

ANALYSIS OF ERROR IN THE WRITTEN PRODUCTION OF LEARNERS IN SECOND GRADE ELEMENTARY SCHOOL THROUGH PSYCHOLINGUISTIC PERSPECTIVES

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Abstract: Writing skills is one of the linguistic difficulties that are often encountered at lower grade students. Students' writing difficulties among a bad letter shape indicates students' psychomotor is less, lack of spacing between words and sentences, and the loss of several letters in the writing of words. These problems should be wary by considering the number of students who still have difficulty in completing the task of writing. Been identified in class II SD X Bandung, there are 10 students who have difficulty in early writing. Through qualitative research with case study design, this study aimed to analyze the trouble of writing in the second grade elementary school through psycholinguistic viewpoint that educators be able to resolve the difficulty of writing students by type of difficulty and students' level development. Observations and interviews with teachers and parents are used to be instrument in this study. Based on the findings, this research concludes that many types of student writing difficulties caused by the lack of students' learning experience and unpreparedness to accept the task of learning.

Keywords: Difficulty early writing, psycholinguistic, elementary school student, low grade

1. Introduction

Tarigan (2008, p. 3) said that writing is a skill language used to communicate indirectly, not face to face with another person. Writing is a representation of a part of the language units. Language skills is also an ongoing activity resulting in the application of learning needs to be done continuously since elementary school. Learning to write in elementary school should receive optimal care in order to meet the expected targets writing skills for writing a language skill that must be mastered early as the provision of learning to write at the next level. Referring to the achievement of the target language skills in elementary school, students' language skills in a low-class focuses on reading and writing starters (Carroll, 2007, p. 307). Therefore, the development of the ability to read and write (literacy) needed to broaden students' language as a communication tool and to provide alternative solutions to communicate with oneself and others (Hartati et al, 2010, p. 67).

However, based on preliminary studies that have been done in one of the schools in the city through observation showed that the learning of language skills, especially writing the beginning, experienced many problems. Students are classified as class II low-grade students are still difficulties in completing the task of learning and apply the rules of language as a whole. Difficulties include students too slow in writing, the writing is too big or too small, the shape of the letters upside down, the loss of the letters in the wording, form letters or numbers are unreadable, and so forth. This is a crucial concern considering writing is one of language skills that must be mastered by the student. Other than that, Rosenblum et al, 2004, p. 433; Adi-Japha et al, 2007, p. 700; and Kelly and Phillips, 2012, p. 81). Condition of the difficulty of writing students also called dysgraphia or inability to produce writing that refers to a disorder affecting the motor in the process of writing students (Warren, 2013, p. 152).

Referring to the exposure of the problems described above, efforts are needed to overcome the difficulties of writing students. One effort that can be done is to analyze the difficulties children and associate with psycholinguistic studies. Psycholinguistics is a science study that examines the relationship of linguistics to psychology. Psycholinguistic study materials is about the language skills that dipengaruhi by a factor of one's development is based on psychology. As noted Harras and Andhika (2009, p. 1) That psycholinguistic also outlines the psychological processes that occur when a person generates sentences and understand the sentence he heard the time of communication and how humans acquired the ability to speak it. By studying the problems trouble writing students through the study psycholinguistics, is expected to be known to the causes of the difficulties experienced by the students so that teachers can take preventive measures and solutions to solve those problems. The solution used by any teacher can be an innovative learning method with considering the type of difficulties students with developmental level students in psychology. Through this step, the teacher can provide good education facilities for their students.

2. Literature Review

a. Understanding Writing

Tarin (2008, p. 22) says that writing is lowered or symbols depicting a graph illustrating a language which is understood by a person, so that other people can read the chart symbols that they understand the language and the graphic representation. Furthermore Suriamiharja (in Resmini, 2009, p. 116) said that writing is an activity gave birth to thoughts and feelings with writing. Writing is also interpreted as a means of communicating in expressing thoughts, feelings, and desires to others in writing. Based on some understanding of the above, it can be concluded that writing is a representation or the disclosure of the ideas set forth in the form of a written text. Other than that,

In principle, the main function of the article is as a community tool that indirectly. Writing is very important for education because it allows the learner to think. Also can help us think critically. It can also be easier for us to feel and enjoy relationships, deepen responsiveness or our perceptions, to solve the problems we face, the collating sequence for the experience. Posts can help us explain our thoughts. (Tarin, 2008, pp. 22-23)

b. Difficulty Writing / Dysgraphia

Dysgraphia is difficulty in expressing his students' writing. The difficulties commonly encountered in students' handwriting dysgraphia is a bad production and kekurangmampuannya in holding stationery properly. Children with dysgraphia disorder actually have difficulties in harmonizing memory with the control of muscle movement automatically when writing letters and numbers (Fadhli, 2010, p. 78). Dysgraphia child is not physically different from other children, but in the learning process in the classroom, children dysgraphia looks difficult or slow in writing. Dysgraphia is generally known as the child enters elementary school, when children learn to read and write the beginning. Son dysgraphia characterized by difficulties in making letters (writing) and mathematical symbols, disorder or difficulty in following one or more forms of teaching writing and skills associated with writing, such as listening, speaking, and reading (Suhartono, 2016, p. 110).

Other symptoms that often appear in children dysgraphia at the time of the writing process is as follows (Suhartono, 2016, P. 112; and Fadhli, 2010, p. 79).

- 1) Strong verbal skills but poor in writing skills;
- 2) Many errors of punctuation or no punctuation at all;
- 3) Many make the mistake of spelling or could also occur writing upside down;
- 4) There was an inconsistency in the form of letter writing;
- 5) Font size is not proportional: capricious shapes, large and small, upright and italic;
- 6) Occur unfinished (omission of letters or words);
- 7) Any inconsistency in the use of the page, spacing (between words), between the letters, and the use of margin;
- 8) Difficulty holding a pencil;
- 9) Difficulty when asked to imitate the existing text;
- 10) Talking to yourself when writing; and
- 11) When writing or copying very slow.

c. Handling Dysgraphia Children

Students need guidance people with dysgraphia exclusively in writing exercises. In addressing the difficulty of writing on the writing commencement or handwriting, Suhartono (2016, p. 114) states that there are 15 types of activities that serve to remedial writing for children dysgraphia, namely (1) activity using the whiteboard, (2) other materials for exercises writing, (3) position, (4) paper, (5) how to hold a pencil, (6) a stenciled or carbon, (7) tracings, (8) draw between two lines, (9) points, (10) tracing with increasingly reduced, (11) striped three books, (12) paper by a frame, (13) consider the level of difficulty of writing letters, (14) verbal assistance, and (15) words and sentences. Other than that, Helmi and Zaman describe some alternative solutions to the problems of children with translation difficulty writing as follows (2009, p. 45).

Table 1 Handling Difficulty Writing Students

Factor	Problem	Cause	Remedial
Form	Letter slope.	The position paper skewed	Correct the paper so that the position perpendicular to the body
Size	Too big and wide.	Lack of understanding of the lines of handwriting Stiff hand movements.	Teach back on the concept of size and clarify the line of writing Train movement of the hand one way to practice making a circle or a curved shape.
Space	Letters in a word	Lack of	Teach the concept of

	such as stacking Spacing between letters is too large.	understanding of the concept of space Lack of understanding of shapes and sizes.	spacing between words Look back on the concept of shapes, sizes and fonts.
Quality line	Too thick or too thin pressing.	Problems on the writing pressure.	Fix how to hold stationery, correct movement of the hand, and give the writing exercises on paper thin and rough paper.
Speed	Slow in writing (when copying / or current dictation).	Level writing skills are not proportional to the speed.	Train quickly draw a straight line and making exercise a circular shape and curved terraced paper.

d. Psycholinguistics

Psycholinguistics is a science study that analyzes the psychological process in the use and psycholinguistic language acquisition that can be expressed as a study of the links between psychology and linguistics (Levelt (in Hartati et al, 2010, pp. 46); and Harras and Andie, 2009, p. 1). Psycholinguistic studies succeeded in enlightening relationship with the language of mental processes at the reception (listening and reading activities) and production (speaking and writing) (Harras and Andika, 2009, p. 105). As in the field of linguistic studies in elementary school, a branch of psycholinguistics that can be applied is psycholinguistic education that focuses on child language acquisition, language learning and language teaching are interrelated to one another.

As experts psycholinguistic psycholinguistics Levelt split into three main areas, namely public psycholinguistics, developmental psycholinguistics, and psycholinguistics applied. Here's a brief elaboration of the three fields of study psycholinguistics (Mar'at 2005, P. 1-4).

a. General Psycholinguistics

General Psycholinguistics is the study of how observations or perceptions of adults about language and how he memproduski language. In addition, learn about the underlying cognitive processes when a person is using the language.

b. Psycholinguistics Developments

Developmental psycholinguistics which is a psychological study of the language acquisition of children and adults.

c. Applied Psycholinguistics

Applied Psycholinguistics is the application of psycholinguistic theories in everyday life in adults or children.

3. Material & Methodology

a. Data

This study is descriptive qualitative study that presents the descriptive data based on the results of research that has been done. This study sought to assess student writing fault linkages through psycholinguistic perspective using the design of observation and interviews. Observation as a representation of the data collection process of information gathering open-ended (open) first hand by observing / observing people and places in a study site (Cresswell, 2015, p. 422). The interview is to give some open questions (open-ended question) to a participant or to obtain information (Cresswell, 2015, p. 429). The observations were made in order to understand the difficulties experienced by the write beginning 25 second grade students at a primary school in the city. After conducting the observation process, conducted this interview with classroom teachers to determine students' learning

activities related to the beginning of the student's writing skills and karakteristik student's learning style. In addition it also conducted interviews with the parents of students who have difficulty writing to determine the student's character, stage of development and the learning experience of students.

b. Method

The method used in this study is the case study method. This case study is intended to examine the relationship the dependent variable and the independent variable. The dependent variable in this study is a mistake to write the students while the independent variables are the factors that cause the trouble of writing students based study psycholinguistics. Once the research is done through observation and interviews, these findings further processed by the theories of experts on the study of psycholinguistics. With these studies, it can be concluded that students' writing error with respect to the physical and psychological conditions of students suspected to be caused by past experiences. Based on the results obtained, so educators can develop appropriate learning strategies in accordance with the real conditions of students in the field.

4. Results and Discussion

a. Result

The study was conducted when sophomore conducting thematic learning process "Pillars of Life" by the Indonesian teaching materials, Mathematics, and PPKn. Teaching material being taught are very supportive of research topics related to the students' writing skills. Based on observations, there are 3 types of writing errors committed by 12 students of class II in the form of lack of space between words, inconsistency in writing (too big and over the line of books), and the loss of the letters in a word or placement of incorrect letters in a word.

After obtaining the results of observations, further research to confirm the error writing to the classroom teacher II. Here are the results of interviews with related classroom teachers of students' writing errors.

R: "What do you think about writing errors that commonly occur in grade two?"

Q: "As a low-grade students, many found the mistakes of writing they do. This is reasonable considering the age level of development they are still small. "

R: "What kind of error writing commonly happens in class?"

Q: "Letters that are too big or too small, no space between words, letters upside down, and spelling mistakes that led to the word errors. Overall, however, the lack of space and spelling mistakes are most often found in this class. "

R: "As a regular teacher to educate students in the class, what factors underlie the rest of the difficulty in producing writing text correctly?"

Q: "I think this is related to a learning experience that is experienced by each student. Not all the students here early childhood education, family situations who are concerned about their children's education very difficult to find in this class. Curriculum load weight was too much and cause the student's basic writing exercises become obstructed and affect the learning task in the future. Even so, mistakes are sometimes influenced by their writing style and keminatan learning differences. There are students who love math and never wrong in making symbols and mathematical symbols even though he was always wrong in writing the text written on the Indonesian language teaching. "

In addition to the interview process with classroom teachers, some parents even in the interview to find out the cause of the error factor of students' writing. Here are the results of interviews with two parents sophomore.

R : "As a low-grade students, a lot of errors that occur in the result of writing they do. According to the mother, what caused the error factor of students' writing? "

M1 "My children when entering primary school can not read and write, but because of the many materials that should he travel in first class, the process of reading and writing was done simultaneously with the completion of the study. In addition, my child is less interested in

material that presents so many letters, so that he was not motivated to improve the quality of the writing. "

M2: "If my child is the same as the case of the M1, just from the family was less supportive of the child's learning process. Because I have other duties, my son was not guiding well, plus the interaction that does not educate. Therefore, my child's writing skills is relatively low compared to a compassion of his age. "

b. Discussion

Based on the findings above, we can know the different types of students' writing errors. Errors in the form of lack of space between words, inconsistency in writing (too big and over the line of books), and the loss of the letters in a word or placement of incorrect letters in a word are caused by several factors underlying them is the lack of students' learning experience that likely influenced by the indifference of those closest to the achievement of student learning. Untrained child hold a pencil properly, not trained to write neatly and correctly. This is not in line with those expressed by Lefrancois (in Nurihsan and Mubiar, 2016, p. 40) which menjelaskan that the formation of the child's language is strongly influenced by the factors of exercise and motivational weeks to learn through the process of conditioning and reinforcement. With the lack of experience and willingness to learn the form of exercise that students have, then it makes sense if many errors committed by the student wrote.

In addition to the external factors such as the lack of a learning experience, not motivated cause students are not ready to face the task of learning to be completed. Students are unduly burdened by the many who want to learn the material so as to ignore the writing skills that became a mandatory requirement in fulfilling the task of learning. It is quite heavy for students who have low motivation for simple essay writing category for grade II SD form five to ten lines by watching the exact spelling, content, and neatness of writing (Resmini, 2010, p. 201).

5. Conclusion

Error writing common in the beginning of second grade students. Error writing in the form of lack of space between words, inconsistency in writing (too big and over the line of books), and the loss of the letters in a word or placement of incorrect letters in a word. The underlying factor is the lack of difficulty in writing the learning experiences of students in the form of exercises and strengthening and lacking motivation caused by the unpreparedness of students in receiving a given learning task. With diperolehny this conclusion, the study is expected to be an enlightenment for education, especially teachers in dealing with students with writing errors. With attention-causing factors associated with the study psycholinguistics, teacher is expected to seek preventive solutions to prevent and overcome the difficulties the students' writing. Educational success in school would not be optimal and lasting if it does not receive more support from those closest to students. With the optimal synergy of teachers and parents, is expected to be a proper effort in dealing with students' learning difficulties, especially in the beginning of the writing error

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