Relationship between Parenting Parenting and Smartphone Use for Elementary School Age Children During the Covid 19 Pandemic

by Indonesia Bebas Plagiat

Relationship between Parenting Parenting and Smartphone Use for Elementary School Age Children During the Covid 19 Pandemic

Arif Rachman Putra, Budi Handayani, Didit Darmawan, Eli Retnowati, Ella Anastasya Sinambela, Ernawati, Jahroni, Misbachul Munir, Rahayu Mardikaningsih*, Tri Seno Anjanarko, Utami Puji Lestari

Sunan Giri University of Surabaya, Surabaya, Indonesia
Email: rahayumardikaningsih@gmail.com

Abstrak−Anak usia Sekolah Dasar akan mengalami perkembangan yang sangat cepat. Perkembangan tersebut berupa perkembangan fisik dan perkembangan psikologis. Kecenderungan penggunaan smartphone pada anak yang tidak tepat akan memberikan dampak negatif pada anak. Dalam hal ini pola asuh orang tua sangatlah berperan karena keluarga merupakan lembaga pendidikan pertama dan utama bagi anak. Dari lingkungan keluarga khususnya orang tua, anak akan mendapat pondasi moral, watak dan kepribadian yang akan diterapkan saat ini dan kemudian hari. Tujuan studi ini adalah mengidentifikasi hubungan pola asuh orang tua dan penggunaan smartphone dengan melibatkan analisis korelasi sebagai alat statistik. Studi dilalukan selama masa pandemi Covid-19 di Kecamatan Balongbendo di Desa Jeruklegi. Ada 30 anak usia sekolah dasar yang diamati dengan mewawancarai orang tua dan memberikan kuesioner. Studi menunjukkan ada hubungan positif dan signifikan antara pola asuh orang tua dan penggunaan smartphone. Keluarga memiliki peran yang penting terhadap pengawasan dan pengembangan kepribadian anak secara mental. Dengan kepedulian dan pengawasan yang baik dan tepat dari orang tua maka anak akan terhindar dari dampak negatif penggunaan smartphone.

Kata Kunci: Parenting Patterns; Smartphone Use; Elementary School Age Children; Covid 19 Pandemic

Abstract−Elementary school age children will experience very fast development. These developments are in the form of physical development and psychological development. Inappropriate use of smartphones in children will have a negative impact on children. In this case, parenting plays a very important role because the family is the first and foremost educational institution for children. From the family environment, especially parents, children will get a moral foundation, character and personality that will be applied now and in the future. The purpose of this study is to identify the relationship between parenting and smartphone use by involving correlation analysis as a statistical tool. The study was carried out during the Covid-19 pandemic in Balongbendo District in Jeruklegi Village. There were 30 elementary school age children who were observed by interviewing parents and giving questionnaires. Studies show that there is a positive and significant relationship between parental parenting and smartphone use. The family has an important role in the supervision and mental development of the child's personality. With good and proper care and supervision from parents, children will avoid the negative impacts of smartphone use.

Keywords: Parenting Patterns; Smartphone Use; Elementary School Age Children; Covid 19 Pandemic

1. INTRODUCTION

Smartphones have changed the pattern of everyday life and have a wide impact. Negative impact and positive impact. Positively, it helps the process of life in all aspects. Negatively, this occurs due to improper use (Gunawan *et al*., 2012). The Corona Virus Diseases (Covid-19) pandemic causes changes in behavior and various interactions related to activities outside the home (Issalillah, 2021). This also has an impact on changes in the learning process for elementary school-aged children in normal circumstances, learning is carried out offline or face-to-face, while in a pandemic, learning is carried out online (Mardikaningsih *et al*., 2021). The learning process is more effective face-to-face (Andayani & Darmawan, 2004; Sinambela *et al*., 2014). Children during the pandemic are more likely to stay at home and use smartphones longer (Retnowati & Putra, 2021).

Elementary school-age children are also experiencing the impact of the pandemic by spending more time using smartphones. Online learning makes interaction with smartphones more frequent. However, the child's focus can be disturbed. This is different from the period before the pandemic where the learning and evaluation process can be maximized for the benefit of children's growth and development (Sutarjo *et al*., 2007; Hutomo *et al*., 2012). Currently there are many online games that make children interested and spend time playing. The necessity of being at home during the pandemic causes the tendency to use smartphones more.

Online learning using smartphones continuously will cause a saturation point to appear in the learning process so that the use of smartphones that should be used for learning is instead used to play, watch YouTube, or other applications. As a result, various bad effects arise from excessive smartphone use, such as students who do not focus on the learning process and work on assignments, forget to worship, are lazy in carrying out daily activities, and over time students are less concerned about the surrounding environment. Excessive use of smartphones has a negative impact and can actually trigger smartphone addiction (Djaelani & Putra, 2021). As a result of addiction to gadgets, children become lazy to relate to other individuals, it can also lead to a decrease in creativity in children, children's motor skills decrease, sleep patterns are irregular, children become less mobile and focus more on using gadgets can be obese, irritable and easily angry if disturbed, anxiety and can lead to depression.

The possibility of parents giving smartphones so they can communicate with their children when parents are busy at work. Smartphones can also be used for games or games as a means of entertainment for children. However, parents often neglect to check or monitor other activities carried out by children using smartphones such as pictures

or videos that have pornographic and violent elements contained in children's gadgets. Not to mention smartphones that can access the internet freely. This must be watched out for with the treatment of the implementation of parenting discipline given by parents. The existence of effective supervision will be an obstacle to the occurrence of gadget addiction in children.

Where the role of parenting is very necessary in supervising and providing limits on children when using smartphones so as to minimize the level of dependence and other negative impacts on elementary school children. Based on this phenomenon, the purpose of this study is to determine the relationship between parenting patterns and the level of smartphone addiction in elementary school children.

2. RESEARCH METHOD

The research design used to identify the relationship between parenting and smartphone use is a correlational design. The approach used in this research is Cross Sectional. Approach In this study, researchers will analyze the relationship between parenting and smartphone use during the Covid-19 pandemic. The study was conducted in Balongbendo District in Jeruklegi Village. There were 30 elementary school age children who were observed by interviewing parents and giving questionnaires.

3. RESULT AND DISCUSS

Profile of the respondents, namely the characteristics of the parents, totaling 30 people. Most of the parents' education is high school education as many as 17 respondents, there are eight educated junior high school, and five parents educated from college. Some parents work as entrepreneurs as many as seven respondents, there are as many as 17 respondents as farmers, as many as four civil servants, and a small part, namely unemployment as many as two respondents.

To determine the relationship between parenting and smartphone use, Spearman Rank correlation analysis was used. Based on the calculation of the correlation coefficient, the calculated rho value = 0.811, meaning that the relationship between parenting style variables and smartphone use is very strong because the correlation value is in the coefficient interval 0.800 - 1,000. The level of significant or the level of confidence is 95% and the level of deviation or (Alpha) = 0.005. The relationship is significant because it has a value of less than 5%. Thus, it is proven that there is a positive and significant relationship between parenting and smartphone use.

Parenting activities carried out by parents contain a series of intensive interactions. Parents will direct children to have life skills, parents also provide good teaching, values and norms for children. The treatment of parents can affect family relationships, because once embedded, the relationship will tend to last. If the treatment given is good and mutual understanding, then the relationship created will be good. And vice versa if the treatment given is not appropriate, such as judging and always comparing, then the relationship formed between children and parents will not be good.

Every parent has their own way of educating and caring for their children (Lembong *et al.*, 2015). There are many types of parenting that can be applied by parents. This type of parenting is applied according to the needs and character of the child.

Authoritarian parenting is a type of parenting that prioritizes shaping the personality of children who must obey all the rules that have been made by parents. This parenting style causes children to have less free space to work. Children are only required to do all the things asked by their parents. Children will feel constrained and afraid to express their opinions. Seeing this statement, it seems that there are many negative impacts, but don't get me wrong, authoritarian parenting also has many advantages such as children will get used to discipline even though some start from coercion, children will be directed because they obey the rules, their relationships and behavior will be maintained (Yanti *et al.*, 2013).

Democratic parenting is a type of parenting that provides opportunities for children to develop their talents. In other words, children will be free to do whatever they want but are still supervised and given guidance by their parents. This type of parenting further enhances the relationship between children and their parents because of the intensive interaction (Kabalmay & Andayani, 2014).

In permissive parenting, children are dominant. Children are given freedom without supervision. Very few children are required to have responsibilities. Children are given the freedom to regulate themselves, there is very little direction from parents. The application of permissive parenting causes children to act as they please because they do not feel loved by their parents. Children will also consider themselves not an important part of the family so they will tend to be less conducive such as aggressive, rebellious, messy learning patterns, decreased achievement and so on.

In this study based on interviews with parents, there are five parents who apply authoritarian parenting, there are eleven parents who practice democratic parenting. The rest are 14 parents who are in permissive parenting. Most parents who apply permissive parenting show that children who are usually spoiled by their parents or given freedom can lead to children with less control so that children increase their use of smartphones to play. Where the parenting style of this type should not always spoil the child and obey the child's wishes because it will have a negative impact on the child such as the child being spoiled, disobedient, less independent, and less confident so that less supervision

from parents can make children more vulnerable. feel free in the use of smartphones. In actual conditions, based on the fact that most of the work of parents is not office work, parents should not be affected by the pandemic. The type of work as a smaller farmer has an impact on social distance (Mendrika *et al*., 2021). It should be every day parents have the opportunity and time to monitor the behavior of their children. However, social conditions can cause a tendency for uniformity in children's behavior because they are in one area or children have their own play group (Khayru *et al*., 2021). Teachers have a small role in supervising children, especially during the pandemic and children's behavior at home (Munir & Arifin, 2021).

As a parent in educating children in the digital era, you should be able to apply good and correct parenting. Authoritarian parenting is applied to children according to the conditions and situations needed ((Aisya *et al*., 2013). Parents also have the right to give freedom to children as in permissive parenting but in a negative way, so these three parenting styles (authoritarian, permissive, and democratic) each cooperates on the impact generated by the technology (Purwanti *et al*., 2014; Whiteley *et al*., 2014).Teachers have a significant role but have limitations in shaping children's behavior (Mardikaningsih, 2014). Therefore, the synergy of the roles of parents and teachers is the key to shaping children's behavior.

4. CONCLUSION

Studies show that there is a positive and significant relationship between parental parenting and smartphone use. Families have an important role in the success of children and develop the child's personality mentally. If parents supervise their children properly and care about the effects of smartphone addiction, it is likely that children will avoid the negative impacts of smartphone use. Conversely, if parents are indifferent to children's activities, children usually tend to be lazy to learn and are less likely to achieve good learning achievements. The use of smartphones can reduce achievement through content that affects learning concentration. Children who have good parenting styles such as guiding children, it is likely that children can achieve good learning achievements.

Thus, smartphones can also increase and decrease learning achievement in children. The use of smartphones in the teaching and learning process has an important role in children's achievement in using smartphones in a timely manner. Family is a key factor in a child's success where family is the most meaningful person in a child's life.

REFERENCES

[1] Aisya, S., A.R. Putra, & A. Gunawan. 2013. Pendidikan Indonesia. Bumi Aksara. Jakarta.
[2] Akmal, D. Kurniawan, D. Darmawan & A. Wardani. 2015. Manajemen Pendidikan, IntiPresindo Pustaka, Bandung.
[3] Andayani, D. & D. Darmawan. 2004. Pembelajaran dan Pengajaran. IntiPresindo Pustaka, Bandung.
[4] Arum, Setya. 2009. Pendidikan Dasar dan Perkembangannya, Spektrum Nusa Press, Jakarta.
[5] Damayanti, N., S. Hutomo, D. Darmawan & I. Wahyudi. 2011. Penelitian Tindakan Kelas, IntiPresindo Pustaka, Bandung.
[6] Darmawan, D. 2007. Teori Motivasi, Metromedia Education, Surabaya.
[7] Darmawan, D. 2019. Bahasa Indonesia: Pengantar untuk Publikasi Ilmiah. Metromedia, Surabaya.
[8] Darmawan, D. et al. 2021. Psychological Perspective in Society 5.0, Zahir Publishing, Jogjakarta.
[9] Darmawan, D., F. Issalillah, E. Retnowati., & D. R. Mataputun. 2021. Peranan Lingkungan Sekolah dan Kemampuan Berkomunikasi Guru Terhadap Motivasi Belajar Siswa. Jurnal Simki Pedagogia, 4(1), 11-23.
[10] Davitri, E., M. Fikram, & R. Resandi. 2015. Pengaruh Kompetensi Pedagogik Guru Terhadap Pemahaman Belajar Siswa Pada Mata Pelajaran Fisika, Jurnal Ilmiah Manajemen Pendidikan Indonesia, 1(3), 197-210
[11] Djaelani, M. & A. R. Putra. 2021. Youth Empowerment to Grow Creative Business Interest, Journal of Social Science Studies, 1(2), 52-54.
[12] Djaelani, M. 2021. Social Community Participation in Household Waste Management, Journal of Social Science Studies, 1(1), 37-39.
[13] Federman, M. & C. Davison. 2021. Social Media: Revolution, Social Construction, and Self-Identity, International Journal of Work Innovation, 2(4), 343-357.
[14] Gunawan, A., Yuliana, D. Darmawan, & S. Arum. 2012. Manajemen Terapan dan Bisnis, Spektrum Nusa Press, Jakarta.
[15] Gunawan, A., M. Hariani, & T. Baskoro. 2016. Upaya Strategik Mengenalkan Jiwa Kewirausahaan Untuk Siswa Sekolah Dasar, Jurnal Ilmiah Manajemen Pendidikan Indonesia, 2(3), 167-180.
[16] Gunawan, A., R. Mardikaningsih & Yuliana. 2016. Evaluasi Pembelajaran, Revka Prima Media, Surabaya.
[17] Gunawan, A., M. Irfan, & T. Baskoro. 2015. Peran Guru Pendidikan Agama Islam Untuk Meningkatkan Nilai Religi Pada Peserta Didik, Jurnal Ilmiah Manajemen Pendidikan Indonesia, 2(1), 25-38.
[18] Khasanah, H., E. T. Aprilianti, & S. Mahmudah. 2016. Upaya Mengembangkan Budaya Religius Di Sekolah Melalui Peran Guru Pendidikan Agama Islam, Jurnal Ilmiah Manajemen Pendidikan Indonesia, 3(2), 77-86.
[19] Hoy, C., Jardine Bayne, C., & Wood, M. 2000. Improving Quality in Education. Palmer Press, London.
[20] Hutomo, S., D. Akhmal, D. Darmawan & Yuliana. 2012. Dasar-Dasar Evaluasi Pendidikan, Addar Press, Jakarta.
[21] Irfan, M. & A. R. Putra. 2014. Komunikasi Interpersonal Antar Guru dan Siswa serta Pengaruhnya terhadap Motivasi Belajar Siswa, Jurnal Ilmiah Manajemen Pendidikan Indonesia, 1(1), 69-76
[22] Issalillah, F. 2021. Pandemic Covid 19, Social Psychology, and Pregnancy: Relatedness and Analysis, Journal of Social Science Studies, 1(1), 1-10.
[23] Kabalmay, S.S. & D. Andayani. 2014. Hubungan Kebutuhan Sosial, Kebutuhan Penghargaan, dan Semangat Belajar Siswa, Jurnal Ilmiah Manajemen Pendidikan Indonesia, 1(1), 15-22.

[24] Kabalmay, S.S. & E. T. Aprilianti. 2016. Kenakalan Peserta Didik di Sekolah dan Upaya Penanggulangan, Jurnal Ilmiah Manajemen Pendidikan Indonesia, 2(4), 255-268

[25] Karina, A. & E. Davitri. 2016. Analisis Nilai Karakter Yang Terkandung Pada Lagu Anak, Jurnal Ilmiah Manajemen Pendidikan Indonesia, 3(2), 57-66

[26] Khasanah, H., D. Andayani, & W. Setyarini. 2015. Korelasi Persepsi Siswa Tentang Keterampilan Guru Mengajar Dan Minat Belajar Siswa Pada Pelajaran Bahasa Indonesia, Jurnal Ilmiah Manajemen Pendidikan Indonesia, 1(3), 183-196.

[27] Khayru, R.K., Nichen, A Chairunnas, Safaruddin, & M. Tahir. 2021. Study on The Relationship Between Social Support and Entrepreneurship Intention Experienced by Adolescents, Journal of Social Science Studies, 1(2), 47-51.

[28] Kurniawati, A., Sudjai, Bambang Siswanto, Ikhsan Wahyudi, & Hermawan. 2015. Pemanfaatan Perpustakaan Melalui Peran Guru Sebagai Sumber Belajar Siswa SD, Jurnal Ilmiah Manajemen Pendidikan Indonesia, 2(1), 39-52.

[29] Lembong, D., S. Hutomo & D. Darmawan. 2015. Komunikasi Pendidikan, IntiPresindo Pustaka, Bandung.

[30] Mardikaningsih, R. 2014. Metode Pembelajaran dan Variasi Penerapannya, Jurnal Ilmiah Manajemen Pendidikan Indonesia, 1(1), 43-54.

[31] Mardikaningsih, R. & M. Hariani. 2016. Peningkatan Hasil Belajar Siswa Dengan Kontribusi Dari Kompetensi Kepribadian Guru Serta Kreativitas Siswa, Jurnal Ilmiah Manajemen Pendidikan Indonesia, 3(1), 1-12

[32] Mardikaningsih, R., E. A. Sinambela, & D. Darmawan. 2021. Upaya Membantu Masyarakat Menekan Penyebaran Covid-19 Melalui Pembagian Hand Sanitizer dan Masker di Pasar Manukan Kulon Surabaya, Jurnal Pendidikan, Penelitian, dan Pengabdian Masyarakat, 1(1), 9-18.

[33] Mendrika, V., D. Darmawan, T.S. Anjanarko, Jahroni, M. Shaleh, & B. Handayani. 2021. The Effectiveness of the Work from Home (WFH) Program during the Covid-19 Pandemic, Journal of Social Science Studies, 1(2), 44-46.

[34] Mischel, W., Shoda, Y., & Rodriguez, M. 1989. Delay of gratification in children. Science, 244(4907), 933-938.

[35] Munir, M. & S. Arifin. 2021. Pengaruh Pendidikan dan Pelatihan Terhadap Kinerja Guru, Jurnal Pendidikan, Penelitian, dan Pengabdian Masyarakat, 1(1), 39-44.

[36] Munir, M, & S. Arifin. 2021. Organizational Culture and Impact on Improving Employee Performance, Journal of Social Science Studies, 1(2), 65-68.

[37] Purwanti, S., T. Palambeta, D. Darmawan, S. Arifin. 2014. Hubungan Metode Pembelajaran dan Motivasi Belajar Siswa, Jurnal Ilmu Pendidikan, 8(1), 37-46.

[38] Putra, A.R. & E. S. Primawati. 2015. Implementasi Pembelajaran Pendidikan Agama Islam Untuk Siswa Tingkat Sekolah Dasar, Jurnal Ilmiah Manajemen Pendidikan Indonesia, 1(4), 243-256.

[39] Putra, A.R., R. Mardikaningsih, E. A. Sinambela, & S. Arifin. 2016. Minat Belajar Dengan Pendekatan Problem Based Learning, Jurnal Ilmiah Manajemen Pendidikan Indonesia, 3(2), 87-96.

[40] Retnowati, E. & A. R. Putra. 2021. Upaya Penerapan Protokol Kesehatan kepada Masyarakat di Wilayah Perum Taman Sidorejo Krian Sidoarjo di Masa Pandemi Covid-19 melalui Pemberdayaan Karang Taruna, Jurnal Pendidikan, Penelitian, dan Pengabdian Masyarakat, 1(1), 1-8.

[41] Saraswati, R. Mardikaningsih, & T. Baskoro. 2014. Strategi dan Inovasi Pendidikan Tingkat Dasar, Bumi Aksara. Jakarta.

[42] Sinambela, E.A. & N. I. Mauliyah. 2014. Pengaruh Pembelajaran Homeschooling terhadap Hasil Belajar Siswa, Jurnal Ilmiah Manajemen Pendidikan Indonesia, 1(2), 125-140.

[43] Sinambela, E.A., R. Mardikaningsih & D. Darmawan. 2014. Inovasi Pendidikan dan Profesionalisme Guru, IntiPresindo Pustaka, Bandung.

[44] Sinambela, E.A. & Ernawati. 2021. Analysis of the Role of Experience, Ability and Motivation on Employee Performance, Journal of Social Science Studies, 1(2), 69-74.

[45] Sinatra, G., & Pintrich, P. R. 2003. Intentional Conceptual Change. Mahwah, New Jersey.

[46] Sutarjo, M., D. Darmawan & Yuni Indah Sari. 2007. Evaluasi Pendidikan. Spektrum Nusa Press, Jakarta.

[47] Wahyudi, I., D. Darmawan & R. Mardikaningsih. 2018. Model Pembelajaran di Sekolah, IntiPresindo Pustaka, Bandung.

[48] Whiteley, R. F., Gillespie, J., Robinson, C., Watts, W. & Carter, D. 2014. Effective Teaching and Learning in Interprofessional Education in Child Welfare. Redfame Publishing, 2 (4) 148-158.

[49] Wicaksono, L. & M. Amin. 2015. Upaya Mengembangkan Pendidikan Bahasa Inggris di Tingkat Sekolah Dasar, Jurnal Ilmiah Manajemen Pendidikan Indonesia, 1(4), 271-282.

[50] Yanti, Y., Yuliana, D. Darmawan & E. A. Sinambela. 2013. Psikologi Pendidikan, Spektrum Nusa Press, Jakarta.

[51] Yanti, Y. & Herlina. 2016. Hubungan Antara Motivasi Belajar Dengan Minat Belajar Siswa Sekolah Dasar, Jurnal Ilmiah Manajemen Pendidikan Indonesia, 2(3), 181-196

[52] Yuliana. 2012. Dinamika Pendidikan di Indonesia, IntiPresindo Pustaka, Bandung.

Relationship between Parenting Parenting and Smartphone Use for Elementary School Age Children During the Covid 19 Pandemic

Relationship between Parenting Parenting and Smartphone Use for Elementary School Age Children During the Covid 19 Pandemic

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. Consider using the article **the**.

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.

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.

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.

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.

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. Consider using the article **the**.

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

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.

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. Consider using the article **the**.

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

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.

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.

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.

Run-on This sentence may be a run-on sentence. Proofread it to see if it contains too many independent clauses or contains independent clauses that have been combined without conjunctions or punctuation. Look at the "Writer's Handbook" for advice about correcting run-on sentences.

Pronoun This pronoun may be incorrect.

Confused You have used **to** in this sentence. You may need to use **two** 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.

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

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

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

Prep. You may be using the wrong preposition.

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

Article Error You may need to remove this article.

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