
SPELLING ERRORS IN STUDENT SCIENTIFIC WORKS

Tyasmiarni Citrawati^{1*}, Agung Setyawan²

^{1,2} Departmen of Primary Teacher Education, Trunojoyo Madura University Madura,
Bangkalan, Indonesia

**tyasmiarni.citrawati@trunojoyo.ac.id, agung.setyawan@trunojoyo.ac.id*

DOI: <https://doi.org/10.21107/Widyagogik/v9i1.9818>

Received March 12, 2020; Revised May 11, 2020; Accepted June 06, 2021

Abstract

This study aims to describe spelling errors in student scientific works. The errors studied included the use of letters, writing words, using punctuation marks, and writing absorption elements. The instrument used is a human instrument. The data was taken from spelling errors in the scientific work of students Trunojoyo Madura University Primary School Teacher Education (PGSD) in the form of background papers. The results showed that there were 156 errors. The spelling errors which include the use of letter as many as 70 errors, writing in as a prefix or preposition 43 errors, writing punctuation 40 errors, and writing absorption elements as many as 3 errors. This shows that students still lac understanding of spelling in scientific writing and need intensive guidance both in theory and application.

Keywords – Spelling error, Scientific work, Qualitative descriptive.

1. Introduction

Language is an expression that contains the intention to convey something to other people. According to its use, language is divided into two, spoken and written language. Spoken language is a language that is produced using human speech tools (with phonemes as the basic element), while the language that is produced using writing (with letters as its basic element) is called written language (Sugono, 2009:16). Everyone cannot speak written properly and correctly. Good and correct written language must always pay attention to the applicable writing rules and norms.

In 2019, the President issued Presidential Regulation Number 63 of 2019 concerning the Use of the Indonesian Language. In Article 2 paragraph (1) of the Presidential Regulation, it is written that "The use of Indonesian must meet the criteria of Good and Correct Indonesian". Utorodewo (2020) explains that good use of Indonesian cannot be separated from the context of language that is in harmony with the community's agreement, namely values and norms. Good language is closely related to variety. Based on the communication situation in general, there are two kinds of language: formal and informal. Apart from that, there are also frozen varieties that can be found in legal and ceremonial texts, as well as consultative varieties in transactional activities. In fact, the informal variety can be classified into relaxed situations and intimate situations. Please note, good language is the language used according to the situation.

In addition to good language, Presidential Regulation Number 63 of 2019 also mentions the correct use of Indonesian. The correct language is a language that obeys rules or rules. In writing, for example, we need to pay attention to the standard spelling: too late or already? In addition, the sentence "My mother eats, yes" is certainly not the same as "Mom, I eat, yes". Without a comma, a sentence can have different meanings. There are five tunings that can be used according to the situation. Successively according to the degree of formality, the variety is divided as follows.

1. Frozen variety (frozen); used in situations of wisdom and allows very little discretion such as in scriptures, court decisions, and wedding ceremonies.

-
2. Formal variety (formal); used in official communication such as speeches, official meetings, and scientific journals.
 3. Various consultative (consultative); used in conversations centered on transactions or information exchange, such as in conversations at school and at the market.
 4. Variety of casual (casual); used in an informal setting and can be used by people who do not necessarily know each other well.
 5. Variety of intimate (intimate). used between people who have very close and intimate relationships.

The correct language is a language that is in accordance with the rules of the standard language, both the rules for the written standard language and the standard spoken language. The characteristics of the standard language variety are as follows.

1. Use of normative grammar rules. For example, by applying a standard sentence pattern: *acara itu sedang kami ikuti dan bukan acara itu kami sedang ikuti.*
2. Use of standard words. For example, *cantik sekali dan bukan cantik banget; uang dan bukan duit; serta tidak mudah dan bukan gampang.*
3. The use of formal spelling in the written variety. The current spelling in Indonesian is the enhanced spelling (EYD). Standard languages must follow these rules.
4. The use of standard pronunciation in the oral variety. Although until now there is no standard pronunciation that has been determined, in general it can be said that the standard pronunciation is a pronunciation that is free from the pronunciation characteristics of the local dialect or regional language. For example: */atap/ dan bukan /atep/; /habis/ dan bukan /abis/; serta /kalaw/ dan bukan /kalo/.*
5. Effective use of sentences. Apart from the general opinion that Indonesian is long-winded, standard language actually requires effective

communication: the message of the speaker or writer must be received by the listener or reader exactly according to its original intent.

The correct use of language in accordance with the General Guidelines for Indonesian Spelling (PUEBI) is the most important factor in terms of writing. Authors of scientific works must comply with the PUEBI, so that is easier for readers to understand the writing in its entirety. The writing ability of college-level students should not be in doubt. This writing ability is an important asset because it is related to academic assignments as a student. The students must have good writing skills because they are required to make scientific works such as papers, articles, and theses. However, the reality on the ground is that there are often spelling errors in students papers due to their lack of attention to PUEBI. A few mistakes can lead to double interpretation by the reader of the paper. These small errors are considered common mistakes that are underestimated by students.

On November 26, 2015, the EYD was changed to the General Guidelines for Indonesian Spelling (PUEBI). Even though it has been running for several years, there are still many who do not recognize this new guideline for writing Indonesian spelling. The purpose or reason for changing the EYD Guidelines to PUEBI is firstly because of technological advances along with the progress of the times and secondly to strengthen the function of the Indonesian language itself. For that reason, PUEBI is also present as a more complete answer to the progress of the Indonesian language in this country. Some of the things that become the contents of PUEBI include the use of letters, the use of words, the use of punctuation marks, and the use of loan words. PUEBI is a refinement of EYD. This means that most of the rules contained in the EYD are still used in PUEBI. In PUEBI, new rules are added to further improve the Indonesian spelling.

Scientific Writing is a product of thinking and researching a case study which ultimately results in a solution in solving problems. In the preparation of Scientific Writing there are several rules that must be considered. One of them is the use of good and correct language in accordance with standard Indonesian grammar. The use of good and correct language greatly affects the words that will be arranged into a proper sentence. Choosing the right words can make the structure of a writing easy to understand and make the writing has its own value. However, in reality not a few of the

public or students are still confused in writing a complete sentence with the use of its spelling. In addition, the public or students often do not pay attention to the correctness of writing in accordance with the rules.

These mistakes can have an impact on the quality of student writing. A perfect writing is not said to be good if there are still spelling errors in it. Baradja (in Gusnayetti, 2021) explains that language errors occur because of deviations from the rules in language acts both orally and in writing. These deviations are distinguished into mistakes and errors.

2. Method

This study uses a qualitative descriptive research method. According to Sugiyono (2013) qualitative descriptive research is research conducted to determine the value of independent variables, either one or more (independent) variables, without making comparisons, or connecting with other variables.

The objects in this research are 25 scientific works of students of the Primary School Teacher Education study program at Trunojoyo Madura University in the form of background papers. The method of data collection in this study is listened and recorded. The listening method is done by reading the background section of the paper carefully and repeatedly, then taking notes to classify the relevant data. The data of this research is in the form of written language that contains spelling errors in the background section of the student papers.

After classifying the data, it is analyzed with references to libraries that have been collected previously. A tool in analyzing the data is the General Guidelines for Indonesian Spelling (PUEBI).

3. Result and Discussion

Based on the results of analysis, 156 spelling errors were obtained which includes: 1) 70 errors in the use of letters, 2) 43 errors in writing di-as a prefix or preposition, 3) writing 40 punctuation marks, and 4) writing absorption elements is 3 errors.

Table 1. Percentage of Spelling Errors in Scientific Work of PGSD Study Program, Trunojoyo Madura University

No.	Type of Spelling Error	Frequency	Percentage
1.	Use of letter	70	45%
2.	Writing di- as prefix or preposition	43	28%
3.	Writing punctuation	40	26%
4.	Writing absorption elements	3	1%
Total		156	100%

Table 1 above shows that the biggest spelling error is the use of letters, which accounts for 45% of the total errors. It often found in the use of capital letter, such as: 1) piaget suggests that cognitive theory or cognitive development has a very important role in the learning process, 2) the principles of cognitive learning theory in learning as follows.

4. Conclusion

Based on the result of the study, it was shown that there were still many spelling errors found in the scientific work of PGSD students at Trunojoyo Madura University in the form of papers. Spelling errors that are often found are the use of capital letters, writing di- as a prefix or preposition, writing punctuation marks, and writing absorption elements.

Seeing the frequency of spelling errors made by students in making their papers shows that students pay less attention to spell in writing scientific works. Students need intensive guidance regarding spelling, both theory and application.

References

- Djajasudarma, F. (2010). *Metode Linguistik*. Bandung: Refika Aditama.
- Gusnayetti. (2021). Analisis Kesalahan Ejaan pada Makalah Mahasiswa Studi Kasus Prodi Ilmu Pemerintahan dan Prodi Ilmu Administrasi Negara STSIP Imam Bonjol Padang. *Ensiklopedia of Journal*, 3(4), 37-41. <https://doi.org/10.33559/eoj.v3i4.804>.
- Keraf, G. (2010). *Diksi dan Gaya Bahasa*. Jakarta: Gramedia Pustaka Utama.
- Lanin, Ivan. 2016. "Bahasa Indonesia yang baik dan benar". Diakses pada 8 Maret 2020.
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sugono, D. (2009). *Mahir Berbahasa Indonesia dengan benar*. Jakarta: Gramedia Pustaka Utama.
- Utorodewo, Felicia N. 2020. "Bahasa Indonesia yang Baik dan Benar". Diakses pada 8 Maret 2020.



© 2020 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution ShareAlike (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).