

Analysis of Errors in Writing Capital Letters in Description Essays in Semester II Students of the Sports and Health Education Study Program

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Article Info

Article history:

Accepted: 30 July 2024

Published: 03 Agustus 2024

Keywords:

Error Analysis,
Capital Letters,
Description Essay

Abstract

This research aims to find out errors in writing capital letters in writing Indonesian language papers, as well as to find out the factors that cause errors in writing capital letters in writing papers among second semester students of the Sports and Health Education Study Program, so that these errors can be reduced and corrected. The approach used in this research is a qualitative approach with descriptive research type. The research subjects consisted of 35 second semester students of the Sports and Health Education Study Program. The instruments used were interviews and documentation in the form of students' descriptive essays. The data analysis used in this research uses the Miles and Huberman model analysis, where in analyzing the data there are four activities, namely: data collection, data reduction, data presentation, and conclusions. The results of this research found errors in writing capital letters in descriptive essays in second semester students of the Sports and Health Education Study Program, including 465 errors in the high error category with a percentage of 70.77%. Meanwhile, writing errors in punctuation marks in descriptive essays for students in the second semester of the Sports and Health Education Study Program were in the low error category with 192 errors with a percentage of 29.22%. Factors that cause errors in writing capital letters in descriptive essays for students in the second semester of the Sports and Health Education Study Program, namely: Lack of student interest in essay writing activities, low student interest in reading, students' attitudes that are less concerned about writing capital letters, lack of student understanding of the rules. writing capital letters, less varied learning methods, less interesting learning media and current technological developments.

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1. INTRODUCTION

Language is a communication tool used by every individual in everyday life, through language humans can express feelings, thoughts, opinions and ideas to each other. Mastery of a person's first language is acquired from birth, which is often called the mother tongue. The process of mastering a first language takes place without structured planning, a child directly acquires the language through everyday life. After someone has mastered the first language, he or she experiences a process of mastering the second language which is acquired in a structured manner in the world of formal and non-formal education through planning a program of teaching and learning activities that are deliberately prepared for this purpose through learning Indonesian (Jauharoti Alfin, 2018: 6).

Learning Indonesian in higher education has an important role in developing students who are skilled in speaking Indonesian, processing and presenting knowledge from all fields of science they study both orally and in writing, being able to express and enjoy literature, and developing an attitude of respect for Indonesian as a national language (Andi Muhammad , d. 2011 :14). Learning Indonesian includes several skills that must be mastered. These skills are grouped into 2, namely receptive skills (listening and reading) and productive skills (speaking and writing).

One of the language skills that a person must have is writing skills. In writing skills, we can see the student's character and insight, both from sentence writing techniques and word choice. Good writing skills are not immediately possessed by every student participant in a short time. Students need different amounts of time to master good and correct writing skills. Writing skills are skills in expressing thoughts, ideas, opinions about something, responding to a statement of desire, or expressing feelings using written language. (Ahmad Rofiuddin and Darmiyati Zuhdi, 1999: 159).

Writing is a person's way of expressing thoughts and conveying messages that have certain aims and objectives. According to Suparno, M. Y. (2009) writing is an activity of conveying messages (communication) using written language as a tool or medium. Writing is a series of a person's activities which include expressing new ideas, ideas, thoughts, opinions that originate from the author's real experience, arranged chronologically using clear sentences and good paragraphs and written using the General Guidelines for Indonesian Spelling (PUEBI) correctly. so that it can be understood by readers.

In writing skills, grammar is something that needs to be paid attention to. Grammar studies the rules that govern language use. Inappropriate grammar can lead to a different understanding of a piece of writing. Writing must use the rules contained in Indonesian. The rules of the Indonesian language that apply at this time are spelling, rules for using and writing letters, using punctuation marks, writing words, writing absorption elements, and pronunciation of letters. These provisions are made so that the language is maintained and in accordance with the General Guidelines for Indonesian Spelling (PUEBI).

The implementation of PUEBI needs to be considered properly. These rules exist to make it easier for readers to understand the meaning of the writing. PUEBI applies in the written form and does not apply in the spoken form. Writing as a language skill is an activity of conveying messages (communication) using written language as a media tool (Dalman, 2015: 5). The rule that you need to pay attention to in writing is writing capital letters. Because, writing capital letters is a writing skill that is taught from elementary school to university level.

Learning writing skills can be trained in various forms, one of which is composing skills. When writing an essay, writing capital letters and using punctuation marks in Indonesian is very important for students to understand. The application of capital letters are rules that must be obeyed by language users for regularity and uniformity of form in written language. Regularity of form will influence the accuracy and clarity of meaning. Therefore, without writing correct punctuation it will make it difficult for readers to understand the writing, it may also change the meaning of a sentence.

Based on the experience and observations of second semester students of the Sports and Health Education Study Program when teaching, there are still many errors in writing capital letters made by second semester students of the Sports and Health Education Study Program when writing essays. Composing can improve students' ability to write and imagine. However, students often do not prioritize writing capital letters according to Indonesian language rules. When writing capital letters, mistakes that often occur are: writing the first letter after the period in lower case, and writing the first letter of the person's name, as well as geographical names such as the name of the Mataram city area in lower case. This happens because students lack accuracy in writing capital letters when writing essays.

As it is now, many students, even people who have graduated in education, still do not understand how to write capital letters in an essay in accordance with PUEBI when writing an essay. Sometimes, it's not just sentences or essays that contain errors in writing capital letters, even when writing a title there are still many people who make mistakes in placing capital letters. Therefore, Indonesian language lecturers need to familiarize students with writing by paying attention to spelling, namely writing capital letters.

2. RESEARCH METHOD

This research uses descriptive qualitative methods. The aim of this research is to analyze the content of an essay that students have written, where an analysis of the writing of capital letters and the use of punctuation is carried out. Therefore, this descriptive method is considered suitable for reviewing and analyzing data objectively based on real facts found in the field. Then it is explained descriptively, through content analysis of this essay so that errors in writing made by students are found, especially in writing capital letters. The subjects in this research were second semester students of the Sports and Health Education Study Program, with a total of 23 students consisting of 19 male students and 4 female students. And the object of this research is to analyze errors in writing capital letters and the factors that cause errors in writing capital letters in descriptive essays for students in the second semester of the Sports and Health Education Study Program. The techniques used to collect data used in this research are interviews and documentation. informed others. The data analysis used in this research is the Miles and Huberman model analysis, where in analyzing the data there are four activities carried out in the following picture:

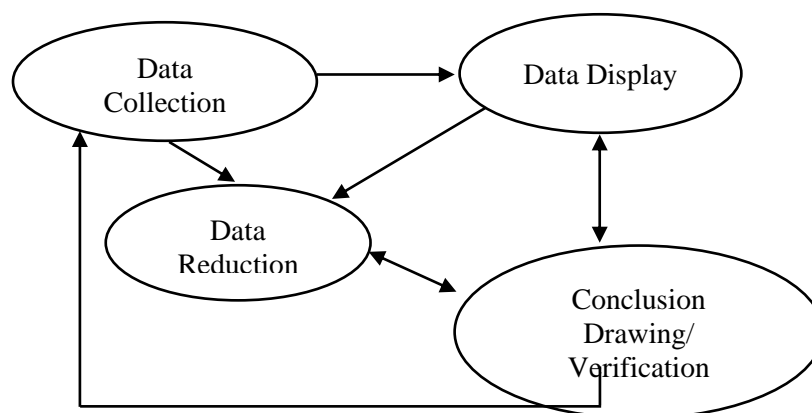


Figure 1.

Data Analysis Components of the Miles and Huberman Model

1. Data collection (*Data Collection*)

The main activity in this model analysis is collecting data obtained in the field. In this research, the data collected is in the form of interviews and documentation.

2. Data Reduction (*Data Reduction*)

Data reduction refers to the process of selecting, focusing, simplifying, separating, and transforming "raw" data seen in written field notes (*written-up field notes*) (A. Muri Yusuf. (2019: 407-408). During the data reduction process, all data obtained during the research will be summarized, the main things looked for, and focused on important things related to the research theme.

3. Data Presentation (*Data Display*)

Data display is presenting data arranged in detail to provide a clearer picture presented in the form of a description or report according to the research results obtained.

4. Conclusion/Verification

Conclusion or verification is the final stage in the data analysis process, where the researcher presents the results of the data obtained. The initial conclusions presented do not provide strong evidence to support the next stage of data collection, so these conclusions will change and are still temporary. However, if the conclusion is supported by valid and consistent evidence then the conclusion presented is a credible conclusion.

The stage of drawing conclusions in this research is to describe how many errors in writing capital letters and punctuation are found in the results of students' descriptive essays. This conclusion also calculates the percentage of errors that occur using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Information:

P = Percentage

F = Number of errors

N = Total number of errors

100 = Fixed number (Anas Sudjono, 2010: 43)

After obtaining the percentage results, to determine the level of errors in writing capital letters in student essays, they can be stated based on the following categories:

Table 1.

Categories of Mistakes in Writing Capital Letters (Suharsimi Arikunto, 2018 : 35)

Percentage %	Category
0% - 20%	Very low
21% - 40%	Low
61% - 80%	Currently
81% - 100%	Very high

3. RESEARCH RESULTS AND DISCUSSION

After the data is collected, it is then analyzed and the results of the analysis are presented in the form of descriptive discourse. Research results and discussion (1) Errors in writing capital letters in descriptive essays for students in the second semester of the Sports and Health Education Study Program, (2) Factors causing errors in writing capital letters in descriptive essays for students in the second semester of the Sports and Health Education Study Program.

a. Errors in writing capital letters in descriptive essays for second semester students of the Sports and Health Education Study Program

Researchers found errors in writing capital letters in descriptive essays among students in the second semester of the Sports and Health Education Study Program. Errors in capital letters include: (1) errors in writing capital letters in the first letter at the beginning of a sentence, (2) errors in writing capital letters as the first letter of a person's name or nickname, (3) errors in writing capital letters in the name of the year, month and day. , (4) errors in capitalizing geographical names and (5) errors in writing capital letters as the first letter of all words in the name of the institution.

The results of the analysis can be shown with the following table of capital letter writing errors calculations:

Table 2.

Results of Analysis of Errors in Writing Capital Letters

No	Type Error	Amount Error	Total of Number of Errors	Percentage	Category Error
1	Error writing capital letters	237	359	66%	Currently

Based on table 2, it can be seen that errors in writing capital letters in descriptive essays for students in the second semester of the Sports and Health Education Study Program fall into the medium error category with a percentage of 66%.

The following are the results of research regarding errors in writing capital letters in descriptive essays for second semester students of the Sports and Health Education Study Program as follows:

- 1) Error in writing capital letters at the beginning of a sentence

Table 3.
Error in writing capital letters at the beginning of a sentence

No.	No	Error	Repair
1	TA	hasil sampingan, seperti kulit...	Hasil sampingan, seperti kulit...
2	LITA	aku sangat menyayanginya...	Aku sangat menyayanginya...
3	LAG	dia suka bermain di pohon.	Dia suka bermain di pohon.
		dia suka makan wiskhas.	Dia suka makan wiskhas.
4	ASP	namaku Aruna, aku mempunyai hewan bunglon...	Namaku Aruna, aku mempunyai hewan bunglon...
5	IS	kucing adalah hewan mamalia...	Kucing adalah hewan mamalia...

Based on table 3, it can be seen that there were 5 students who made errors in writing capital letters at the beginning of sentences.

- (a) TA students made 1 mistake in writing capital letters at the beginning of the sentence in the essay, namely *hasil sampingan, seperti kulit*. The beginning of the sentence does not comply with PUEBI because the first letter at the beginning of the sentence is not capitalized, even though it should be written in capital letters. The correct writing is: **Hasil sampingan, seperti kulit**.
- (b) LITA students made 1 mistake in writing capital letters at the beginning of sentences in their essays, namely *aku sangat menyayanginya*. The beginning of the sentence does not comply with PUEBI because the first letter at the beginning of the sentence is not capitalized, even though it should be written in capital letters. The correct writing is: **Aku sangat menyayanginya**. LAG students made 2 errors in writing capital letters at the beginning of sentences in essays, namely:
 - 1) *dia suka bermain di pohon*.
 - 2) *dia suka makan wiskhas*.

The beginning of the sentence does not comply with PUEBI because the first letter at the beginning of the sentence is not capitalized, even though it should be written in capital letters. The correct writing is:

- 1) *Dia suka bermain di pohon*.
- 2) *Dia suka makan wiskhas*.
- 3) ASP students made 1 mistake in writing capital letters at the beginning of sentences in essays, namely *namaku Aruna, aku mempunyai hewan bunglon*. The beginning of the sentence does not comply with PUEBI because the first letter at the beginning of the sentence is not capitalized, even though it should be written in capital letters. The correct writing is: **Namaku Aruna, aku mempunyai hewan bunglon**.
- (a) IS students made 1 mistake in writing capital letters at the beginning of sentences in essays, namely *kucing adalah hewan mamalia*. The beginning of the sentence does not comply with PUEBI because the first letter at the beginning of the sentence is not

capitalized, even though it should be written in capital letters. The correct writing is:
Kucing adalah hewan mamalia.

2) Errors in writing capital letters as the first letters of names or nicknames

Table 4.

Error in writing a capital letter as the first letter of an element name or nickname

No.	No	Error	Repair
1	S	kucing yang bernama oyen	kucing yang bernama Oyen
2	MA	kucing yang bernama oyen	kucing yang bernama Oyen
3	TA	teman saya yang bernama rasid Belajar bersama rasid di sekolah	teman saya yang bernama Rasid Belajar bersama Rasid di sekolah
4	IRT	Sapi atau yang bernama Latin bostaubus	Sapi atau yang bernama Latin Bostaubu

Based on table 4, it can be seen that there were 4 students who made mistakes in writing capital letters as the first letters of name elements including nicknames.

- Student S made 1 mistake in writing the capital letter as the first letter of a name or nickname element, namely ***kucing yang bernama oyen***. This sentence discusses a character who has a name or nickname given by the author, where in PUEBI the first letter of the name or nickname should be written in capital letters. So, the correct writing is ***kucing yang bernama Oyen***.
- MTFA students made 1 mistake in writing capital letters as the first letter of a name or nickname, namely ***kucing yang bernama oyen***. This sentence discusses a character who has a name or nickname given by the author, where in PUEBI the first letter of the name or nickname should be written in capital letters. So, the correct writing is ***kucing yang bernama Oyen***.
- TA students made 2 errors in writing capital letters as the first letters of names or nicknames, namely:
 - teman saya yang bernama rasid...*
 - Belajar bersama rasid di sekolah...*

Some of these sentences discuss characters who have names or nicknames given by the author, where in PUEBI the first letter of the name or nickname should be written in capital letters. So, the correct writing is:

- teman saya yang bernama Rasid...*
 - Belajar bersama Rasid di sekolah...*
 - IRT students made 1 mistake in writing capital letters as the first letter of a name or nickname element, namely ***Sapi atau yang bernama Latin bostaubus***. This sentence discusses a character who has a name or nickname given by the author, where in PUEBI the first letter of the name or nickname should be written in capital letters. So, the correct writing is ***Sapi atau yang bernama Latin Bostaubu***.
- 4) Errors in writing capital letters as the first letter of the name of the year, month and day

Table 5.
Error in writing a capital letter as the first letter of the name
year, month and day

No.	No	Error	Repair
1	RDF	Pada hari minggu	Pada hari Minggu
2	IR	setiap hari senin sampai sabtu	setiap hari Senin sampai Sabtu
3	HT	di pertengahan bulan oktober	di pertengahan bulan Oktober

Based on table 5, it can be seen that there were 3 students who made mistakes in writing capital letters as the first letter of the name of the year, month and day.

- MADF students made 1 mistake in writing capital letters in the name of the day, namely ***Pada hari minggu***. The mistake students make is not using a capital letter on the first letter when writing Sunday. So, the correct writing is ***Pada hari Minggu***.
- MTW students made 2 errors in writing capital letters in the name of the day, namely ***setiap hari senin sampai sabtu***. The mistake students make is not using capital letters on the first letter when writing Monday and Saturday. So, the correct writing is ***setiap hari Senin sampai Sabtu***.
- SFR students made 1 mistake in writing capital letters in the name of the month, namely ***di pertengahan bulan oktober***. The mistake students make is not using a capital letter on the first letter when writing the month of October. So, the correct writing is ***di pertengahan bulan Oktober***.

5) Mistakes in writing capital letters as the first letters of geographic names

Table 6.
Mistakes in writing capital letters as the first letters of geographic names

No.	No	Error	Repair
1	MH	ada di sembalun lawang	ada di Sembalun Lawang
2	AAS	Masjid ittihadul islam sembalun lawang	Masjid Ittihadul Islam Sembalun Lawang
3	GI	rinjani, lombok timur	Rinjani, Lombok Timur

Based on table 7, it can be seen that there were 3 students who made mistakes in writing capital letters as the first letters of typical geographical names.

- MH students made 1 mistake in writing capital letters in typical names in geography, namely ***ada di sembalun lawang***. The mistake students made was not using capital letters on the first letter when writing the Sembalun Lawang village area. So, the correct writing is ***ada di Sembalun Lawang***.
- AAS students made 2 errors in writing capital letters in typical names in geography, namely ***Masjid ittihadul islam sembalun lawang***. The mistake students made was not using capital letters on the first letter when writing the name of the place Ittihadul Islam Sembalun Lawang. So, the correct writing is ***Masjid Ittihadul Islam Sembalun Lawang***.
- The mistake students made was not using capital letters on the first letter when writing ***rinjani, lombok timur***. So, the correct writing is ***Rinjani, Lombok Timur***.

6) Error in writing capital letters as the first letters of all words in the name of the institution

Table 7.

Error writing all capital letters as the first letter the name of the institution			
No.	No	Error	Repair
1	WR	pondok pesantren Nurul Huda	Pondok Pesantren Nurul Huda
2	DF	Mi nw sembalun lawang	MI NW Sembalun Lawang
3	BZO	MI nurul huda NW sembalun lawang	MI Nurul Huda NW Sembalun Lawang

Based on table 7, it can be seen that there were 3 students who made mistakes in writing capital letters as the first letters of all institutional names.

- (a) WR students made 2 errors in writing capital letters as the first letter of all the words of the institution's name, namely *pondok pesantren Nurul Huda*. There are 2 letters in the Islamic boarding school sentence, which are not written in capital letters, even though the sentence is part of the name of the institution where the beginning of each word is written in capital letters. So, the correct writing is *Pondok Pesantren Nurul Huda*.
- (b) DF students made 4 errors in writing capital letters as the first letter of all the words of the institution's name, namely *Mi nw sembalun lawang*. There are 4 letters that are not written in capital letters, even though the sentence is part of the name of the institution where the beginning of each word is written in capital letters. So, the correct writing is *MI NW Sembalun Lawang*.
- (c) BZO students made 4 errors in writing capital letters as the first letter of all the words of the institution's name, namely *MI nurul huda NW sembalun lawang*. There are 4 letters that are not written in capital letters, even though the sentence is part of the name of the institution where the beginning of each word is written in capital letters. So, the correct writing is *MI Nurul Huda NW Sembalun Lawang*.

b. Factors that cause errors in writing capital letters in descriptive essays for second semester students of the Sports and Health Education Study Program

Analyzing language errors requires factors that cause or originate the error. By knowing the factors that cause errors, you can anticipate the possibility of errors occurring and can take appropriate steps to overcome them, so that learning does not repeat the same mistakes. Below is presented data in the form of researchers' interviews with second semester students of the Sports and Health Education Study Program. Researchers found factors causing errors in writing capital letters in the description essays of students in the second semester of the Sports and Health Education Study Program which were divided into 2, namely:

1) Internal factors

Internal factors are factors that originate from within the individual or student themselves. Based on the results of research on second semester students of the Sports and Health Education Study Program, the causes of errors in writing capital letters in essays are:

- a) Lack of student interest in writing descriptive essays. Based on the results of interviews with students in the second semester of the Sports and Health Education Study Program, 10 out of 23 students stated that writing essays was a quite tiring and boring activity, so the students' interest in writing was quite lacking.
- b) Low student interest in reading

Students' low interest in reading greatly influences students' mastery of Indonesian vocabulary. This is evident from the results of the analysis of students' essays which show a lack of mastery of vocabulary, so that a lot of vocabulary is repeated and many sentences are less effective in students' descriptive essays. The lack of mastery of Indonesian

vocabulary certainly has a big impact on students' abilities in student skills, especially in writing essays.

- c) The attitude of students who do not care about writing capital letters, students only write descriptive stories without caring whether the language they use is correct or not. For students, the most important thing is to be able to carry out assignments from the lecturer and quickly complete assignments without thinking that the language used is correct in accordance with the rules of the General Guidelines for Indonesian Spelling (PUEBI).
- d) Students' lack of understanding of the rules for writing capital letters is a factor that causes this error because students do not understand the rules for writing capital letters and punctuation. Based on the results of the analysis of students' descriptive essays, there are still many errors in writing capital letters that are inaccurate. This is in accordance with Chomsky's opinion, the factor that causes this error is due to a lack of understanding and lack of knowledge regarding language rules.

2) External Factors

External factors are actors that come from outside the individual or student themselves. Based on the results of research on second semester students of the Sports and Health Education Study Program, the causes of errors in writing capital letters in essays are:

a) Less varied learning methods

Lecturers only rely on learning methods such as assignments and writing exercises, causing students to lack focus on explanations and examples of writing capital letters. This is in accordance with Setyawati's opinion, who stated that teaching methods involve the problem of selecting presentation techniques, steps and sequence of presentation, inappropriate intensity and continuity of teaching as one of the factors causing students to make mistakes in writing.

b) Less interesting learning media

Based on the results of interviews with students in the second semester of the Sports and Health Education Study Program, 17 out of 25 students stated that lecturers only relied on learning modules as a medium for learning Indonesian, especially in writing. This is in accordance with Setyawati's opinion, who stated that teaching materials involving issues of sourcing, selection, arrangement, ordering and inappropriate emphasis are factors that cause students to make mistakes in writing.

c) Current technological developments

Based on the results of lecturer interviews, current technological developments influence the use of capital letters. Students often use cellphones to communicate with their college friends without paying attention to correct language rules so they get carried away by their daily habits. This also agrees with research conducted by Widyasari, which revealed that all forms of communication and information can be obtained easily with today's technology. Due to this, conveying information using written media often ignores language rules which influence errors in writing.

4. CONCLUSION

Based on the results of research analyzing errors in writing capital letters in the description essays of students in the second semester of the Sports and Health Education Study Program, the researchers concluded that:

- 1) Errors in writing capital letters in descriptive essays for students in the second semester of the Sports and Health Education Study Program were included in the moderate error category, totaling 237 errors with a percentage of 66%.

- 2) Factors that cause errors in writing capital letters in descriptive essays for students in the second semester of the Sports and Health Education Study Program, namely: Lack of student interest in essay writing activities, low student interest in reading, students' attitudes that are less concerned about writing capital letters, lack of student understanding of the rules. writing capital letters, less varied learning methods, less interesting learning media and current technological developments.

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