



Visual words in Students English's Notes at SDN Layungsari 2 Bogor

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ABSTRACT

Background: Writing is an activity that combines letters to form words with meaning. The result of this activity is the production of text or writing. Effective writing requires attention to rules of orthography, ensuring clarity and readability. In English, crafting introductory sentences or general phrases can be challenging because it requires the ability to assemble letters into a coherent piece that readers can easily understand. However, different types of letter formations are evident in the writing of English students at Layungsari 2 Elementary School in Bogor. Each student has a unique handwriting style or visual character in their writing. Many students do not use capital letters at the beginning of sentences, while some use capital letters in the middle of words. Mistakes in letter formation are common, with some letters resembling others.

Purpose: This research aims to examine the visual presentation of written words by English students at Layungsari 2 Elementary School in Bogor. It is hoped that these findings will provide a reference for teaching visual aspects of English writing.

Design and methods: This research uses a qualitative approach with an analysis of 60 student writing samples. Data validation is carried out through triangulation.

Results: There is considerable visual variation in the writing samples of English students at Layungsari 2 Elementary School in Bogor. Common errors include letters being formed similarly to others, which can alter word meaning and create confusion for readers. For example, students may write the letter 'e' similar to 'c,' 'a' without the top curve appears like 'o,' and 'p' and 'q' may be confused. These issues arise from factors such as a lack of confidence in forming each letter, limited knowledge of letter and word structures, and intentional deviations in letter formation.

Keywords: English, visual word, writing

Introduction

Writing is an activity that involves combining letters to form words with specific meanings (Indrawati, 2018). The outcome of this activity is the production of text. Effective writing requires adherence to various rules and principles, particularly in the realm of orthography (Frost & Katz, 1992). Orthography is a foundational area of knowledge developed from prior research on writing errors, covering both the initial stages of writing and advanced forms. Orthography includes guidelines on how to combine letters and punctuation to create accurate words and sentences in a specific language (Salmi Fathia Rizki et al., 2022). Thus, orthography can be understood as a set of rules for correct writing (Muslimah, 2014) and as a branch of linguistics that examines how language is represented in written form. It provides a theoretical foundation for accurate writing, addressing both common errors in initial writing and more complex, continued writing processes.

The study of orthography also plays a significant role in helping individuals develop word recognition (Farahani, 2021). Word recognition is essential because limited knowledge of words can become a barrier to students' consistency and success in learning (Grainger, 1992). Words learned by students, especially at the primary school level, include not only those in their native language but also words in regional and foreign languages, such as English. According to regulations in Permendikbudristek No. 12/2024, English is now a compulsory subject beginning in Grade 3 of primary school, and is also introduced as an elective subject starting from Grade 1.

In English, word formation and usage become more complex, as writing demands the ability to construct a cohesive piece that readers can readily understand (Budi, 2016). Moreover, English is a secondary language that students rarely use in daily interactions (Ramadhiyanti, 2021). This observation aligns with the researcher's findings that a variety of visual forms are apparent in English-language notes among students at Layungsari 2 Elementary School in Bogor City.

Methods

This qualitative study employs content analysis to examine the visual characteristics of English words in student writings. Content analysis is a research method used to analyze texts, media, and other forms of communication with the goal of identifying meaning, themes, and specific patterns. This technique focuses on the linguistic elements of communication and pays close attention to contextual content. The data for this study consists of visual representations of English words in notes from students at SDN Layungsari 2, totaling 60 samples. Data were gathered through documentation, following several key steps: defining objectives and research questions, determining the study's goal of understanding the visual aspects of students' English writing at SDN Layungsari 2 in Bogor City, and creating a reference for visual language learning. The study population and sample include 60 written works from 60 students, and relevant codes and categories are created to classify observed visual characteristics. The data collection process centers on the English writing samples from students at the school, after which conclusions are drawn based on the study's objectives. Finally, the findings are compiled and reported. To ensure the validity of the data, triangulation is used, involving cross-verification through multiple sources and methods to enhance the reliability of the study's results.

Findings & Discussion

The analysis of English words in the writings of students from Layungsari Elementary School in Bogor City reveals a notable diversity in visual representation across all grade levels, from grade 1 through grade 6. The findings show various types of letter formation errors across these student writings. Common mistakes include letters that resemble others, such as "e" looking like "c," "a" resembling "q" or "u," and "h" looking like "n." Other examples include "t" appearing like "L," "o" resembling "u," "d" resembling "a," "G" appearing as "b," "f" resembling "k," "c" appearing like "L," "D" resembling "o," and "w" being confused with "m."

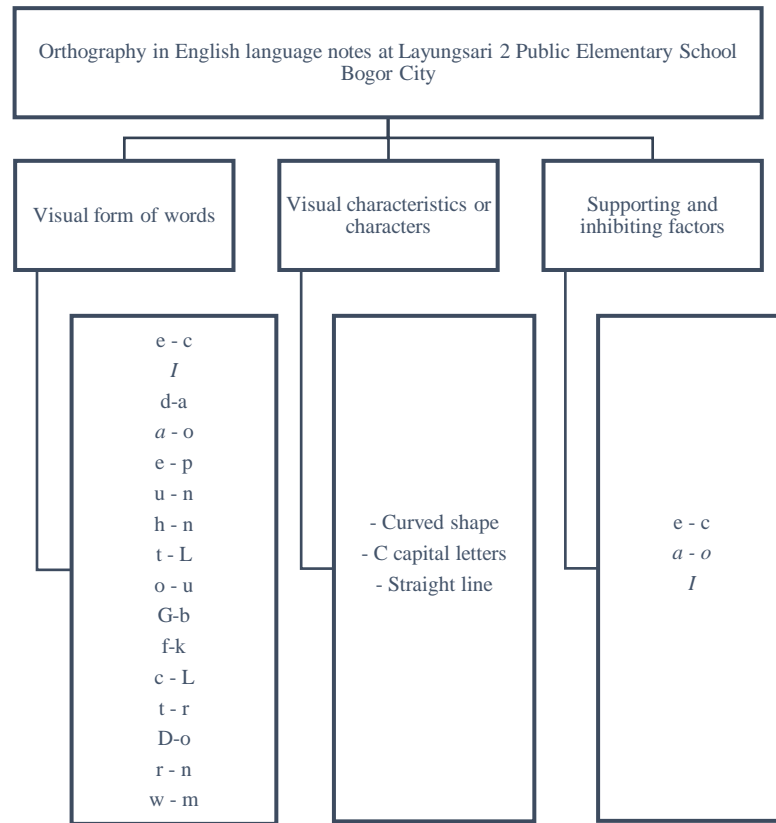


Figure 2 Summary results findings

Figure 2 provides a summary of the findings. Errors in letter formation affect word readability and can alter meaning, as shown in Figure 3 to Figure 15. For example, in Figure 3, the word "circle" is mistakenly written as "cire," with "e" appearing similar to "c." Similarly, Figure 6 shows how "foot" can mistakenly become "fool" due to "t" resembling "L," which alters the meaning entirely. Each figure illustrates specific examples where letters resemble one another, leading to misunderstandings in reading. Mistakes with letters, such as "h" and "n" (Figure 7) and "G" and "b" (Figure 10), also contribute to these readability issues. These visual errors impact comprehension, with words like "Good" misread as "bood," affecting the intended meaning.

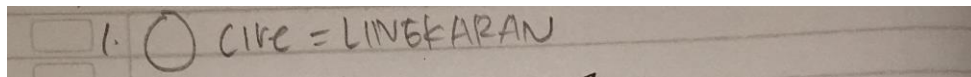


Figure 3 Example letters e - c

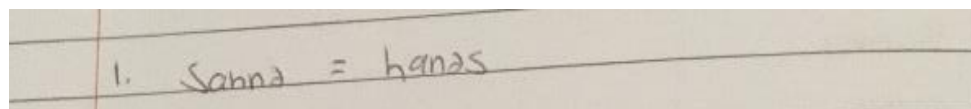


Figure 4 Example letters a - q and letters d - a

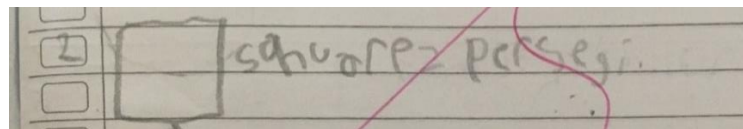


Figure 5 Example letters a - o and letters e - p

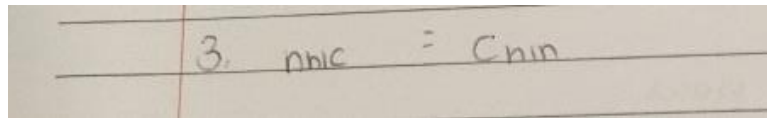


Figure 7 Example letters h - n

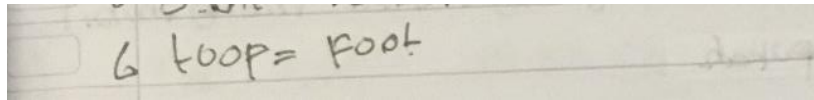


Figure 8 Example letters t - L

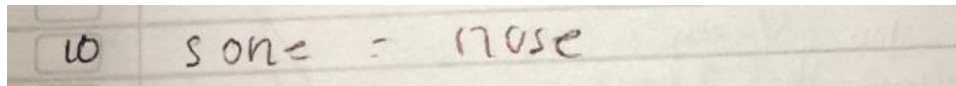


Figure 9 Example letters o - u

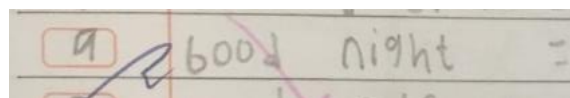


Figure 10 Example letters G - b

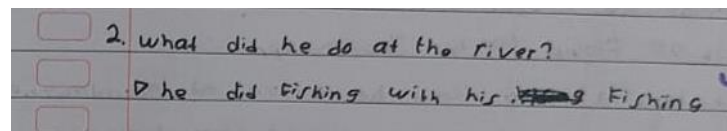


Figure 11 Example letters f - k

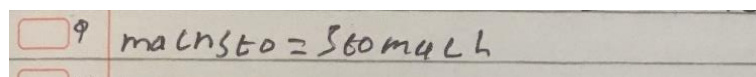


Figure 12 Example letters c - L

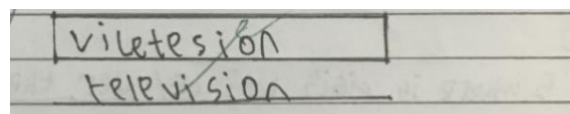


Figure 13 Example letters t - r

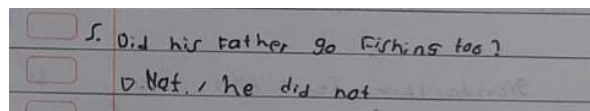


Figure 14 Example letters D - o

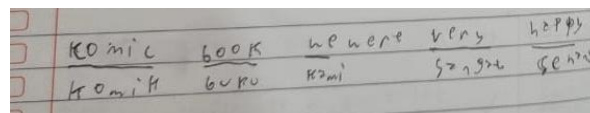


Figure 15 Example letters w - m

Discussion

The findings from this study highlight a significant trend in letter formation errors that can alter the meaning of words and affect overall comprehension, especially among younger students. These misidentifications, found across all grade levels at Layungsari Elementary School, showcase a variety of recurring issues in letter formation, such as incorrectly formed

curves and lines that lead to letter similarities. This research underscores how these visual misinterpretations—like “e” being mistaken for “c” when the curve isn’t fully closed, “a” appearing as “q” or “o” without the proper distinguishing “hat,” and “d” resembling “a” due to inconsistent form—contribute to substantial challenges in reading and understanding written text. For example, an error like “t” resembling “L” can lead to misunderstandings of words such as “foot” being mistaken for “fool,” changing the meaning entirely and potentially affecting communication. These errors are not isolated to specific grade levels but instead present a pervasive challenge for students across multiple ages and developmental stages, as evidenced by similar findings in student writings from grades 1 through 6.

Further examination reveals that these letter resemblance errors often result from similarities in the fundamental shapes used to form letters, particularly common curves and lines that are either incomplete or imprecisely drawn. Letters like “e” and “c,” “a” and “q,” and “d” and “a” tend to look similar when specific aspects of their form are altered. For instance, when the curve in “e” is incomplete, it resembles “c”; when the upward stroke in “a” is not defined, it can appear like “q” or “o.” The similarity between “h” and “n” often results from an abbreviated vertical line in “h,” while “t” becomes visually similar to “L” when the horizontal stroke is improperly positioned. These subtle variations are compounded by students’ developing motor skills and their tendency to overlook finer distinctions in letter formation, which results in letters that look more similar than intended. The implications of these visual errors are not only phonetic but also semantic; a misinterpreted letter can produce a word that conveys a completely different meaning, disrupting the reader’s understanding and leading to potential miscommunication.

In addition to these visual challenges, the frequency with which specific words appear may also play a role in students’ abilities to distinguish letters. According to Grainger (1992), words that are frequently encountered are typically easier to recognize because repeated exposure reinforces memory and familiarity. In contrast, less common words, or words that appear infrequently in reading or classroom exercises, may lead to more frequent errors simply due to a lack of exposure and familiarity. This disparity suggests that limited word recognition can become a barrier to fluency, as students might struggle more with words they have not encountered regularly. For example, frequently seen words such as “good” may be more readily recognized by students compared to less common words, but even these can become distorted if letters within the word visually resemble others, as seen with “Good” becoming “bood” due to confusion between “G” and “b.” These types of errors highlight the importance of consistent, structured exposure to words and letters, ensuring students gain sufficient practice with various letter formations and understand the differences between them.

Moreover, frequent visual errors among students can often be traced back to a lack of confidence in their own letter formation skills. This self-doubt can discourage students from committing fully to the correct form of each letter, resulting in inconsistencies that further complicate their writing. Additionally, students’ limited understanding of the exact shapes and strokes required for accurate letter formation often leads to recurring errors, as they are not yet fully familiar with the distinctions that set one letter apart from another. For instance, some students might rely on approximation when writing letters, especially if they find the exact shape difficult to recall or recreate. This leads to a high prevalence of specific errors, such as “e” being confused with “c” or “a” without a “hat” resembling “o” or “q.” Deliberate stylization may also play a role, with some students possibly developing personalized ways of writing letters that make their work unique but also deviate from standard letter forms, further complicating legibility and comprehension.

The study findings suggest that certain letter combinations, particularly those with shared visual characteristics like “e” and “c” or “a” without a hat and “q” or “o,” pose consistent challenges across student writing samples. These common visual forms require specific attention in teaching, as they highlight recurring areas where students may need additional guidance to differentiate between letters effectively. The findings underscore the need for early interventions in letter formation, emphasizing the importance of a strong foundational knowledge of letter shapes and phonetic distinctions to prevent these visual misinterpretations from becoming ingrained habits. Such targeted instruction could potentially mitigate the challenges students face in correctly forming letters and understanding the impact of their writing on meaning and communication.

In summary, the analysis conducted at Layungsari Elementary School reveals that errors in letter formation are prevalent across various grade levels, with specific issues related to curves, lines, and similar letter shapes causing widespread challenges in student writing. The misinterpretation of letters due to visual similarities, lack of exposure to less common words, and limited confidence in letter formation all contribute to these errors. This research highlights the importance of frequent practice and structured guidance in letter formation to aid students in distinguishing between similar-looking letters and developing greater accuracy in writing.

Conclusion

Based on the discussion and findings from the study on "visual word formation in English notes by students at Layungsari State Elementary School 2, Bogor," it can be concluded that out of the 60 student writings from grades 1 through 6, there are consistent errors in letter formation within words that can alter the intended meaning. The most frequent letter errors include "e" resembling "c," "a" (without its distinguishing "hat") resembling "o," and "a" without its hat resembling "q."

These errors occur primarily due to incomplete or imperfect formation of curved and straight lines within letters. For instance, "e" appears similar to "c" when the closing curve of the letter "e" is left open. Similarly, "a" without the hat takes on the appearance of "o" due to the lack of straight lines and closed curves. The letter "a" without a hat also resembles "q" when the curve and straight line are not fully distinct.

Several factors contribute to these recurring errors, including students' lack of confidence in forming each letter accurately, limited familiarity with the shapes of specific letters, and, in some cases, intentional stylization choices. These findings suggest a need for targeted instruction to address these common visual misinterpretations in student writing.

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