

EPENTHESIS IN ELEMENTARY SCHOOL

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SUBMISSION TRACK	A B S T R A C T
Submitted : 26 June 2023	Focus of this research was regarding epenthesis in written words of students in Pasir luhur elementary school, Bandung. the writer assumed to identify [1] the way of epenthesis that is written by students and [2] which grapheme that will be found frequently add the written words. The researcher used descriptive qualitative research methods in this study, which meant that participants were involved in case studies that produced narratives and descriptive explanations about settings or practices. The object of exploration that the writer analyzed in this study is the handwriting made by 10 representative students in one classroom. From the analysis, the writer found a way that made the result of written word became so identic. The results of the research showed that the students experienced epenthesis by added certain letter in the middle of word. The most frequently epenthesis happened is in consonant grapheme. this research can add to the literature for other researchers in the field of psycholinguistics and become a reference for other researcher for linguistic studies
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Introduction

The field of morphographemics, particularly computational morphology, is well-known in linguistics. However, this time the author's discussion of morphographemics does not fall under that subfield of research; rather, it is a component of psycholinguistics, a larger discipline. As a result, as opposed to computational morphology, which focuses solely on affixes, the author examines the fundamental English words, which are the third language of the majority of Indonesians. The morphographemic changes in this psycholinguistic study must be investigated in light of the numerous phenomena that the author discovers in the children that are the subject of this study—but not in affixes. Morphographic changes can take many forms. It might be substitution, metathesis, addition, deletion, or metathesis. However, this investigation will concentrate solely on the addition, specifically epenthesis.

Epenthesis can occur in any child, regardless of whether they have a language disorder or not. The same mistakes can be made in writing by elementary students. The writer assumes that writing errors are caused by psychological factors. In elementary school, students make mistakes in their writing due to other psychological factors that are still related to the brain. These factors are not caused by damage to the brain; rather, they are caused by other factors, such as delayed language processing in the brain, which causes them to fail to produce written language that has actually been mastered. Other psychological factors, such as limited memory or forgetfulness in processing a language, may also cause errors in writing.

The author of this study focuses on examining student language difficulties, particularly those related to writing and spelling. The results of writing and spelling are the data used in this study by the author. who are currently students enrolled at SDN Pasir Luhur Bandung. The author wishes to determine: [1] the way of epenthesis that is written by students and [2] which grapheme that will be found frequently add the written words.

Research Method

In this study, handwriting was the subject of investigation that the author examined. One group of research subjects, the experimental group of ten students at SDN Pasir Luhur Bandung, wrote in their own handwriting. The author asked the students to complete a 64-item pictorial questionnaire with each image written in their native Indonesian and English. In addition, in response to requests from the school and parents not to mention the students' real names, the authors name students with letters of the alphabet, such as student A, student B, and so on. The level of the students' writing ability was meant here.

In this study, qualitative research methods were used, and participants were used as subjects in case studies that produced narratives and descriptive explanations about settings or practices (Nayak & Sing, 2015). Saldana (2011) said that qualitative research was a collection of different methods and approaches used in different social science fields. One's comprehension of the various patterns and intricate meanings of social life improves as one gains experience with various field methods. According to Jain (2019), qualitative research may require the collection and analysis of non-numeric data or the examination of a single case study. The author employed a causal descriptive case study approach in this investigation.

Result and Discussion

In the previous study mentioned by atika (2021) have found out all error types and all source types with omission as the most type of error found. In this research on the writings of SDN Pasir Luhur Bandung Students found that there were several changes of word that could be identified from their written language production, namely epenthesis. Below is a list of students who have an epenthesis a type of addition in their handwriting:

No	Target Writing	Actual Writing	Student
1	<i>APPLE</i>	<i>APPELE</i>	G
2	<i>CAR</i>	<i>CHAR</i>	G, J
3	<i>FLOWER</i>	<i>FLOWWER</i>	G, J
4	<i>MANGO</i>	<i>MANGGO</i>	D, E, F
5	<i>ZEBRA</i>	<i>ZEBBRA</i>	F

Tabel 1 Epenthesis in students

The difference between target and actual writing can be seen more specifically by drawing constituent model of written word that is proposed by Weingarten et al. (2004).

Target Writing	No. 1 APPLE	No. 2 Actual Writing	Epenthesis Student Siswa G
			APPELE
<i>graphemic word</i> (kata grafemik) <i>lexical constituent</i> (konstituen leksikal) <i>syllable tier</i> (suku kata) <i>syllable constituents</i> (konstituen suku kata) <i>graphemic tier</i> (grafem) <i>letter tier</i> (huruf)			

Table 2 Constituent model of words APPLE and APPELE

In the written word model of the word APPLE and the written word model of the word APPELE written by student G, there is a difference. Both have pattern sales from graphemic word level to syllable level. However, from the level of syllable constituents to the lowest level, there is something different. The grapheme in the word APPLE is GV+GC+GC2+GV with the constituent syllables R+O+R. Then the grapheme in the word APPELE is GV+GC+GC+GV+GC+GV with the constituent syllables R+O+R+R. So that a word that should consist of the letters A, P, P, L, and E instead becomes the letters A, P, P, E, L, and E. Thus, student G has added letters to the word.

Morphographically, a symptoms were found in student G's writing in the word APPELE. A morphographemic phenomenon that indicates the addition of letters in the middle of a word. These symptoms are called symptoms of "Epenthesis".

Target Writing	No. 1 CAR	No. 2 Actual Writing	Epenthesis Student Siswa G, J
			CHAR
<i>graphemic word</i> (kata grafemik) <i>lexical constituent</i> (konstituen leksikal) <i>syllable tier</i> (suku kata) <i>syllable constituents</i> (konstituen suku kata) <i>graphemic tier</i> (grafem) <i>letter tier</i> (huruf)			

Table 3 Constituent model of words CAR and CHAR

In the written word model from the word CAR and the written word model from the word CHAR written by students G, J shows similarities and differences. The two words have the same pattern from the graphemic word level to the syllable constituent level. Each consists of one graphemic word, one lexical constituent, one syllable tier, and consists of two syllable constituents. However, from the graphemic tier to the lowest level, something is different. Rhyme (R) in the level of syllable constituents does not

show any difference. However, it is different with onset (O) which has a difference between the two words. The onset (O) in the word CAR consists of only one consonant letter, namely the letter C with the graphemic tier GC. But in the word they wrote, the onset (O) has two consonant letters, including the letter C and the letter H with the graphemic tier GC2. (Graphemic tier) said CAR is GC+GV+GC. (Graphemic tier) in the word CHAR is GC2+GV+GC. So that words that should consist of the letters C, A, and R instead become letters C, H, A, and R. This causes the number of letters in the word to increase by one. From what should have been three letters, it turned into four letters. There is a difference of one letter between the word CAR and the word CHAR. Thus, they have inserted letters in the word.

Morphographically, a symptom was found in the writing of students G, J in the word CHAR. A morphographemic phenomenon that indicates the addition of letters in the middle of a word. These symptoms are called symptoms of "Epenthesis."

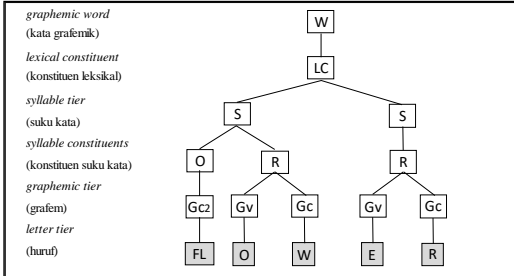
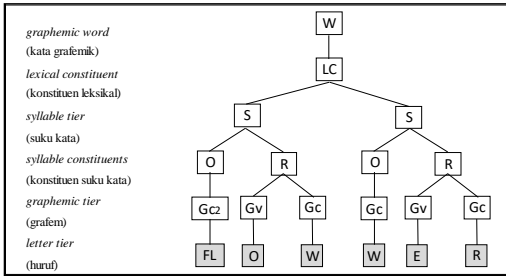
Target Writing	No. 1 FLOWER	No. 2 Actual Writing	Epenthesis Student FLOWWER	Siswa G, J	
					

Table 4 Constituent model of words FLOWER and FLOWWER

In the written word model from the word FLOWER and the written word model from the word FLOWWER written by students G, J shows similarities and differences. Both have the same pattern from the graphemic word level to the syllable level. However, from the level of the constituent syllables to the lowest level, there is something different. The grapheme in the word FLOWER is GC2+GV+GC+GV+GC with O+R+R syllable constituents. Then the grapheme in the word FLOWWER is GC2+GV+GC+GC+GV+GC with the constituent syllables O+R+O+R. So that a word that should consist of the letters F, L, O, W, E, and R instead becomes the letters F, L, O, W, W, E, and R. Thus, they have added letters in the word.

Morphographically, a symptom was found in the writing of students G, J in the word FLOWWER. A morphographemic phenomenon that indicates the addition of letters in the middle of a word. These symptoms are called symptoms of "Epenthesis."

Target Writing	No. 1 MANGO	No. 2 Actual Writing	Epenthesis Student MANGGO	Siswa D, E, F
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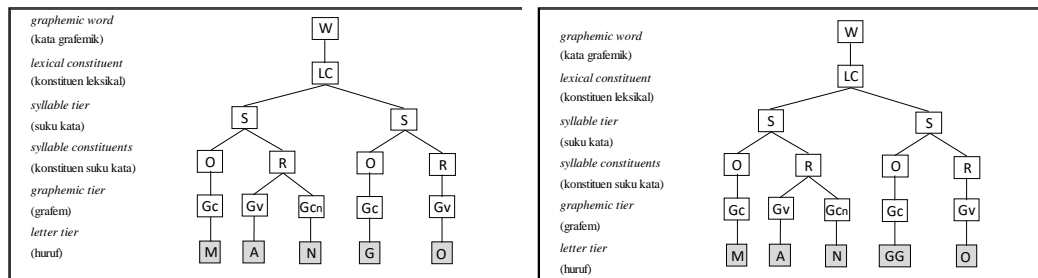


Table 5 Constituent model of words MANGO and MANGGO

The written word model of the word MANGO and the written word model of the word MANGGO written by students D, E, F show similarities and differences. Both have the same pattern from the graphemic word level to the syllable constituent level. However, from the grapheme level to the lowest level, something is different. The grapheme for the word MANGO is GC+GV+GCn+GC+GV. Then the grapheme in the word MANGGO is GC+GV+GCn+GC2+GV. So that words that should consist of the letters M, A, N, G, and O instead become letters M, A, N, G, G, and O. In terms of the number of letters in the word, there is also a difference where in the word MANGO there is five letters, whereas in the word MANGGO there are six letters. The number of letters between the two words has a difference of one letter. Thus, they have inserted or added letters in the word.

Morphographically, a symptom was found in the writing of students D, E, F in the word MANGGO. A morphographemic symptom indicating the insertion or addition of letters in the middle of a word. These symptoms are called symptoms of "Epenthesis."

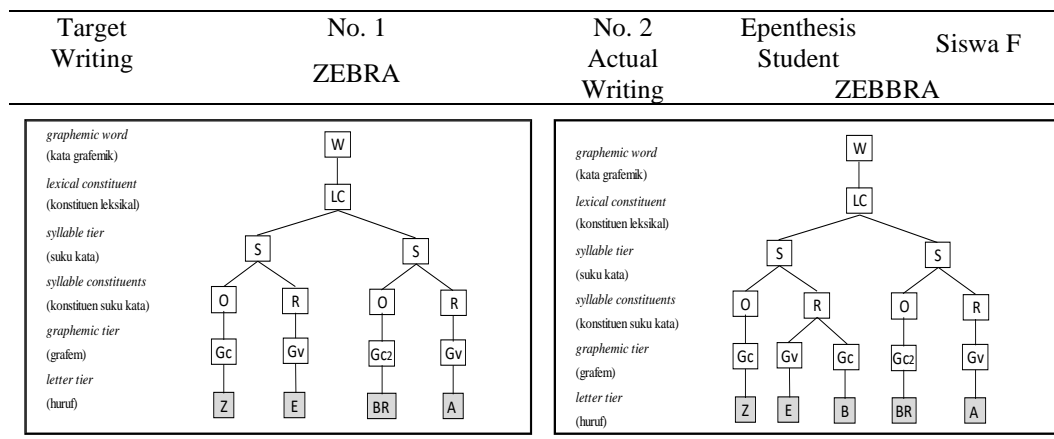


Table 6 Constituent model of words ZEBRA and ZEBBRA

In the written word model from the word ZEBRA and the written word model from the word ZEBBRA written by student F, they show similarities and differences. Both have the same pattern from the graphemic word level to the syllable constituent level. Each word consists of one graphemic word, one lexical constituent, two syllables, and four syllable constituents. However, from the grapheme level to the lowest level, something is different. The grapheme in the word ZEBRA is GC+GV+GC2+GV. Then the grapheme in the word ZEBBRA is GC+GV+GC+GC2+GV. Thus, student F has inserted letters in the word ZEBRA.

Morphographically, a symptom was found in student F's writing in the word ZEBBRA. A morphographemic phenomenon that indicates the addition of letters in the middle of a word. These symptoms are called symptoms of "Epenthesis."

Conclusion

Based on the analysis, the writer finally identified the way of epenthesis written by students and which grapheme that will be found frequently add the written words. [1] From the analysis, the writer found a way that made the result of written word became so identic. [2] The results of the research showed that the students experienced epenthesis by added certain words, such as in the words of APPLE, CAR, FLOWER, MANGO and ZEBRA. They made some epenthesis in those words, became APPELE, CHAR, FLOWWER, MANGGO and ZEBBRA. The most frequently epenthesis occurred is in consonant grapheme.

The writer suggests to re-examining this finding because there are many factors that influence students' writing errors and the writer hoped that this research can add to the literature for other researchers in the field of psycholinguistics and become a reference for other researcher for linguistic studies.

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