

Analysis of language errors in narrative essays of fifth grade elementary school students

Kamilah, N^{1*}, Fadhillah, D², Sumiyani³



^{1,2,3} Universitas Muhammadiyah Tangerang, Indonesia

ARTICLE INFO

Article history:

Received March 18, 2022

Revised March 22, 2022

Accepted July 10, 2022

Available online July 25, 2022

Kata Kunci:

Kesalahan, penulisan, tanda baca.

Keywords:

Error, writing, punctuation.



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2022 by Author. Published by Universitas Pendidikan Ganesha.

ABSTRAK

Penelitian ini menjelaskan tentang kesalahan huruf besar, kata, dan tanda baca. Penelitian ini menggunakan metode penelitian deskriptif kualitatif. Subjek penelitian ini adalah siswa kelas V SDN Karet 1. Teknik pengumpulan data menggunakan tes, wawancara, dan dokumentasi. Hasil penelitian ini yaitu (1) kesalahan penulisan huruf kapital pada huruf pertama nama gelar berjumlah 21 kesalahan, huruf pertama nama bangsa berjumlah 11 kesalahan, huruf pertama nama bulan berjumlah 24 kesalahan, dan huruf pertama nama geografi berjumlah 29 kesalahan. (2) kesalahan penulisan kata depan berjumlah 28 kesalahan, dan kesalahan penulisan kata depan berjumlah 4 kesalahan. (3) kesalahan penulisan tanda baca titik sebanyak 37 dan tanda baca koma sebanyak 15 kesalahan.

ABSTRACT

This study describes the errors in capital letters, words, and punctuation marks. This research uses a descriptive qualitative research method. The subjects of this study were fifth-grade students of SDN Karet 1. Data collection techniques using tests, interviews, and documentation. The results of this study, namely (1) errors in writing capital letters in the first letter of the title name amounted to 21 errors, the first letter of the name of the nation totaled 11 errors, the first letter of the name of the month amounted to 24 errors, and the first letter of the name of geography amounted to 29 errors. (2) the error of writing the preposition at- totaled 28 errors, and the error of writing the preposition to- amounted to 4 errors. (3) writing errors of period punctuation totaling 37 and comma punctuation totaling 15 errors.

1. INTRODUCTION

Education is the learning of knowledge, habits, and skills of a group of people passed down from generation to generation through teaching, research, and training. Language is important for academic success in all fields of study (Christianti, 2015; Pradnyawhati et al., 2019; Pratiwi et al., 2019). Language is also an important communication tool, so without it, people will find it difficult to express their opinions, thoughts, and ideas (Resti Aulia et al., 2021; Silawati, 2018). In everyday life, we use language to speak, listen, read, and write (Alwi et al., 2021; Ratnasari, 2019). Writing ability is one of the important language skills to be mastered. One of the learning to write that can be found in elementary schools is by writing essays (Astuti et al., 2020; Pranata et al., 2018; Sismulyasih, 2018). Spelling is related to how to spell a word and, more importantly, how to organize letters into larger units, such as words, groups of words, or sentences. Based on the results of initial observations at SDN Karet 1, the problem faced by many students is that they still do not understand the use of grammar and spelling when writing. There are still spelling errors in the students' writing, including capital letters, using full-stop punctuation, and commas. Spelling errors are a type of language error in written language. If there are many spelling errors in an essay, then the contents of the essay cannot be conveyed to the reader clearly and precisely (Lestari, 2019; Susilo et al., 2019). To be able to reduce and overcome language errors, especially in the field of spelling by analyzing language errors in the field of spelling in writing student narrative essays so that researchers can identify how big the mistakes students make so that they can make reflection material to evaluate these mistakes (Marhaeni et al., 2021).

One type of essay that high school students can make is narrative essay. Narrative as a form of discourse whose main goal is actions that are woven and strung together into an event that occurs in one

unit of time (Apriliana et al., 2018). The ability to write essays is very important for students to master because by writing essays, students can think critically and creatively, communicate with readers, and deepen comprehension. Some of the findings state that spelling errors often appear are capital letter errors, preposition writing errors, punctuation errors, word writing errors that do not follow the correct language rules, and particle writing errors (Apriliana et al., 2018). This study aimed to analyze language errors in the narrative essays of fifth-grade elementary school students.

2. METHOD

The approach used in this study is qualitative. Qualitative research aims to gain a deep understanding of human and social problems, not to describe the surface part of reality as quantitative research does (Mawardi, 2021). Collecting data in this study using tests, interviews, and documentation. The data source in this study is secondary data obtained from the results of student narrative essays and primary data obtained through interviews, documentation, and reference books. When the data is obtained, the researcher uses data analysis using data reduction as data that emerges from document studies, presenting data as presenting data that has been obtained, and drawing conclusions when all data has been obtained and presented.

3. RESULT AND DISCUSSION

Result

The research results discussed are an analysis of language errors in the narrative essays of fifth-grade students at SDN Karet 1. The type of language error, namely writing capital letters, which consists of (first letter of title name, first letter of nation name, first letter of month name, and first letter of geography name), writing prepositions (di- and ke-), and writing punctuation consisting of (periods and commas). The results of student narrative essays were analyzed based on the type of error. Based on the results of the analysis of language errors in student narrative essays, 169 errors were obtained which included 21 errors in writing capital letters in the first letter of the title name, 11 errors in the first letter of the nation's name, 24 errors in the first letter of the month's name, and 24 errors in the first letter of the geography name. 29 errors. There are 28 mistakes in writing the preposition di- and four mistakes in writing the preposition to-. There were 37 errors in writing full-stop punctuation and 15 comma punctuation errors.

Discussion

Language errors in the narrative essays of fifth-grade students at SDN Karet 1 are based on the analysis results. This discussion is carried out in the same way as grouping language errors which consist of errors in writing capital letters, writing prepositions, and writing punctuation marks. First, there was an error in writing capital letters (the first letter of the title name, the first letter of the nation name, the first letter of the month name, and the first letter of the geography name). Errors in writing capital letters were obtained from research data. The subject of the research data was data from the fifth-grade students' narrative essays at SDN Karet 1, which amounted to seventeen student narrative essays. Errors in writing capital letters that are the focus of this study, namely the first letter of the title name, the first letter of the nation's name, the first letter of the month name, and the first letter of the geography name.

The findings of errors in writing capital letters in students' narrative essays are errors in AT students, the letter **i** in the word *ir. Soekarno* should use capital letters because the letter **i** is the first letter in the title name, the letter **s** in the word *surabaya* should use a capital letter because the letter **s** is the first letter in the geography name, the letter **j** in the word *jun* should use capital letters because the letter **j** is the first letter in month name. Thus, the appropriate writing is " **I**r. Soekarno lahir di **S**urabaya, 6 **J**uni 1901". A mistake made by BFU students, the letter **j** in the word *jakarta* should be capitalized because **j** is the first letter in the name geography. Thus, the appropriate writing is as follows. *Lalu beliau wafat di **J**akarta 21 **J**uni tahun 1920.* An error in student F, the letter **i** in the word *Indonesia* should be capitalized because the letter **i** is the first letter in the nation's name. Thus, the appropriate writing is "Perjuangan Bung **K**arno memperjuangkan kemerdekaan **I**ndonesia mengusulkan dasar negara yaitu pancasila melawan kolonialisme dan imperialisme. An error in NA students, the letter **b** in the word *bandung* should use a capital letter because the letter **b** is the first letter in the name geography. Thus, the appropriate writing is "Selanjutnya **I**r. Soekarno belajar di THS (Technische Hoo**B**g School) di **B**andung". Errors in KA students, the letter **i** in the word *ir. Soekarno* should use capital letters because the letter **i** is the first letter in the title name, the letter **b** in *belanda* words should use a capital letter because the letter **b** is the first letter in the nation's name. Thus, the appropriate writing is as follows. "**I**r. Soekarno adalah orang yang

mengusulkan Pancasila, beliau juga gigih melawan Belanda". The mistake of AKA students, the letter **j** in the word Jakarta should be capitalized because the letter **j** is the first letter in the name geography—an error on CN students, the letter **i** in the word Ir. Soekarno should have used capital letters because the letter **i** is the first letter in the title name. Thus, the appropriate writing is as follows. "Ir Soekarno adalah presiden pertama sekaligus tokoh proklamator". The mistake of APM students is that the letter **i** in the word Indonesia should use a capital letter because the letter **i** is the first letter in the nation's name. Thus, the appropriate writing is "Ir. Soekarno sangat gigih memperjuangkan kemerdekaan Indonesia". Error in student H, the letter **s** in the word Surabaya should use a capital letter because the letter **s** is the first letter in the name geography, the letter **j** in the word Juni should use a capital letter because the letter **j** is the first letter in the name of the month. Thus the appropriate writing is as follows. "Bung karno lahir di Surabaya pada 6 Juni 1901". Errors in AI students include the letter **i** in the word Ir. Soekarno should use capital letters because the letter **i** is the first letter in the title name, and the letter **b** in the word Bali should use a capital letter because the letter **b** is the first letter in the name geography. Thus, the appropriate writing is "Ir Soekarno merupakan putra dari Raden Soekemi Sosrodihardjo, sang ayah menjadi guru di Bali". An error in AHS students is the letter **b** in the word Bandung should use a capital letter because the letter **b** is the first letter in the name geography. Thus, the appropriate writing is "Setelah itu bung karno melanjutkan pendidikan di THS di Bandung".

Error on JAF students, the letter **j** in the word Jakarta should be capitalized because the letter **j** is the first letter in the name of geography, the letter **j** in the word Juni should be capitalized because the letter **j** is the first letter in the name of the month. Thus, the appropriate writing is "Ir Soekarno wafat di Jakarta dirspad pada tanggal 21 Juni 1970". The mistake of the ZZ students, the letter **i** in Indonesia words should use a capital letter because the letter **i** is the first letter in the name of the nation. Thus the appropriate writing is "Ir Soekarno sudah berhasil memperjuangkan kemerdekaan Indonesia". Errors in ATS students, the letter **i** in the word Ir. Soekarno should have used capital letters because **i** is the first letter in the title name. Thus, the appropriate writing is as follows. "Ir. Soekarno merupakan presiden pertama republik Indonesia". Error on SM students, the letter **j** in the word Juni should use a capital letter because the letter **j** is the first letter in the month's name. Thus, the appropriate writing "ia lahir pada tanggal 16 Juni 1901 di Surabaya". The mistake made by BPH students was that the letter **a** in the word August should be capitalized because the letter **a** is the first letter in the month's name. Thus, the appropriate writing is "Selama perjuangan yang panjang akhirnya Soekarno dan Moh. Hatta memproklamasikan kemerdekaan RI pada 17 Agustus 1945".

Based on the results of an analysis of language errors in capital letters contained in the narrative essays of fifth-grade students at SDN Karet 1, namely errors in writing capital letters which are divided into (the first letter of the title name, the first letter of the nation's name, the first letter of the month name, and the first letter of the geography name). The errors in writing capital letters that are most often found are on the first letter of the geography name as many as 29 errors, errors on the first letter of the name of the month that are as many as 24 errors, errors on the first letter of the title name that are as many as 21 errors, and the fewest errors found are errors in the first letter of the nation's name is 11 errors. Errors in writing capital letters in student narrative essays can occur because some students still do not understand about writing capital letters in accordance with linguistic rules. While writing narrative essays, students do not understand the use of capital letters properly and correctly which causes there are many capital letter writing errors in narrative essays. Students should strive to increase their knowledge of capital letters. This knowledge can be obtained from books, teachers, and other trusted sources.

Second, there are mistakes in writing prepositions (di-) and prepositions (ke-). The subject of the research data was data from the fifth grade students' narrative essays at SDN Karet 1, which amounted to seventeen student narrative essays. Findings of errors in writing prepositions di- and into students' narrative essays, namely errors in AT students, the preposition **di** in the word **di Surabaya** should be written separately from the word that follows it, because in the linguistic rules of writing the preposition di- if the word that follows it indicates a place then it is written separated. Thus, the appropriate writing is "Ir. Soekarno lahir **di** Surabaya, 6 Juni 1901". Error on student F, prepositions **ke** Eropa Lagere School words should be written separately from the words that follow them, because in the linguistic rules of writing prepositions, when the word that follows it indicates a place, it is written separately. Thus, the appropriate writing is "ia pergi **ke** Eropa Lagere School". The mistake of the NA students, the prepositions **di** the words **di** the examples should not be written separately from the words that follow them, because according to linguistic rules each word denotes a verb is not written separately. Thus, the appropriate writing is "Sikap yang patut **di** contoh dari Ir. Soekarno". The AKA student's mistake was that the preposition di the word di Jakarta should be written separately from the word that follows it, because in the language rules of writing prepositions are written separately when the word that follows indicates a place. Thus, the appropriate writing is "Lalu beliau wafat **di** Jakarta 21 Juni tahun 1970". The mistake of

the CN students, the prepositions **di** the words **di**Surabaya should be written separately from the words that follow them, because in the linguistic rules of writing prepositions are written separately if the word that follows indicates a place. Thus, the appropriate writing is as follows. "Bung Karno lahir **di** Surabaya". The mistake of the APM students is that the preposition in the word **di**Hoogere Burger School should be written separately from the word that follows it, because in the language rules of writing, prepositions are written separately if the word follows it indicates a place. Thus, the appropriate writing is "Kemudian dia melanjutkan pendidikan **di** Hoogere Burger School tahun 1915". The mistake of student H, the prepositions in the words in Tulungagung should be written separately from the words that follow them, because in the grammatical rules of writing prepositions **di-** are written separately when the word that follows indicates a place. Thus, the appropriate writing is "ia dirawat **di** Tulungagung".

The mistake of the AI students is that the preposition **di** in the word **di** makamkan should not be written separately from the word that follows it. According to linguistic rules, every word that denotes a verb is not written separately. Thus, the appropriate writing is "Beliau **di**makamkan di Blitar". The mistake of the AHS students, the preposition in the word in THS should be written separately, because in the language rules of writing prepositions are written separately when the word that follows indicates a place. Thus, the appropriate writing is "Bung Karno melanjutkan pendidikan **di** THS di Bandung". The mistake of student C, the preposition in the word **di**Surabaya should be written separately from the word that follows it, because in the language rules of writing prepositions are written separately when the word that follows indicates a place. Thus, the appropriate writing is "Bung Karno lahir pada Juni tanggal 6 tahun 1901 **di** Surabaya". The mistake of the JAF students, the preposition to the word **ke**Surabaya should be written separately from the word that follows it, because in the language rules of writing the preposition **to-** is written separately when the word that follows it indicates a place. Thus, the appropriate writing is "beliau pindah **ke** Surabaya untuk menamatkan sekolah dasar". The mistake of ATS students is that the preposition **di** the word **di** makamkan should not be written separately from the word that follows it. According to linguistic rules, each word denotes a verb not written separately. Thus, the appropriate writing is "Beliau **di**makamkan di Blitar". The mistake of the SM students the preposition **di** the word **di**Surabaya should be written separately from the word that follows it, because in the language rules of writing prepositions **di-** are written separately when the word that follows indicates a place. Thus, the appropriate writing is as follows. "ia lahir pada tanggal 16 juni 1901 **di** Surabaya".

Based on the results of an analysis of language errors in the prepositions **di-** and **ke-** contained in the narrative essays of fifth grade students at SDN Karet 1, the most common errors found were **di-**preposition errors as many as 28 errors. Meanwhile, there were only 4 errors in the preposition **ke-**. Errors in writing prepositions **di-** and **ke-** students' narrative essays, can occur because some students still do not understand about writing prepositions **di-** and **ke-** in accordance with linguistic rules. During the process of writing narrative essays students do not understand the use of **di-** and **ke-** prepositions which are good and correct which causes many mistakes in writing prepositions **on-** and **to** narrative essays made by students. Students should try to increase their knowledge about prepositions **di-** and **ke-**. Knowledge can be obtained through teachers, books, and other learning resources. The teacher also needs to improve students' writing so that these mistakes are not repeated later.

Third, errors in writing full stop and comma punctuation were obtained from research data. The subject of the research data was data from the fifth grade students' narrative essays at SDN Karet 1, which amounted to seventeen student narrative essays. Findings of errors in writing full stop and comma punctuation in student narrative essays, namely an error in AT students, in the words of **Ir** Soekarno punctuation points should have been written at the end of the title abbreviation, because in linguistic conventions full stop is used at the end of the abbreviated degree name. Thus, the appropriate writing is as follows. " President **Ir**. Soekarno is no longer there and is buried in Blitar". Errors in BFU students, not using comma punctuation which should have been written because there are conjunctions between sentences, in linguistic rules comma punctuation is used behind conjunctions at the beginning of sentences. Thus, the appropriate writing is "**Lalu**, beliau wafat di jakarta 21 Juni tahun 1920". The error on student F, was not using comma punctuation which should have been written between the elements in an itemization, in the linguistic rules commas were used between the elements of an itemization. Thus, the appropriate writing is "Mengusulkan dasar negara, yaitu pancasila, melawan kolonialisme, dan imperialism". The mistake for NA students was not using a full stop at the end of a sentence because it shows a declarative sentence, in linguistic conventions one of the uses of a full stop is used at the end of a sentence. Thus, the appropriate writing is "Ir. Soekarno bersekolah di HBS lulus pada tahun 1990." The mistake of KA students was not using a full stop at the end of the sentence because it shows a declarative sentence, in linguistic conventions one of the uses of a full stop is used at the end of a sentence. Thus, the appropriate writing is "Beliau juga gigih melawan Belanda.". Errors in AKA students, not using comma punctuation which should have been written because there are conjunctions between sentences. In

linguistic rules, comma punctuation is used behind the conjunction at the beginning of the sentence. Thus, the appropriate writing is "**Kemudian**, dia melanjutkan pendidikan di *Hoogere Burger School* (HBS) tahun 1915". The mistake for CN students was not using full-stop punctuation at the end of the abbreviated title name. According to linguistic rules, full-stop punctuation is used at the end of the abbreviated title name. Thus, the appropriate writing is "**Ir.** Soekarno was the first president and a proclaimer. Errors in APM students not using comma punctuation which should have been written because there are conjunctions between sentences, in linguistic rules comma punctuation is used behind conjunctions that are at the beginning of sentences. Thus, the appropriate writing is "**Kemudian**, dia melanjutkan pendidikan di *Hoogere Burger School* tahun 1915". The mistake of the AI students was not using full stop punctuation at the end of the title name abbreviation, because according to linguistic rules, punctuation is used at the end of the title name abbreviation. Thus, the appropriate writing is "**Ir.** Soekarno merupakan putra dari Raden Soekemi Sosrodihardjo".

Errors in JAF students, not using a full stop at the end of a sentence because it shows a declarative sentence, in linguistic rules one of the uses of a full stop is used at the end of a sentence. Thus, the appropriate writing is "memproklamasikan kemerdekaan RI pada 17 Agustus 1945.". The error in ZZ students, was not using comma punctuation which should have been written because there are conjunctions between sentences, in linguistic rules comma punctuation is used behind conjunctions that are at the beginning of sentences. Thus, the appropriate writing is "**Kemudian**, beliau pindah ke Surabaya". The mistake for SM students was not using full stop punctuation at the end of the title name abbreviation, because according to linguistic rules, full stop punctuation is used at the end of the title name abbreviation. Thus, the appropriate writing is "**Ir.** Soekarno merupakan tokoh proklamator".

Based on the results of an analysis of language errors in writing full stop and comma punctuation contained in the narrative essays of fifth grade students at SDN Karet 1, the most common errors found were punctuation errors as many as 37 errors. Meanwhile, errors in comma punctuation were found as many as 15 errors. Errors in writing punctuation marks in student narrative essays can occur because some students still do not understand writing full stop and comma punctuation according to linguistic rules. While writing narrative essays, students do not understand the use of punctuation marks and lack good and correct writing practice, which causes many errors in writing full stop and comma punctuation narrative essays. The students should increase their knowledge of punctuation marks and increase their writing practice. Knowledge about punctuation can be obtained from teachers, books, and other learning resources (Lestari, 2019; Yamtinah et al., 2021). Teachers should provide knowledge about language rules to students in each writing lesson.

4. CONCLUSION

Language errors in the narrative essay of fifth-grade students at SDN Karet 1 resulted in 169 errors, which included 21 errors in writing capital letters in the first letter of the title name, an example of an error, one of which was **ir.** Sukarno. In the first letter of the nation's name, errors in capital letters totaled 11 errors, one example of an error was Indonesia. There were 24 errors in writing capital letters in the first letter of the month's name, an example of one of which was **juli**. Errors in writing capital letters in the first letter of the geography name totaled 29 errors. One example of an error was Surabaya. There were 28 errors in writing the preposition di-. One example of an error was **di**jakarta. There are four errors in writing the preposition. One example of an error is **ke**Surabaya. There were 37 errors in writing dot punctuation. One example of an error was Ir(.) Soekarno. 15 comma punctuation errors, an example of one error is **Kemudian(,)** beliau pindah ke Surabaya.

5. REFERENCES

- Alwi, N. A., Agasi, D., Kharisna, F., & Perdana, A. S. (2021). Peningkatan Keterampilan Berbicara Berbicara Menggunakan Model Cooperative Learning Tipe Artikulasi di Kelas IV Sekolah Dasar. *Jurnal Basicedu*, 5(6), 6055 – 6061. <https://doi.org/10.31004/basicedu.v5i6.1843>.
- Apriliansa, A. C., & Martini, A. (2018). Analisis kesalahan ejaan dalam karangan narasi pada siswa kelas V sekolah dasar Kecamatan Sumedang Selatan. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 7(2), 227–232. <https://doi.org/10.33578/jpkip.v7i2.6267>.
- Astuti, R. F., & Istiari, R. (2020). Upaya Meningkatkan Kemampuan Membaca Permulaan Anak Usia 5-6 Tahun Melalui Media Puzzle di PAUD Flamboyan Sukasari Kota Tangerang. *Ceria: Jurnal Program Studi Pendidikan Anak Usia Dini*, 8(2), 31. <https://doi.org/10.31000/ceria.v11i2.2338>.
- Christianti, M. (2015). Membaca dan Menulis Permulaan Untuk Anak Usia Dini. *Jurnal Pendidikan Anak*, 2(2). <https://doi.org/10.21831/jpa.v2i2.3042>.

- Lestari, T. P. (2019). Peningkatan Keterampilan Menulis Karangan Narasi Melalui Metode Mind Mapping pada Siswa Kelas V SD. *Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan*, 28(1), 37 – 42. <https://doi.org/10.17977/um009v28i12019p037>.
- Marhaeni, A. A. I. N., & Lasmawan, I. W. (2021). Pengembangan Instrumen Keterampilan Menulis Karangan dan Kemampuan Berpikir Kreatif pada Materi Karangan Narasi Siswa Kelas IV Sekolah Dasar. *Pendasi: Jurnal Pendidikan Dasar Indonesia*, 5(1), 94–104. https://doi.org/10.23887/jurnal_pendas.v5i1.262.
- Mawardi. (2021). *Desain Penelitian Tindakan Kelas*. Samudra Biru.
- Pradnyawhati, N. N. C., & Agustika, G. N. S. (2019). Pengaruh Model Pakem Berbasis Tri Hita Karana terhadap Keterampilan Menulis. *International Journal of Elementary Education*, 3(1), 89–98. <https://doi.org/10.23887/ijee.v3i1.17660>
- Pranata, E. A., Christiana, E., & Chun – I, K. (2018). Keterampilan Membaca Dan Menulis Karakter Hanzi Runner Divisi China Wedding Di Perusahaan Varawedding. *Century: Journal of Chinese Language, Literature and Culture*, 6(2), 18–29. <https://doi.org/10.9744/century.6.2.18-29>
- Pratiwi, A. D., Yayuk, E., & Widjaja, J. R. (2019). Peningkatan Keterampilan Menulis Puisi Melalui Model Ctl Pada Tema 5 Subtema 3 Di Kelas II Sekolah Dasar. *Jurnal Pemikiran Dan Pengembangan Sekolah Dasar (JP2SD)*, 7(1), 1–6. <http://ejournal.umm.ac.id/index.php/jp2sd/article/>.
- Ratnasari, E. M. (2019). Pengaruh Penggunaan Buku Cerita Bergambar Terhadap Kemampuan Berbicara Anak. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 9(3), 267–275. <https://doi.org/10.24246/j.js.2019.v9.i3.p267-275>
- Resti Aulia, B. N., & Budiningsih, C. A. (2021). Tingkat Pemahaman Guru Taman Kanak-kanak di Lombok dalam Stimulasi Pengembangan Bahasa Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 2259–2268. <https://doi.org/10.31004/obsesi.v5i2.1082>.
- Silawati, E. (2018). Stimulasi Guru Pada Pembelajaran Bahasa Anak Usia Dini. *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini*, 3(2), 16. <https://doi.org/10.17509/cd.v3i2.10334>.
- Sismulyasih, N. (2018). Peningkatan Kemampuan Membaca Dan Menulis Permulaan Menggunakan Strategi Bengkel Literasi Pada Siswa Sd. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 7(1), 68. <https://doi.org/10.33578/jpkip.v7i1.5341>.
- Susilo, S. V., & Ramdiati, T. (2019). Penerapan Model Multiliterasi Untuk Meningkatkan Keterampilan Menulis Karangan Persuasi Pada Mata Pelajaran Bahasa Indonesia Di Sekolah Dasar. *Jurnal Cakrawala Pendas*, 5(1). <https://doi.org/10.31949/jcp.v5i1.1199>.
- Yamtinah, Marhaeni, A. A. I. N., & Lasmawan, I. W. (2021). Pengembangan Instrumen Keterampilan Menulis Karangan dan Kemampuan Berpikir Kreatif Pada Materi Karangan Narasi Siswa Kelas IV Sekolah Dasar. *PENDASI: Jurnal Pendidikan Dasar Indonesia*, 5(1), 94–104. https://doi.org/10.23887/jurnal_pendas.v5i1.262.