

Asmar Husin

by rahmadi.ali2121@gmail.com 1

Submission date: 23-Mar-2023 12:42PM (UTC-0400)

Submission ID: 2044572350

File name: JURNAL_ASMAR_HUSIN.docx (43.49K)

Word count: 2841

Character count: 15507

The Effect of Indonesian Vocabulary and Grammar Vocabulary on Grade VI Students of SD Negeri 143 Barbaran, Mandailing Natal Regency's Ability to Influence Narrative Texts

By:

1) Asmar Husin, Postgraduate Student at Universitas Muslim Nusantara Al-Washliyah
Teacher of SD Negeri 143 Barbaran Mandailing Natal
Medan-Indonesia
Email: asmarhusinasmr@gmail.com

2) Sutikno, Postgraduate Lecturer at Universitas Muslim Nusantara Al-Washliyah
Medan-Indonesia
Email: sutikno.stf@gmail.com

ABSTRACT

Naturally, in need to use correct grammar and follow to standard grammar in writing the presentation so that the reader to understand the written description, the ability and mastery of vocabulary are needed. In light of this, the problem posed in this study is whether or not the sixth-grade students at SD Negeri 143 Barbaran in Mandailing Natal Regency's ability to write narrative texts is in any organisations that are affected by their mastery of Indonesian vocabulary as well as syntax. The goal of the study was to ascertain whether or not the sixth graders at SD Negeri 143 Barbaran in Mandailing Natal Regency's ability to write narrative texts was dominated by their command of Indonesian grammar and syntax. Ex-post facto quantitative research of the correlational type. Ex-post facto research is research in which the researcher begins by observing the study's dependent variable after independent variables have occurred. The sample for this study was up to 23 students from form 3 at SD Negeri 143 Barbaran in the Mandailing Natal Regency. The techniques used for data collection in this study involved tests. This study use t or other combinations of hypothesis testing as data analysis techniques. The results show that sixth-grade students at SD Negeri 143 Barbaran in Mandailing Natal Regency's ability to write narrative texts is governed by to their mastery of Indonesian vocabulary and grammar; $t_{hitung} = 3.210$ while the value = 0.413 reveals that t_{hitung} is greater than the value of t_{tabel} . Even so, the significance is less than the specified error level with a p -value of $0.004/2 = 0.002$. As a fact, there is a correlation here between capacity for creating narrative texts for sixth-grade students at SD Negeri 143 Barbaran in Mandailing Natal Regency and the knowledge of Indonesian vocabulary and grammar, with a contribution of 29.7% and a contribution of 70.3%, etc.

Keywords: Influence, Vocabulary, Grammar and Narrative Text

1. INTRODUCTION

Regardless of the fact that vocabulary determines how skilled a person is in language, it's a skill that often becomes an obstacle in writing. According to Tarigan (2017: 2), a person's language skill is determined on the breadth and depth of his vocabulary. We are more likely to be skilled language users if our vocabulary is wider.

Writing is not an easy activity, and writing ability does not just come. Writing takes practice. Elementary students difficulty to express themselves in writing because as they have had little practice writing. Writing practice should be pushed as much as possible because of the importance of writing activities for kids in elementary school. Regardless of the parties' equal place or time, they are able to express and communicate their ideas, appreciation, and experiences to various parties thanks to this ability.

Writing narrative text is one of the writing skills contained by the syllabus for Indonesian Language and Literature for sixth grade elementary school semester 1. Narrative writing, as described by Nurjamal and Warta Sumirat (2017: 69), is writing that mostly focuses of stories. The story is a tale as a whole, even though that it includes illustrations to end the plot. According to Labov 1997, Zainurrahman (2016:37) states that writers use narrative writing to report on historical events for social processes. According to Anderson and Anderson 1997, a story used to entertain an audience is the goal of narrative writing, according to Zainurrahman (2016:37). This means that in order to use useful vocabulary and stick to welcomed grammar rules when writing a presentation for the reader, one must, of course, have a grasp of the language. This will help the reader comprehend the written presentation.

According to the above description, the writer is interested to investigate how learning of Indonesian grammar and language impact the ability to produce narrative texts.

2. LITERATURE REVIEW

2.1 Definition of Writing

Writing is the act of putting thoughts and ideas into printed language with a goal in mind. Writing is a language skill that is used to communicate indirectly with others instead of face-to-face, according to Tarigan (2017: 3). Writing is a useful and clever activity. Writing is a skill that is needed in today's world. Writing skills can be regarded as evidence of an educated person or a nation.

2.2 Narrative Definition

According to Rosdiana (2018:3.22), a narrative is a type of discourse that contains a story with given duration, actors, and event elements. According to Zainurrahman (2011:37), the word "narrative" or "to tell the story" means the act of relating a narrative. Writing that explains an event is named a narrative. The most of narratives take the form of fiction, such as novels, short stories, fairy tales, and others. There are factual narrative essays, however, such historical series, narrative interviews, and interrogation transcripts.

2.3 Definition of Vocabulary

There are lots of definitions of vocabulary presented by linguists. There are many similarities in the thoughts of relevant professionals, there can also be disagreements. According to Keraf (2017: 64), there are two ways to look at vocabulary. Initially, in terms of the language itself, vocabulary is defined as the complete word that belongs to a language. This is a language component that comprises all information about the meaning and usage of words in the language. Second, from the perception of language users, vocabulary refers to the extensive word bank a speaker or writer possess. This is comparable with the assertion made by Nurgiyantoro (2012: 338) that a language's vocabulary is its wealth of words.

On the basis of some of these opinions, it can be said that vocabulary is a part of language that consists of a list of words and their restrictions, whose use is based on their function. Hence, Indonesian vocabulary includes all word forms present in Indonesian, such basic words, attached words, repeated words, compound words, proverbs, antonyms, and synonyms.

2.4 The Relationship Between Indonesian Vocabulary and Narrative

Text Writing Skills

A alive language or one that is still used constantly in daily life by a group of people has no set vocabulary. This means that the language will develop and alter in line with the development of the era.

In the interest of helping readers to understand or understand the explanation that is given in the form of a story, narrative text producers must express and describe data to them. It useful tips word choice and word order to transmit the author's meaning to the reader and assist them to understand what the writer is trying to convey.

Everyone needs to increase their vocabulary and learn as much vocabulary in their language as possible in order to be able to communicate with other community members (in this case, the reader) (Keraf, 2017: 64-65).

3. RESEARCH METHOD

This research uses ex-post facto research, varying in type. Ex-post facto research refers to studies in which the researcher begins by observing the study's dependent variable after independent factors all have occurred. Researchers in this setting focus to see if they can identify the causal factor since attachment between the independent variable and the independent variable in this study as well as between the independent variable and the dependent variable occurred naturally (Sukardi, 2011: 165).

The research variables and the research paradigm are closely related. Three variables were studied in this research: the dependent variable, the ability to write exposition, and two independent variables, the mastery of Indonesian vocabulary and grammar (X) (Y). And furthermore, the following is a description of this research paradigm.

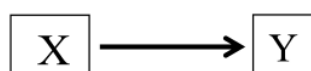


Figure 1: Research Paradigm

Information:

X : mastery of Indonesian vocabulary and grammar

Y : ability to write narrative text

All of the 6th at SD Negeri 143 Barbaran in the Mandailing Natal Regency formed the study's population. The tool used in this research is a test tool. An essay writing test is used as the form test instrument. The methods of data collection in this study involved tests. An exam testing students' capacity for creating writings is used. A pretest and a posttest were used as the tests given to the group. The posttest was charge of the group the experiment, while the pretest was given before. The pre-experimental stage (without media) and the experimental stage (with media) are the qualitative research used in this study (c). stage following an experiment. T-test techniques or hypothesis testing are used in this study's data analysis techniques.

$$t_0 = \frac{M_y - M_x}{SE_{M_y - M_x}}$$

The data analysis technique using the t-test must meet the requirements, namely (1) normality test, and (2) homogeneity test.

4. RESULTS

Table 4.1 Research Results Regarding Students' Narrative Writing Ability

No	Nama Peserta Didik	Nilai	No	Nama Peserta Didik	Nilai
1	Muh. Dzaky Husni	34	13	Sabri Al-Munawar	43
2	Firza	34	14	Sri Muliana	52
3	Jumadil	21	15	Ulil Amri	52
4	Mawar	26	16	Wahrasal	52
5	Arif Rahmat	30	17	Arqam	56
6	Muh. Faiz Hifzan	56	18	Nurhafidzah	60
7	Muh. Amri Pratama	21	19	Muh. Ridho	39
8	Muh. Lutfi Mardani	56	20	Arif Faith Gaffar	30
9	Muh. Rehan	30	21	Muh. Dzaky Mumtaz	30
10	Munadil	21	22	Firta Wati	34
11	Reski Amalia	30	23	Saskia Putri Syarif	26
12	Syifa Fausiah	52			
Jumlah					881

Data source: test results of students' story writing ability data

The results of descriptive data analysis of the ability to write stories with SPSS Version 21:

Table 4.2 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Story Writing Ability	23	21.00	60.00	38.3043	13.20274	174.312
Valid N (listwise)	23					

Data source: the result of data processing of students' narrative text writing skills

Based on the descriptive results using SPSS Version 21, the average score was 38.3043, the standard deviation was 13.20274, and the variance was 174.312. Furthermore, respondent score categorization is used to make it easier to know the description of the ability to write narrative texts for sixth-grade students of SD Negeri 143 Barbaran, Mandailing Natal Regency.

Table 4.3 Categorization of Story Writing Ability

Interval	Category	Frequency	Persentase (%)
60 – 69	Very good	1	4,3
50 – 59	Good	7	30,4
40 – 49	Deficient	1	4,3
30 – 39	Not good	9	39,1
20 - 29	Not very good	5	21,7
Jumlah		23	100,0

Data source: Results of data categorization of students' narrative text writing skills

Based on table 4.3, an overview of the story writing skills of class VI students in several categories is obtained, namely, 5 students are in the very bad category with a percentage of 21.7, 9 students are in a bad category with a percentage of 39.1, 1 student is in the poor

category. poor category with a percentage of 4.3, 7 students are in the good category with a percentage of 30.4, and 1 student is in the very good category with a percentage of 4.3. So, in general, it can be concluded that the ability to write narrative texts for sixth graders at SD Negeri 143 Barbaran, Mandailing Natal Regency, is in the poor category.

5. DISCUSSION

1) *Mastery of Indonesian Vocabulary and Grammar in Writing Narrative Texts for Class VI Students of SD Negeri 143 Barbaran, Mandailing Natal Regency.*

The most and least favorable scores for vocabulary and grammar mastery in Indonesian using descriptive analysis are 73 and 34, respectively, and the average using SPSS version 21 analysis is 46.7391. Based on the study's findings, it can be concluded that students' mastery in Indonesian vocabulary and grammar is commonly in the very poor category, with 12 students falling into the very bad category with a percentage of 52.1%, 8 students falling into the poor category with a percentage of 34.8%, and 3 students falling into the very good category with a percentage of 13.4%.

2) *The Ability to Write Narrative Texts for Class VI Students of SD Negeri 143 Barbaran, Mandailing Natal Regency*

The story writing ability test has maximum and minimum scores of 21 and 60, an average score of 38,3043, a standard deviation of 13,20274, and a variance of 174,312. Likewise, students' writing abilities were divided into several categories. Of these, 5 students scored in the very low category (21.7%), 9 students scored in the bad category (39.1%), 1 student scored in the poor category (4.3%), 7 students scored in the good category (30.4%), and 1 student scored in the very good category (4.3%). So, it can be said that the student's story-writing abilities are often poor.

3) *The Influence of Mastery of Indonesian Vocabulary and Grammar on the Ability to Write Narrative Texts for Grade VI Students of SD Negeri 143 Barbaran, Mandailing Natal Regency*

The capacity of pupils who are in the terrible group to create stories is known to be impacted by their command of Indonesian vocabulary and syntax, both of which fall into the Very Poor category. Regression analysis, which yielded $t_{hitung} = 3.210$ while $t_{tabel} = 0.413$, indicates that t_{hitung} is greater than t_{tabel} , supports this. Moreover, the significance is less than the specified error level with a p-value of $0.004/2 = 0.002$. Hence, with a contribution of 29.7%, Indonesian vocabulary and grammar proficiency has an impact on students' ability to create narrative texts in the sixth grade at SD Negeri 143 Barbaran in Mandailing Natal Regency.

CONCLUSION

Based on the descriptions presented in the previous chapters, in this chapter the author will put forward several conclusions as follows:

1. The sixth graders at SD Negeri 143 Barbaran in Mandailing Natal Regency have a poor 52.1% fluency rate in Indonesian vocabulary and grammar.
2. With a percentage of 39.1%, the sixth graders at SD Negeri 143 Barbaran in the Mandailing Natal Regency fall into the low category for their ability to create narrative texts.
3. The ability of sixth-grade pupils at SD Negeri 143 Barbaran in Mandailing Natal Regency to produce narrative texts is influenced by their command of Indonesian vocabulary and grammar. The value of t_{hitung} is bigger than the value of t_{tabel} , with $t_{hitung} = 3.210$ and of $t_{tabel} = 0.413$. Moreover, the significance is less than the specified error level with a p-value of $0.004/2 = 0.002$. As a result, there is a relationship between the ability to produce narrative texts for sixth-grade students at SD Negeri 143 Barbaran in Mandailing Natal Regency and the knowledge of Indonesian vocabulary and grammar, with a contribution of 29.7% and a contribution of 70.3%, respectfully.

BIBLIOGRAPHY

- Pateda, Mansoer. 2018. *Linguistik Sebuah Pengantar*. Bandung: Penerbit Angkasa Bandung.
- Tarigan, Henry Guntur. 2017. *Menulis Sebagai Suatu Keterampilan Berbahasa*, Angkasa Bandung.
- Keraf, Gorys. 2015. *Diksi dan Gaya Bahasa*. Jakarta: Gramedia Pustaka Utama.
- Nurjamil, Daeng, Warta Sumirat, Riadi Darwis. 2017. *Terampil Berbahasa*. Bandung: Alfabeta.
- Zainurrahman. 2016. *Menulis Dari Teori Hingga Praktik*. Bandung: Alfabeta
- Langan, John. 2016. *College Writing Skills with Readings. English Edition*. Singapore: Mc. Graw-Hill Education.
- Leo, Sutanto. 2018. *Kiat Jitu Menulis dan Menerbitkan Buku*. Jakarta: Erlangga.
- Ghazali, A. Syukur. 2015. *Pembelajaran Keterampilan Berbahasa: dengan Pendekatan Komunikatif-Interaktif*. Bandung: Refika Aditama.
- Iskandarwassid dan Sunendar, Dadang. 2019. *Strategi Pembelajaran Bahasa*. Bandung: Remaja Rosdakarya.
- Akhadiah, Sabarti, dkk. 2018. *Pembinaan Kemampuan Menulis Bahasa Indonesia*. Jakarta: Erlangga.
- Rosdiana. 2018. *Pendidikan Suatu Pengantar*. Bandung: CiptaPustaka.
- Zainurrahman. 2011. *Menulis Dari Teori Hingga Praktik*. Bandung: Alfabeta.
- Dalman. 2015. *Keterampilan Menulis*, Jakarta: PT. Grafindo Persada.
- Zulela. 2013. *Pembelajaran Bahasa Indonesia Apresiasi Sastra di Sekolah. Dasar*. Bandung: PT Remaja Rosdakarya.

- Sadhono, Kundharu dan St. Y. Slamet. 2012. *Meningkatkan Keterampilan Berbahasa Indonesia (Teori dan Aplikasi)*. Bandung: Karya Putra Darwati.
- Ahmad Rofi'uddin & Darmiyati Zuchdi. 2018. *Pendidikan Bahasa dan Sastra Indonesia di Kelas Tinggi*. Malang: Universitas Negeri Malang.
- Keraf Gorys. 2017. *Tata Bahasa Indonesia*. Jakarta: Grasindo.
- Nurgiyantoro, Burhan. 2012. *Penilaian Pembelajaran Bahasa Berbasis Kompetensi*. Yogyakarta: BPFE-Yogyakarta.
- Soedjito. 1992. *Kosa Kata Bahasa Indonesia*. Jakarta: Gramedia Pustaka Utama.
- Kridalaksana, Harimurti. 2017. *Pembentukan Kata dalam Bahasa Indonesia*. Jakarta: Gramedia Pustaka Utama.
- Pramudyantoro. 2018. *Penggunaan Kosakata Bidang Ilmu Pengetahuan Alam dan Teknologi dalam Karangan Siswa Kelas II SMU Muhammadiyah V Yogyakarta (Skripsi)*. Fakultas Bahasa dan Seni UNY.
- Tarigan, Henry Guntur. 2018. *Pengajaran Kosakata*. Bandung: Angkasa
- Sirait, Bistok dkk. 2015. *Pedoman Karang-Mengarang*. Jakarta: Depdikbud.
- Sulaiman, Syaf. E. 1974. *Pengantar Tata Bahasa Bahasa Indonesia*. Yogyakarta: Yayasan IKIP Yogyakarta.
- Husain, Abdul Rajak. 1993. *Meningkatkan Pengetahuan dan Kecakapan Menggunakan Bahasa Indonesia Baku*. Solo: CV. Aneka.
- Djiwandono, Soenardi. 2011. *Tes Bahasa: Pegangan bagi Pengajar Bahasa*. Jakarta: Indeks.
- Alwi, Hasan dkk. 2016. *Tata Bahasa Baku Bahasa Indonesia. Edisi ketiga*. Jakarta: Balai Pustaka.
- Suriamiharja, Agus, dkk. 1996. *Petunjuk Praktis Menulis*. Jakarta: Depdikbud.
- Sukardi. 2011. *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya*. Jakarta: Bumi Aksara.
- Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R & D*, Cet. XXII; Bandung, Alfabeta, 2015.
- Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D*, Bandung: Alfabeta, 2014.
- Sugiyono. *Statistika Untuk Penelitian*, Cet. XXIII; Bandung: Alfabeta, 2013.
- Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D*, Bandung: Alfabeta, 2019
- Arikunto, Suharsimi. 2016. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Anas Sudjono. 2018. *Pengantar Statistik Pendidikan*. Jakarta: Raja Grafindo Persada.
- Data pokok sekolah SD Negeri 143 Barbaran Kabupaten Mandailing Natal. 2022.

Asmar Husin

ORIGINALITY REPORT

11%

SIMILARITY INDEX

8%

INTERNET SOURCES

5%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES

1	repositori.uin-alauddin.ac.id Internet Source	2%
2	Lenny Apriliany, Dessy Wardiah, Yessi Fitriani. "Acrostic techniques as an effort to increase motivation and the ability to write poetry students", JPGI (Jurnal Penelitian Guru Indonesia), 2021 Publication	2%
3	journal.lppmunindra.ac.id Internet Source	1%
4	repository.umy.ac.id Internet Source	1%
5	"Proceeding of The 4th International Seminar on Linguistics (ISOL-4)", Walter de Gruyter GmbH, 2019 Publication	1%
6	ejournal.uigm.ac.id Internet Source	1%
7	Submitted to Universitas Sebelas Maret Student Paper	<1%

8	jim.unsyiah.ac.id Internet Source	<1 %
9	ejournal.stkipbudidaya.ac.id Internet Source	<1 %
10	www.atlantis-press.com Internet Source	<1 %
11	Wa Asri, Sri Suryana Dinar. "KEMAMPUAN MENULIS IKLAN PENAWARAN SISWA KELAS VIII SMP NEGERI 1 LAWA", Jurnal Bastra (Bahasa dan Sastra), 2020 Publication	<1 %
12	ojs.unm.ac.id Internet Source	<1 %
13	repository.radenintan.ac.id Internet Source	<1 %
14	Fenny Thresia -. "VIDEO TO AMPLIFY BANKING STUDENT'S WRITING PERFORMANCE", PREMISE JOURNAL:ISSN online: 2442-482x, ISSN printed: 2089-3345, 2017 Publication	<1 %
15	H. Syanurdin, Nanda Saputra, Herman Herman, Heni Novita Sari. "Early Children (3;0–5;0) are Affected by Their Mastery of Indonesian Vocabulary the Environment's	<1 %

Intake", Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 2022

Publication

16

GAYA TRIDINANTI, RUSMAN RONI, FARNIA SARI, NURULANNINGSIH NURULANNINGSIH.
"Correlation Among Writing Theory, Motivation And Writing Practice Of Trdinanti University Students", Indonesian Research Journal in Education | IRJE |, 2020

Publication

<1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography On



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



Frag. This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



Confused You have used **there** in this sentence. You may need to use **their** instead.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



Prep. You may be using the wrong preposition.



Proofread This part of the sentence contains a grammatical error or misspelled word that makes your meaning unclear.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Proofread This part of the sentence contains a grammatical error or misspelled word that makes your meaning unclear.



Article Error You may need to use an article before this word.



Prep. You may be using the wrong preposition.



Verb This verb may be incorrect. Proofread the sentence to make sure you have used the correct form of the verb.



Article Error You may need to use an article before this word. Consider using the article **the**.



Article Error You may need to use an article before this word.

PAGE 3



Prep. You may be using the wrong preposition.



S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.



Article Error You may need to use an article before this word. Consider using the article **a**.



Missing "," You may need to place a comma after this word.



Article Error You may need to use an article before this word.



Confused You have used **A** in this sentence. You may need to use **an** instead.



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



Article Error You may need to remove this article.



Proofread This part of the sentence contains a grammatical error or misspelled word that makes your meaning unclear.

PAGE 4



Article Error You may need to use an article before this word.



Article Error You may need to use an article before this word.



Article Error You may need to use an article before this word.



Article Error You may need to use an article before this word. Consider using the article **the**.



Article Error You may need to use an article before this word.



Confused You have used **A** in this sentence. You may need to use **an** instead.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sentence Cap. Remember to capitalize the first word of each sentence.



Article Error You may need to use an article before this word.



Article Error You may need to use an article before this word. Consider using the article **the**.



Missing "," You may need to place a comma after this word.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.












Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.








Missing "," You may need to place a comma after this word.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

-  **Article Error** You may need to use an article before this word. Consider using the article **the**.
-  **Sentence Cap.** Remember to capitalize the first word of each sentence.
-  **Missing ","** You may need to place a comma after this word.
-  **P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.
-  **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.
-  **Missing ","** You may need to place a comma after this word.
-  **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.
-  **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.
-  **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

-  **Article Error** You may need to use an article before this word.
-  **P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.
-  **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.
-  **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.
-  **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Proper Noun If this word is a proper noun, you need to capitalize it.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Proper Noun If this word is a proper noun, you need to capitalize it.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Proper Noun If this word is a proper noun, you need to capitalize it.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Proper Noun If this word is a proper noun, you need to capitalize it.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Proper Noun If this word is a proper noun, you need to capitalize it.



Proper Noun If this word is a proper noun, you need to capitalize it.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Proper Noun If this word is a proper noun, you need to capitalize it.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Proper Noun If this word is a proper noun, you need to capitalize it.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Proper Noun If this word is a proper noun, you need to capitalize it.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Proper Noun If this word is a proper noun, you need to capitalize it.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.