



## The Use of PUEBI in Exposition Compositions in 5<sup>th</sup> Grade Students of SDN 2 Gunung Terang Bandar Lampung

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**Abstract:** The purpose of this study is to find out and describe the use of PUEBI and deviations from the use of PUEBI in students' exposition essays as well as the factors and constraints that cause deviations in the use of PUEBI in exposition essays for fifth grade students in the odd semester of SD Negeri 2 Gunung Terang Bandar Lampung. This study used descriptive qualitative method. This research was conducted on the fifth grade students of SD Negeri 2 Gunung Terang Bandar Lampung, with total 30 students. The results of this study explained that students were not fully said to be able to use PUEBI in writing expository essays. This is based on the data obtained which shows that PUEBI deviations are still commonly found in students' exposition essays. From the analysis carried out, it is known that the intensity of deviations that are most commonly found are deviations from the use of punctuation marks rather than deviations from the use of capital letters.

**Keywords:** PUEBI (General Guidelines for Spelling of Indonesian), spelling, essay, exposition

### INTRODUCTION

Writing or composing activities carried out by students, of course, in addition to knowing the success of students in expressing ideas in essays, are also intended to determine a student's development and mastery of the correct Indonesian language rules. It is said that because the results of writing in the form of essays that are not good and the rules of the language will greatly affect the meaning of the information conveyed. In other words, in addition to ideas that must be expressed well, Indonesian language rules are very important and needed when a student writes or composes.

The language rules needed in writing or composing are, of course, very complex. One of the Indonesian language rules that becomes the basic capital of a student in writing is mastery of the rules for using Indonesian spelling or more familiarly called PUEBI (Pedoman Umum Ejaan Bahasa Indonesia) or "General Guidelines for Spelling of Indonesian". The General Guidelines for

Spelling of Indonesian are very important things to pay attention to in writing because essays that are not properly spelled will be difficult to understand the meaning conveyed. For example, when a student incorrectly uses punctuation marks, such as commas and periods in a sentence, the sentence becomes ineffective. Likewise, when students do not use capital letters correctly in every word they use. Words that should use a capital letter at the beginning of the word because they are set in PUEBI but are not implemented properly, of course, become an intolerable problem. In other words, the rules of using PUEBI in writing are important things that cannot be taken lightly because using PUEBI incorrectly means that it shows that students really do not understand the Indonesian Spelling General Guidelines rules.

Enhanced PUEBI is the Indonesian spelling which is the most perfect until now after its predecessor. According to Waridah (2009: 3) Enhanced Spelling is the Indonesian spelling which has been in effect since 1972. This spelling replaces the previous spelling, namely Spelling Republik. Spelling provides basic rules about the sound of words, sentences, and the use of punctuation marks. The presence of spelling is an effort to standardize the Indonesian language properly and correctly. Jauhari (2009: 47) spelling is a component of written language that really determines the right or wrong of a piece of writing. According to Arifin and Tasai (2010: 164), what is meant by spelling is the whole rule of how to symbolize speech sounds and how to symbolize speech sounds and how the relationships between symbols are (Surastina, 2018).

According to Jauhari (2009: 47), spelling has a very complex scope of study, such as writing capital letters, italics, writing words, and using punctuation marks, writing abbreviations and acronyms, and others, which of course are regulated in spelling (Tarigan, 2011; Kosasih, 2003). However, the scope of spelling discussed in this study is limited to the use of capital letters and punctuation marks (Finoza, 2009; Keraf, 1994). Explained by Nursalim A.R. (2011: 11) the spelling that is commonly used today is based on tone and song (suprasegmental), while others are based on grammatical relations, phrases, and interrelationships between parts of sentences (syntactic relationships). According to Arifin and Tasai (2010: 164) technically, what is meant by spelling is writing letters, writing words, and using punctuation marks.

With regard to the importance of spelling rules in writing, it is very necessary to provide spelling materials to students in the teaching and learning process, especially with regard to students' writing activities. It was also explained that the material became teaching material in the KTSP curriculum which was contained in the SK and KD. The expected competency standards are to express thoughts, feelings, information, and experiences in

writing in the form of essays, invitation letters, and written dialogues, while the basic competencies are writing essays based on experience by paying attention to word choice and use of spelling or PUEBI. On that basis, the material using PUEBI must be given to students from an early age so that students are well equipped when they want to write or compose.

According to Semi (2007:61), exposition is writing that aims to provide information, explain, and answer the questions of what, why, when, and how. A similar opinion was expressed by Ak Gift, et al (in Dalman 2012:119). Exposition is a style of essay that explains or informs something that broadens the view, insight or knowledge of the reader. The purpose of an expository essay is to increase the reader's insight and knowledge about something.

Writing expository essays is a material that is quite close to the situation of elementary school students, especially fifth graders because students tend to like to provide information or describe experiences (Gie, 2002; Fahrurrozi & Wicaksono, 2016). These objects such as the school environment, classrooms, school libraries, teachers' rooms, school yards, school gardens, and so on. The existence of these objects will certainly provoke students' writing skills in a broad and open manner, generate imagination, and in the end will provide students with pleasure in learning and a positive attitude towards Indonesian language subjects. However, in reality, students often find difficulties in expressing their ideas or ideas, which causes students' essays to be not optimal or even unsystematic.

Based on the pre-research conducted on fifth grade students at SD Negeri 2 Gunung Terang, there is still an inability of students to use PUEBI in composing. This inability can be seen from the inaccuracies and errors in making up the description and PUEBI. These errors are of course fatal if they are not immediately corrected or realized by the students as well as by the teacher. The use of spelling that is still not perfect, the use of capital letters that still often occurs in errors, the use of incorrect punctuation marks and so on that should not be used or should not be written or used. Language errors that are made will change the meaning or meaning of an article, given the importance of writing or composing skills that must be mastered by students, it is necessary to pay more attention to writing or composing.

Some of the errors that were found in the pre-research, among others, are still often found in the writing of capital letters used in official document names, such as the abbreviation "Undang Undang dasar 1945" which should be "Undang Undang Dasar 1945", from the information obtained, it is increasingly evident that students still weak in the use of capital letters. In addition, students are also still wrong in using punctuation marks, such as in the sentence "You need school supplies, clothes, pants, bags and shoes" which

should be written by students correctly such as "You need school supplies: clothes, pants, bags, and shoe."

This shows that students have not fully mastered the use and placement of punctuation marks including colons (:), commas (,) and periods (.). This situation is of course contrary to the expectation that after students receive material about PUEBI, students should also be able to apply it in writing or composing so as to minimize errors in interpreting or interpreting an article or essay.

There are problems that occur in fifth grade students of SD Negeri 2 Gunung Terang, especially in terms of the weakness in using PUEBI in composing, research needs to be carried out as an anticipatory step to the problems faced by students. In addition, the research results can later be used as evaluation material for students and teachers, especially in improving Indonesian language learning. Therefore, the research carried out was entitled "Use of PUEBI in Expository Writing for Class V Students of SD Negeri 2 Gunung Terang Bandar Lampung in the 2018/2019 Academic Year".

## **METHOD**

This study used descriptive qualitative method. The use of this method is by presenting data on errors in capital letters and punctuation made by students in descriptive essays qualitatively in descriptive form. Descriptive method is a method in the form of an investigation to determine and interpret existing data, for example about a situation experienced, a relationship of activities, views, attitudes that appear, or about a process that is emerging, trends that are being seen, conflicts that are sharpening, and etc. The data source of this research is an expository essay written by fifth grade students of SD Negeri Gunung Terang Bandar Lampung and analyzed from the use of capital letters and punctuation used.

## **RESULT AND DISCUSSION**

Based on the analysis that has been carried out on the use of spelling in the exposition essays of the fifth grade students of SDN 2 Gunung Terang Bandar Lampung, it can be stated that the speakers related to the research questions are formulated. The discussion is presented to answer the research questions that have been stated in the previous chapter. The following is the discussion in question.

### **The Use of Spelling in an Expository Essay**

Based on the research questions above, it can be stated that the use of PUEBI in writing exposition essays for fifth grade students in the odd semester of SD Negeri 2 Gunung Terang Bandar Lampung for the 2018/2019 academic year still found many deviations. PUEBI deviations that have been identified

include deviations from the use of capital letters and deviations from the use of punctuation marks.

- 1) Some deviations in the use of capital letters, including (a) the use of capital letters that are not used at the beginning of sentences, (b) the use of capital letters in the middle of words, (c) the use of capital letters that are not used in writing the title of the book, (d) the use of capital letters that are not used in writing the elements of people's names, (e) the use of capital letters that are not used in writing the day, (f) the use of capital letters that are not used in writing abbreviations/acronyms, (g) ) the use of capital letters that are not used in the writing of place, and (h) the use of capital letters that are not used in the elements of the position name and rank if followed by the name of the person.
- 2) PUEBI deviations, especially the use of punctuation marks, namely the use of punctuation marks, namely punctuation marks at the end of sentences that are not questions or exclamations, the use of commas to separate the previous sentence from the next, the use of commas to avoid misreading behind descriptions, the use of punctuation marks dot in the middle of words/sentences that are not justified, use of comma punctuation that is not properly used in the middle of words/sentences, use of comma punctuation used after conjunctions, use of punctuation marks, namely hyphens that are not used to connect elements -reword elements, use of hyphens used to connect basic syllables separated by line breaks, and use of comma punctuation to be used between elements in a breakdown or numeration.

### **Spelling has The Most Deviations in The Exposition Essays**

Based on the analysis conducted on students' essays which were limited to capital letters and punctuation marks in exposition essays, it was found that the intensity of deviations that were most commonly found was deviations from the use of punctuation marks. The deviation in the use of punctuation marks in the student's expository essay causes the sentences presented to be difficult to understand. Punctuation marks that are not used according to the rules result in the meaning being conveyed being unclear. Even though punctuation does not have much effect in writing people's names, titles, or positions because they do not lead to the meaning of the sentence, this deviates from the established PUEBI rules.

### **Obstacles and Caused The Deviations From Use PUEBI in Expository Essays**

Based on the explanations in 4.2.1 and 4.2.2 related to PUEBI deviations committed by students in exposition essays and the intensity of PUEBI

deviations which are shown to be more punctuation deviations, it can be identified the factors causing or constraint errors and deviations students use in exposition essays . Some of these factors and constraints are as follows.

- 1) The number of errors or deviations in PUEBI, especially in the use of capital letters and punctuation marks, because students do not learn the rules of use contained in the PUEBI book.
- 2) There are many deviations from PUEBI, especially in the use of capital letters and punctuation marks because students do not do continuous practice so that when they are given the task of writing using the correct capital letters and correct punctuation marks, students are still weak.
- 3) Students do not have mastery of PUEBI so they tend to make a lot of mistakes and irregularities in writing.
- 4) Students do not take the KBM process seriously.
- 5) The tasks given by the teacher are not directly evaluated by the teacher so they only tend to do the task.
- 6) People's attention and control over students when doing school assignments, especially writing at home also affects student success.
- 7) The material explained by the teacher, the rest is still difficult to apply so that the impact on writing results that are less than optimal.
- 8) Lack of motivational factors that exist in students.
- 9) The lazy factor that students tend to face when given writing assignments.
- 10) Learning methods that are not varied/monotonous, causing students' lack of enthusiasm in learning.
- 11) Factors caused by the quality of student knowledge itself.
- 12) Sometimes the teacher allows all writing errors that occur in student essays.
- 13) Students' lack of discipline in learning is also a factor in the occurrence of irregularities and errors in the use of PUEBI.
- 14) Unfavorable environmental factors can also cause inhibition of students' intelligence and willingness in learning so that students do not have curiosity in applying the rules of using PUEBI in writing.

There are several factors and obstacles experienced and causing students to still make many mistakes or deviations in using PUEBI in expository essays, it is necessary to put forward several solutions as follows.

- 1) Students are encouraged to further improve their PUEBI mastery by reading books related to PUEBI more often and asking the teacher about PUEBI, in order to improve the writing process to be better and more maximal and easy to understand.



- 2) Teachers must be more alert and skilled in managing the teaching and learning process so that all material can be conveyed, especially mastery of PUEBI to students that can be accepted, understood, and interpreted well by students.
- 3) When the teacher delivers learning material in class, the thing that must be considered by students is concentration.
- 4) Learning PUEBI material can be said to be difficult and it can also be said to be easy for students, but as long as the learning process that is carried out is not accompanied by the intensity of practicing using PUEBI in writing, the PUEBI deviation will continue to be carried out by students. Therefore, teachers should provide more exercises using PUEBI in writing, at least in sentences.
- 5) If students are given the task of using PUEBI in writing, both at school and as homework, there should be a follow-up, namely the process of evaluating student assignments so that students will be able to find out the deviations made and as soon as possible make improvements in accordance with the direction of the teacher as a learning facilitator.
- 6) The teacher can provide a connecting book that will be used by parents to record student learning activities at home, especially if students receive subject matter mastery tasks that must be completed at home.
- 7) Students must be aware that learning is the most important thing for themselves, and instill a sense of enthusiasm for learning and a deep curiosity so that students are motivated to continue to study hard.
- 8) In addition to verbally, writing is also a means of expressing thoughts and ideas and writing is a fun activity. Therefore, the teacher must change the mindset of students so that they are happy and not bored when given writing assignments.
- 9) In the process of teaching and learning, the learning methods used by the teacher must vary according to the subject matter, so that students are happy and will be more responsive to the knowledge conveyed by the teacher.
- 10) Teachers should pay more attention to and help improve the quality of students who tend to have lower learning motivation and keep an eye on students who have been able to apply PUEBI in writing even though there tend to be errors.
- 11) Errors that occur to students should be conveyed by the teacher and the language teacher to these students, then the teacher teaches the students as they should so that writing errors do not repeat themselves later and minimize writing errors to students.
- 12) Students should be more disciplined in learning so that students' knowledge can be further increased, especially the discipline and

commitment of students to take part in Indonesian language learning at school and commitment to doing school assignments.

## **CONCLUSION**

Based on the results and discussion, it can be concluded that: 1) Students are not fully said to be able to use PUEBI in writing expository essays. This is based on the data obtained which shows that PUEBI deviations are still commonly found in students' exposition essays; 2) From the analysis conducted, it is known that the intensity of deviations that are most commonly found are deviations from the use of punctuation marks rather than deviations from the use of capital letters; 3) Factors and obstacles that cause students' motivation to understand Indonesian language learning in class, especially PUEBI material which tends to be weak, lack of training intensity by students, books on PUEBI which are also not available so that students' understanding of PUEBI is hampered, model learning that does not vary causes laziness and boredom in students, and lack of student discipline in doing school assignments.

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