



## LITERATURE REVIEW: ANALYSIS OF CAPITAL LETTERS WRITING ERRORS IN ELEMENTARY SCHOOL STUDENTS' DESCRIPTIVE TEXT

Anisa Rizki Fadhilah Karnagar<sup>1</sup>, Yustia Suntari<sup>2</sup>, Chrisnaji Banindra Yudha<sup>3</sup>  
*Universitas Negeri Jakarta<sup>1,2,3</sup>*

[anisakarnagar287@gmail.com](mailto:anisakarnagar287@gmail.com), [yustiasuntari@unj.ac.id](mailto:yustiasuntari@unj.ac.id), [chrisnaji@unj.ac.id](mailto:chrisnaji@unj.ac.id)

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### Abstract

This study aimed to identify patterns of capitalization errors in descriptive texts of elementary school students through a literature review. Based on an examination of seven SINTA-indexed articles published between 2020 and 2024, it was found that adherence to capitalization conventions had remained a primary challenge in writing. The review employed Snyder's framework, encompassing the design of the review, literature search, critical analysis, and composition of the synthesis. The analysis revealed three dominant error types: (1) placing capital letters mid-word, (2) failing to begin sentences and proper names with uppercase letters, and (3) misusing capitals for place names, weekdays, and titles. Contributing factors included low learning motivation, insufficient writing practice, reliance on lecture-based methods, and limited instructional media. The study emphasized the importance of implementing interactive and sustained writing-instruction strategies, enhancing teacher training, and fostering family support. It was expected that these insights would improve students' capitalization competence and enhance the quality of their descriptive writing.

**Keywords:** capital letters, descriptive text, elementary school, students writing error

### INTRODUCTION

Language skills encompass four main aspects: listening, reading, speaking, and writing. These language skills are interconnected in the development of effective communication abilities. Therefore, students need to acquire these skills to support their communicative needs in everyday interactions.

Language proficiency plays a critical role in mastering language, particularly writing, which is often taught verbally from an early age (Mulyati, 2022). For elementary school students, writing skills help enrich vocabulary and structure sentences coherently. To that end, students are trained through composition writing tasks. Composition reflects the embodiment of writing skills (Wahidah, Adelia et al., 2023). One type of composition commonly taught is descriptive text. According to Hermaditoyo (in Lutfiah & Kamsiyati, 2021), a descriptive text consists of several paragraphs describing a place, object, or person in clear and communicative language. Descriptive writing presents imagery that can be experienced by the reader through written words. This aligns with Rusanti (2022), who states that descriptive compositions portray actual conditions, allowing readers to seemingly experience what the writer describes. Therefore, this type of text is inherently communicative.

In the writing process, students indirectly express ideas, feelings, and opinions through written symbols to communicate messages to readers. As noted by Nurhuda (in Inggriyani & Anisa Pebrianti, 2021), writing is not merely about conveying thoughts or emotions, but about articulating ideas, knowledge, and insights in written language. To effectively communicate ideas, students must understand the conventions of writing. Thus, writing requires accuracy, precision, and mastery of correct linguistic rules so that the intended meaning is well conveyed. In this sense, writing proficiency involves comprehensive language competence, including proper use of capital letters.

The use of capital letters is not merely a technical rule but functions to clarify meaning, indicate the beginning of sentences, proper nouns, titles, or other important elements in text. Proper capitalization significantly impacts sentence structure clarity. Misuse of capitalization among students reflects their limited understanding of correct writing conventions. A previous study by Inggriyani & Anisa Pebrianti (2021) also revealed a 56.32% error rate in capitalization, especially at the beginning of and between sentences. This issue often stems from improper habits and the lack of sufficient writing practice. Similarly, Saputri et al. (2022) found an average capitalization proficiency score of 9 or 33%, which falls under the "sufficient" category. These outcomes were influenced by factors such as reading interest, instructional media, parental support, and student intelligence. Hence, teachers must pay closer attention to ensure students write in accordance with established language norms.

Muhanif et al. (2021:1964) asserted that successful writing is highly influenced by continuous practice and direct activity. Writing exercises indicate emerging awareness among students, including awareness of capitalization errors. This becomes even more important when students write descriptive texts. If capitalization errors persist, the resulting texts become less effective and may convey unintended meanings. For example, failing to capitalize place or character names in descriptive writing can confuse readers or obscure the intended object of description. Therefore, correct capitalization is a critical factor in creating communicative and rule-abiding descriptive texts.

Based on preliminary literature review, errors in capitalization are frequently found in elementary students' descriptive writing. This issue attracted the researchers' interest to conduct an in-depth study on capitalization errors in descriptive texts written by elementary school students. Through this review, it is expected that readers will better understand common capitalization mistakes in students' descriptive writing.

## METHOD

This literature review employed the framework developed by Snyder (as cited in Nurislaminingsih et al., 2020), which consists of four stages: (1) designing the review, (2) conducting the review, (3) analyzing the data, and (4) writing the review. The sources used in this study were scholarly articles. The criteria for selecting these sources included scientific articles from journals, conference proceedings, and repositories published within the last six years (Bukhori, 2024).

The journal articles were selected through a screening process based on specific relevance criteria. In the first stage—designing the review—the focus was determined: identifying capitalization errors in the writing of elementary school students. The second stage involved searching and selecting relevant literature using Google Scholar. The selected sources were SINTA-indexed scientific articles published between 2020 and 2024. These included research studies on Indonesian language instruction at the elementary level, particularly related to capitalization. The third stage comprised a comprehensive content analysis of each article to identify the most common types of errors and their contributing factors. In the final stage, the review was written by synthesizing the analytical findings into a systematic overview of capitalization issues and providing recommendations for designing instructional activities in elementary-level Indonesian language teaching.

## FINDINGS AND DISCUSSION

The research data were derived from a synthesis of several scientific articles and summarized in the following table, which outlines findings on capitalization errors in descriptive texts written by elementary school students:

Table 1. Review of Studies on Capitalization Errors in Descriptive Writing

Title	Authors	Findings
Analysis of Difficulties in Writing Descriptive Texts Among Elementary Students	Feby Inggriyani, Nur Anisa Pebrianti	Students demonstrated poor descriptive writing skills, with an average score of 54.6 (categorized as low). Challenges included difficulties transforming ideas into sentences, limited vocabulary, low reading interest, and inadequate teaching strategies.

Capitalization Skills in Writing Based on Main Ideas Among Fifth Grade Students	Anggun Indah Saputri, Hari Satrijono, Zetti Finali	Capitalization skills were categorized as sufficient, with an average score of 9 (33%). Errors were attributed to low motivation, poor reading habits, and a lack of engaging instructional media.
Analysis of Capitalization and Punctuation Errors Among Elementary Students	Risa Rusanti, Irfai Fathurohman, Ika Ari Pratiwi	Errors included misuse of capital letters for names, addresses, months, and institutions, as well as mid-sentence capitalization. Causes included poor writing habits, low student engagement, and overly lecture-based teaching methods.
Students' Ability in Using Capitalization and Punctuation in Descriptive Writing	Sri Mulyati	The study at a school in South Garut found average capitalization skills (mean score of 61), though many students (13) had not reached mastery.
Analysis of Punctuation Errors in Fourth Grade Descriptive Writing	Adelia Ramadhanty Wahidah, Septy Nurfadhillah, Candra Puspita Rini	Capitalization errors remained at a moderate to high level, particularly at the beginning of sentences due to students' lack of habituation.
Spelling Error Analysis in Fourth Grade Descriptive Writing	Renaldi Wijaya, Sri Wulan Anggraeni, Depi Prihamdani	Capitalization errors occurred due to low motivation, limited knowledge, and insufficient teacher competence in teaching capitalization.
Analysis of Descriptive Writing Difficulties in Fourth Grade	Z.A. Lutfiah, Rukayah, Siti Kamsiyati	Students frequently used capital letters in the middle of sentences and lowercase letters at the beginning.

Based on the literature review, capitalization issues in students' descriptive texts are still commonly found. Studies by Inggriyani & Pebrianti (2021) and Lutfiah & Kamsiyati (2021) revealed that many students struggle with generating ideas and constructing grammatically correct sentences. Other studies also noted low writing ability due to students' focus on end results rather than the writing process, including language conventions (Mardiyani Yunita et al., 2021).

Several researchers highlighted persistent capitalization errors. Wahidah et al. (2023), for instance, found frequent mistakes in capitalizing names, days, and places due to carelessness. Observations and interviews at MIN 8 Medan also revealed that 45% of students had not mastered capitalization. Common errors included using capital letters mid-word and lowercase letters at the start of sentences (Utari & Rambe, 2023).

In summary, many elementary students still struggle with proper capitalization in descriptive texts. Internally, errors stem from low motivation, limited reading habits, and poor writing practices. Externally, teachers often rely on lectures with limited practice, lack engaging teaching media, and receive insufficient support from students' families.

To address these challenges, several solutions are recommended: adopting more effective teaching methods, providing routine writing exercises, offering consistent motivation, and involving family support. Teachers must develop tailored strategies to help students internalize writing conventions, especially in descriptive text composition.

## CONCLUSION

Language skills are essential for elementary students. These include listening, speaking, reading, and writing, which are closely related to Indonesian language learning in primary education. This study focused on writing skills, particularly descriptive text writing. Based on the literature review, numerous challenges remain in students' descriptive writing.

The main issues include: (1) difficulty expressing ideas coherently and systematically, (2) problems selecting vocabulary and constructing sentences, and (3) limited understanding of capitalization rules.

The study concludes that capitalization errors are still prevalent in the descriptive writing of upper elementary students. These challenges can be addressed through the active role of teachers in Indonesian language instruction and the supportive involvement of parents.

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