the good. Therefore, the researcher wants to raise this problem and make it an object in her research with the title "Analysis of PUEBI Errors in the Fable Text Writing Skills of Seventh Grade Students of SMP Daarul Muqimien".

LITERATURE REVIEW

Error

Error analysis is a process based on the analysis of a person's error who is learning with a targeted object (language) which can be a mother tongue or an international language. Setyawati (2013), "Defining language errors is the use of language, either orally or in writing, which deviates from communication factors or deviates from social norms and deviates from Indonesian grammar rules." (p. 13). In the theory above, language errors are the use of language, either orally or in writing, which deviates from factors in social norms in language rules.

According to Ellis (1986), "Defining error analysis is a work procedure, commonly used by researchers and language teachers, which includes collecting samples, identifying errors in the sample, explaining the errors, classifying the errors based on their causes, and evaluating or assessing the level of seriousness of the errors". (Tarigan, 2011, p.60-61). In the theory above, error analysis is a work procedure that is commonly used by researchers and teachers in collecting language errors.

According to Tarigan (2011), "Defining language error analysis is a procedure used by researchers and teachers, which includes collecting language samples of lessons, recognizing errors contained in the sample, describing the errors, classifying them based on hypothesized causes, and evaluating their seriousness." (p.123-124). In the theory above, language error analysis is a procedure used by researchers and teachers to collect samples in recognizing errors and classifying them based on hypothesized causes.

Based on the three theories above, it can be concluded that language errors are a procedure used by researchers or teachers to collect samples in identifying errors in the use of language, both orally and in writing, which deviate from factors that exist in societal norms.

PUEBI (General Guidelines for Indonesian Spelling)

Indonesian language has experienced very rapid development, this is due to the advancement of science, technology, and art. The use of language is also increasingly diverse, both orally and in writing. Likewise, the guidelines for the use of Indonesian language have also changed in 2015, which has established a new regulation, namely PUEBI (General Guidelines for Indonesian Spelling).

According to Rahmadi (2017), "Put forward through the regulation of the Minister of Education and Culture Number 50 of 2015. PUEBI is a refinement of EYD, meaning that most of the rules contained in EYD are still used in PUEBI. In PUEBI, new rules are added to further refine Indonesian spelling. This is the background to the emergence of PUEBI, namely the progress in various fields of science, the development of knowledge and technology has caused the use of Indonesian to become more widespread, both orally and in writing. In addition, PUEBI is also expected to strengthen the position of Indonesian as the national language. In the theory above, PUEBI (General Guidelines for Indonesian Spelling) is the progress of various fields of science, the development of technological knowledge that has caused the use of Indonesian to be widespread both orally and in writing." (p.19-20). In the theory above, it can be concluded that PUEBI (General Guidelines for Indonesian Spelling) is the progress of various fields of science, knowledge, and the use of language that is used widely both orally and in writing.

According to Suryanto (2011), "Defining Spelling is the science that studies speech or what is spoken by someone written with symbols or pictures." (p.11). In the theory above, Spelling is the science that studies speech spoken by someone written with symbols or pictures.

According to Rahmadi (2017) "defines that on November 26, 2015, a new spelling was established in Indonesia. This is stated in the regulation of the Minister of Education and Culture of the Republic of Indonesia Number 50 of 2015 concerning General Guidelines for Indonesian Spelling. General Guidelines for Indonesian Spelling are used for government agencies, private companies, and the community in using Indonesian properly and correctly." (p.16). In the theory above, PUEBI (General Guidelines for Indonesian Spelling) is a means to be used as a standard for compiling standard, good, and correct Indonesian which is used for government agencies, private companies, and the community.

Based on the three theoretical experts above, it can be concluded that PUEBI (General Guidelines for Indonesian Spelling) is a means to be used as a standard for compiling standard, good, and correct Indonesian language in the progress of

various fields of science, the development of technological knowledge which has led to the widespread use of Indonesian language both orally and in writing.

a. Dot

According to Rahmadi (2017) periods are divided into 5:

- 1) A period is used at the end of a declarative sentence.
For example: They are sitting there.
- 2) A period is used after numbers or letters in a chart, summary, or list.
- 3) A period is used to separate hours, minutes, and seconds that indicate time or a period of time.
- 4) A period is used in a bibliography between the author's name, year, title of the work (which does not end with a question mark or exclamation mark), and place of publication.
- 5) A period is used to separate thousands or multiples of thousands which indicate a quantity. (p. 51-53).

b. Commas

According to Grasindo (2016), "commas are divided into 13:

1. Commas are used between elements in a listing or number.
2. A comma is used before conjunctions, such as but, instead, and whereas, in compound sentences (equal).
3. Commas are used to separate subordinate clauses that precede the main clause.
4. Commas are used after connecting words or phrases between sentences, such as therefore, so, thus, in connection with that, and nevertheless.
5. Commas are used before and after exclamations, such as oh, yes, wow, aduh, or hi, and words used as greetings, such as Ma'am, Dik, or Nak.
6. Commas are used to separate direct quotations from other parts of a sentence.
7. Commas are used between (a) names and addresses, (b) parts of addresses, (c) places and dates, and (d) names of places and regions or countries written in sequence.
8. Commas are used to separate parts of names that are reversed in the bibliography.
9. Commas are used between sections in footnotes or endnotes.
10. A comma is used between a person's name and the abbreviation of the academic degree that follows it to distinguish it from the abbreviation of a personal, family, or surname.
11. A comma is used before a decimal number or between rupiah and cents expressed in numbers.
12. Commas are used to enclose additional information or appositional information.
13. Commas can be used after information at the beginning of a sentence to avoid misreading/misunderstanding. (p. 56-61).

c. Question mark

According to Rahmadi (2017) "Questioning questions can be divided into two, namely:

1. A question mark is used at the end of an interrogative sentence.
2. Question marks are used in brackets to indicate parts of a sentence that are doubtful or whose truth cannot be proven. (p. 62-63).

d. Exclamation mark

According to Rahmadi (2017) "Defining an exclamation mark is used to end an expression or statement in the form of an exclamation or command that describes seriousness, disbelief, or strong emotions." (p.63).

e. Capital letters

According to Rahmadi (2017), "there are thirteen definitions of capital letters, namely:

1. Capital letters are used as the first letter at the beginning of a sentence.
2. Capital letters are used as the first letter of a person's name, including nicknames.
3. Capital letters are used at the beginning of sentences in direct quotations.
4. Capital letters are used as the first letter of every name for religion, holy books and God, including the title and pronoun God.
5. a. Capital letters are used as the first letter of honorary, hereditary, religious or academic titles followed by a person's name, including academic titles that follow a person's name.
b. Capital letters are used as the first letter of honorifics, lineage, religion, profession and job titles or ranks used as greetings.
6. Capital letters are used as the first letter of the elements of job titles and ranks followed by a person's name or used as a substitute for a particular person's name, the name of an agency, or the name of a place.
7. Capital letters are used as the first letters of the names of nations, ethnic groups, languages, names of years, months, and major holidays or festivals.
8. Capital letters are used as the first letters of historical event name elements.
9. Capital letters are used for the first letter of geographical names.
10. Capital letters are used as the first letter of all words (including all elements of perfect repeat forms) in the names of countries, institutions, agencies, organizations, or documents, except for function words, such as in, to, from, and, which, and for.
11. Capital letters are used as the first letter of each word (including perfect repeating elements) in the titles of books, essays, articles and papers as well as the names of magazines and newspapers,

- except for function words, such as in, to, from, and, which, and for, which are not in the initial position.
12. Capital letters are used as the first letter of abbreviations of names, titles, ranks, or greetings.
 13. Capital letters are used as the first letters of words indicating kinship relationships, such as father, mother, brother, sister and uncle, as well as other words or expressions used in greeting or referring. (p.25-31).

WRITING

Writing skills as one of the four language skills that have an important role in human life. By writing, someone can express their thoughts and ideas to achieve their goals and objectives. In addition to supporting professionalism, it is also a reflection of language awareness and communication skills as social beings who have competence. Mulyati (2019), "Defining writing is an activity of lowering or depicting graphic symbols from a language that is conveyed to other people (readers) so that other people (readers) can read and understand the graphic symbols as intended by the sender (writer)." (p.7.4). In the theory above, writing is depicting symbols or describing a language so that it is easily understood by the reader, so that what the writer conveys is understood by other people (readers).

Dalman (2016), "Reveals that writing is a communication activity in the form of delivering a message (information) in writing to another party using written language as a tool or media. The activity of writing involves several elements, namely: the writer as the message deliverer, the content of the writing, the channel or media, and the reader." (p.3). In this theory, writing can express a communication activity as the delivery of a written message to another party using written language as a media to facilitate the message writer and the message recipient.

Tarigan (2008) is of the opinion that, "Writing is a language skill that is used to communicate indirectly, not face to face with other people." (p.3). Writing can improve communication in pouring ideas or thoughts into a writing. Writing does not only use face to face, but writing directly is a skill that must be possessed and poured into written form.

Based on the three theorists above, it can be concluded that writing is a process of language activity that has symbols that are easy for someone to understand in communicating, either in the form of media or in writing, to make it easier for the writer of the message and the recipient of the message (reader).

METHOD

This study uses a qualitative approach with a qualitative descriptive research method. According to Sugiyono (2016) qualitative research methods are research methods based on postpositivism philosophy, used to research natural object

conditions, (as opposed to experiments) where researchers are key instruments, data source sampling is done purposively and snowball, data collection techniques with triangulation (combination), data analysis is inductive or qualitative, and qualitative research results emphasize meaning more than generalization (p.9). Thus, qualitative research methods are research methods based on philosophy used to research an object where researchers are key instruments in sampling data sources.

According to Sulaeman (2019) the qualitative approach is inductive, namely an analysis of the data obtained, then a certain relationship pattern is developed or becomes a hypothesis (p.169). Thus, qualitative data is data that is obtained and developed into a hypothesis.

RESULT AND DISCUSSION

In this discussion, the researcher presents the discussion of the results of research findings regarding the fable text writing skills of grade VII students at SMP DAARUL MUQIMIEN. The researcher will analyze the errors in PUEBI (General Guidelines for Indonesian Spelling), namely against capital letters, periods, commas, question marks, and exclamation marks. So the results of the study are described as follows:

1. Discussion of PUEBI research results (General Guidelines for Indonesian Spelling)
 - a. Using Capital Letters
 - 1) Discussion of fable text 1

"An elephant met a goat he was always with and without leaving."

Based on Rahmadi's opinion (2017, p.25) that the use of capital letters used as the first letter of the beginning of a sentence placed in front of the wrong form of the word elephant is not used properly. It should be Gajah to be more effective and correct. Capital letters are not used in the middle position in a sentence should use lower case letters the wrong form of the word Orang, Pergi should use a call for greeting animals, namely orang. It should be "Gajah met a goat he was always together and without going."
 - b. Using the Period Mark
 - 1) Discussion on Fable Text 1

"Glad the elephants are home again and the goats"

Based on Rahmadi's opinion (2017, p.51), a period is used at the end of a statement sentence. The form of the error in the sentence lagi dan kambing. It should use a period because it is the end of a sentence. "Seng gajah kembali."

" when the elephant goes and the goatangry to see the elephant leave and the elephant has returned and meets the goat, the elephant feels

the goat is indifferent and the goat is angry to see the elephant return.”

Based on Rahmadi's opinion (2017, p.51) a period is used at the end of a statement sentence. The form of the error in the sentence "meet a goat", should use a period because the sentence is the end of a sentence.

c. Using Commas

1) Discussion on Fable Text 1

"An elephant met a goat he was always with and without leaving." Based on Rahmadi's opinion (2017, p.54) a comma is used to separate a subordinate clause that precedes its main clause. The error in the sentence is "the elephant met a goat, he was always with her and without leaving." A comma should have been used after the goat sentence. "the elephant met a goat, he was always with her and without leaving."

d. Using question marks

1) Discussion on fable text 3

“Hey, why are my fruits so few?” said the turtle. Based on Rahmadi's opinion (2017, p.62) Question marks are used at the end of interrogative sentences. The sentence is based on the lack of a question mark at the end of the statement. The form of the error in the sentence "Hey, why are my fruits so few" should be "Hey, why are my fruits so few?" said the turtle. Because in the sentence the turtle wonders who ate his fruits. “Oooh, so you are the monkey who stole my fruits,” said the turtle.

Based on Rahmadi's opinion (2017, p.62) a question mark is used at the end of an interrogative sentence. The sentence lacks a question mark at the end of the statement. The error in the sentence is the lack of a question mark because in the sentence the turtle asked the monkey. It should be "oooh, so you're the monkey who stole my fruits?" said the turtle.

e. Using Exclamation Marks

1) Discussion on fable text 2

“Go and don't come back until you are stronger than a lion” Based on Rahmadi's opinion (2017, p.63) exclamation marks are used to end expressions or statements in the form of exclamations or commands that describe seriousness, confidence, or strong emotions. From the sentence, it is clear that a farmer ends his expression or statement by describing a strong emotion. The form of error in the sentence is the lack of the exclamation mark "lion".

It should be "go and don't come back until you are stronger than a lion!"

"Lion, the meat is delicious,"

Based on Rahmadi's opinion (2017, p.63) exclamation marks are used to end expressions or statements in the form of exclamations or commands that describe seriousness, disbelief, or strong emotions. The form of the error in the sentence "enak," should use an exclamation mark to end expressions or statements that describe seriousness. It should be "Lion, there is delicious meat!".

CONCLUSION

Based on the results and discussion of the analysis of PUEBI (General Guidelines for Indonesian Spelling) errors in the fable writing skills of grade VII students at SMP Daarul Muqimien, using an inductive qualitative approach, several conclusions can be drawn. In the fable texts written by the students, errors were found in the use of capital letters, periods, commas, question marks, and exclamation marks as outlined by PUEBI. Not all students consistently applied these spelling guidelines correctly. The study analyzed 10 student-written fables and identified a total of 110 errors (100%). The most common error was in the use of capital letters, with 47 instances (43%). Students often used capital letters incorrectly within sentences. The second most frequent error involved periods, with 21 instances (19%). The third area of error was in the use of commas, where 27 mistakes were found (24.5%). Errors in question marks were less common, with 6 instances (5.5%), while exclamation marks had 9 errors (8%). From these findings, it can be concluded that the students have not yet fully mastered the rules set out in the General Guidelines for Indonesian Spelling, resulting in their essays being poorly structured.

REFERENCES

- Agus Sulaeman, G. (2019). *Language and literature research methodology*. Edu Pustaka.
- Anindya, S. S. (2017). Analysis of language errors in fable texts by grade VII students of SMPN 1 Gerung. *Indonesian Language and Regional Literature Education*, 3.
- Dalman, D. H. (2016). *Writing skills*. Rajawali Pers.
- Danandjaja, J. (1991). *Indonesian folklore*. PT Pustaka Utama Grafiti.
- Grasindo. (2016). *General guidelines for Indonesian spelling and term formation*. PT Grasindo.
- Kosasih, E. (2016). *Indonesian language*. Ministry of Education and Culture.
- Miranti, W. (2019). Analysis of orthographic errors in learning to write fable texts for grade VII of SMP Muhammadiyah 7 Sumberlawang. *Indonesian Language and Literature Education*, 1.
- Moleong, P. D. (2017). *Qualitative research methods*. Remaja Rosdakarya.

- Nurgiyantoro, B. (2015). *Theory of fiction studies*. Gadjah Mada University Press.
- Nuryanto, T. (2017). *Drama appreciation*. RajaGrafindo Persada.
- Rahmadi, D. (2017). *General guidelines for Indonesian spelling & language errors*. Genta Smart Publisher.
- Rahman, T. (2017). *Text in structural and linguistic studies*. CV. Pilar Nusantara.
- Riadi, D. E. (2014). *Research statistics manual analysis and IBM SPSS*. Pustaka Mandiri.
- Sarumpaet, R. K. (2010). *Guidelines for children's literature research*. Yayasan Pustaka Obor Indonesia.
- Sayuti, S. A. (2019). *Fictional stories*. Open University.
- Setyawati, N. (2013). *Analysis of Indonesian language errors*. Yuma Pustaka.
- Sugiyono, P. D. (2016). *Qualitative quantitative research methods and R&D*. Alfabeta Publisher.
- Tarigan, H. G. (2008). *Writing as a language skill*. Angkasa.
- Tarigan, P. D. (2011). *Teaching language error analysis*. Angkasa.
- Thabrani, I. S. (2011). *Improved spelling*. Indonesian Star.
- UMT, F. (2019). *Guidelines for writing a thesis for the Faculty of Teacher Training and Education*. Muhammadiyah University of Tangerang.
- Winarni, R. (2014). *Children's literature study*. Graha Ilmu.
- Mulyati, Y. (2019). *Indonesian language*. Open University.