

The Use of Spelling in Students' Scientific Articles in Department of Indonesian Language and Literature

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Article Information	ABSTRACT
Description accepted: 31 August 2024 revised: 25 September 2024 approved: 14 October 2024 Keywords spelling, language errors, orthographic pairing method	This research was conducted to find out the spelling mistakes and the causes of spelling mistakes in scientific articles of students of the Indonesian Language and Literature Department. By knowing this, students will comprise scientific papers that are good and correct, and in accordance with the rules. The method used in this research was descriptive qualitative. The sources of research data were students' scientific articles of the Department of Indonesian Language and Literature, which are the products of team-based projects during Comparative Literature (fifth semester). The researcher chose four scientific articles to obtain the research results to be achieved or called the purposive sampling method. This research used an analytical method, namely the orthographic equivalent method, whose determining tool is writing with the concept of EYD and language errors. The results of this study are that students of the Department of Indonesian Language and Literature still often make Indonesian language mistakes in working on team-based project products in the form of scientific articles. This is due to the lack of understanding of students in the use of spelling in accordance with the rules. Then, students are less careful and lazy in checking the use of spelling. Therefore, students need to get training in writing (the use of spelling and Indonesian language rules) in order to become competent students in their fields according to the profile of graduates (research assistants, academics, and practitioners).



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1. Introduction

Universitas Negeri Medan students, especially in the Department of Indonesian Language and Literature FBS Medan State University, use the team-based project learning method. This learning method is project-based group learning. The application of this method in learning is to make students active in seeing and solving problems that exist in the community so that they can develop their competencies. One of the outputs determined by the lecturer from the application of this method is a scientific article. Meanwhile, the outcome of the application of this method is the increased ability of students to write scientific articles that are suitable for publication in indexed journals.

The outcome resulting from the application of this method affects the competence of students who are in accordance with the profile of graduates of study programs in the Department of Indonesian Language and Literature, such as research assistants, academics, and practitioners. However, there is a phenomenon that students of the Department of Indonesian Language and Literature have not 'finished' understanding and using spelling in writing, and there are still many language errors in their writings. This is very unfortunate and becomes 'strange' because students of the Indonesian Language and Literature Department should be proficient in using spelling and good and correct Indonesian writing rules, but still experience errors and mistakes.

The above phenomenon is an important problem to be solved because it affects the graduates produced by the Department of Indonesian Language and Literature. For example, graduates as research assistants who conduct research writing in scientific journals, still make mistakes and errors in writing. Then, graduates as academics (teachers or lecturers) who are in the school environment transferring Indonesian language and literature knowledge, but still not proficient in using Indonesian spelling and language rules. Therefore, this research is important to identify spelling errors and Indonesian language errors made by students of the Department of Indonesian Language and Literature in working on team-based project products (one of which is writing scientific articles), so that in the future students are able to design and write scientific articles in accordance with spelling and language rules.

Spelling is a rule in describing sounds (words, phrases, sentences, paragraphs, and discourse) into written form and rules regarding the use of punctuation (Winarsih, 2022: 5). Indonesian spelling has undergone several changes because the Badan Pengembangan dan Pembinaan Bahasa continues to make improvements (Keputusan Kepala Badan Pengembangan dan Pembinaan Bahasa Kementerian Pendidikan Kebudayaan Dasar dan Teknologi Republik Indonesia Nomor 0424/1/ BS.00.01/ 9 2022 tentang Ejaan Bahasa Indonesia yang Disempurnakan, 2022). Spelling, currently known as EYD Edition V, is as a form of update from EBI (Ejaan Bahasa Indonesia). The changes are the addition of new rules and existing rules. Then, there are changes in redaction, examples, and procedures for presentation (Winarsih, 2022: 9).

Language errors are systematic deviations in language use. Corder (in TricaHYO, 2021: 1–2) explains that errors are a reflection of competence, which means that deviations are systematic and consistent, which shows the learner's ability at a certain stage. This error occurs due to the application of language rules that have not been understood or the ignorance of the learner. Brown (in TricaHYO, 2021: 3–4) identifies the sources of language errors, namely: 1) interlingual transfer errors are language errors caused by the involvement of the first language system into the second/target language system (or it can be called interference). 2) Intralingual transfer errors are learners who have not mastered the target language system. 3) Contexts of learning errors are learning context errors, meaning errors caused by teachers or textbooks, which are studied by learners.

Dulay, Burt, and Krashen (in Tricahyo, 2021: 4–5) explain that language errors can be classified into four categories, namely: (1) linguistic category, (2) outward strategy category, (3) comparative category, and (4) communication effect category. In this study, the language error category used for analysis is the linguistic category. Linguistic categories are language errors that are seen based on language components or linguistic constituents, which include phonology, syntax, morphology, and semantics.

There have been many studies related to the use of spelling and language errors in student scientific writing, such as research conducted by Humaira & Firdaus (2021), Hidayati et al. (2022), and Rosdiana (2020). These previous studies explained that student's papers have many errors in the use of spelling and language errors. This error is due to students' inaccuracy in writing, which will affect the development of Indonesian language.

Based on the previous researches above, this research has novelty, which is seen from the object of research material in the form of scientific articles as a product of team-based projects. This research also explains the causes, effects, and solutions that is needed to be done by the Department of Indonesian Language and Literature related to this phenomenon to produce competent students based on the profile of graduates of study programs in the Department of Indonesian Language and Literature.

2. Method

The method used in this research was descriptive qualitative. The source of research data was students' scientific articles of the Department of Indonesian Language and Literature, which are the products of team-based projects during Comparative Literature (fifth semester). The researcher selected four scientific articles that were in accordance with the needs of the researcher to obtain the research results to be achieved or called the purposive sampling method (Alwasilah, 2003 in Pujiharto, 2018: 76). The data of this research were in the form of language units (words, phrases, sentences, paragraphs, and discourses) in scientific articles, which were collected using the listening method (Sudaryanto, 2015: 203). The listening method is an appropriate method for obtaining verbal data (Sudaryanto, 1993 in Faruk, 2012: 24). The collected data were then categorized or classified. Furthermore, the researcher analyzed with the orthographic pairing method, whose determining tool is writing (Sudaryanto, 2015: 17) with the concept of EYD and language errors.

3. Results and Discussions

Word Formation Errors

Language errors in student scientific articles are seen in word formation errors. This can be seen in the following sentence.

- (1) Patriarki, seperti yang dijelaskan oleh Kate Millett dalam teori feminisme radikal, *memposisikan* perempuan dalam

keadaan yang terpinggirkan dan dikendalikan, baik secara ekonomi maupun sosial.

The formation of the word *memposisikan* in the sentence above is incorrect. The word *memposisikan* should be melted into *memosisikan*. This happens because the affix *me-* is attached to a base word whose initial letters are K/T/S/P and followed by a vowel letter so that the phoneme /p/ in the base word *posisi* becomes melted.

Punctuation Errors

Language errors in students' scientific articles are seen in the use of comma (,) and period (.) punctuation marks. These errors can be seen in the following sentences.

- (2) Kritik sosial dongeng "Joko Kendil" sesuai dengan pendapat Gillin meliputi empat hal *yaitu*, kritik sosial masyarakat, kritik sosial moral, kritik sosial ekonomi, dan kritik sosial kebiasaan.
- (3) Terdengar suara bahwa sang putri akan berubah menjadi wujud lain *yaitu* cacing laut sehingga semua orang bisa menikmatinya tanpa darah.
- (4) Tidak lama kemudian, Nyi Pohaci meninggal dunia dan terjadilah keajaiban *seperti* banyak tanaman tumbuh dari kuburannya.

There are three sentence quotations in two different writings. The three quotations have the same problem, which is the improper use of comma signs (,). The words *yaitu* and *seperti* belong to the category of subordinating conjunctions whose writing must be preceded by a comma (,). The comma (,) in quote (3) should be placed in front of the word *yaitu*, not behind it. Likewise, in quotations (4) and (5), it is necessary to add comma (,) punctuation marks in front of the words *yaitu* and *seperti* because they are intended to detail the previous statement.

Likewise, in the use of the period (.) punctuation mark, errors are still found. One of the functions of the period (.) punctuation mark is to be used at the end of a statement sentence.

- (5) Cerita ini menekankan pentingnya menilai seseorang berdasarkan karakter dan hati nurani
- (6) Kedua dongeng ini, meskipun berasal dari budaya yang berbeda, memiliki pesan moral yang serupa, menentang diskriminasi, menghargai perbedaan, dan menekankan pentingnya kebaikan hati

Sentences (6) and (7) are categorized as statement sentences. Statement sentences are sentences that contain information and do not expect a response or reciprocity from others. Therefore, both sentences must end with a full stop (.).

Word Usage and Writing Errors

Word usage and writing errors are also seen in students' scientific articles. Word usage errors can be seen in the following sentences.

- (7) *Sedangkan*, teknik catat merupakan teknik yang mencatat data yang diperoleh dari bacaan sedemikian rupa sehingga sesuai dengan pertanyaan peneliti.
- (8) Putri Denda Mandalika menjadi bimbang dan cemas saat mengambil keputusan, *namun* dalam cerita populer Putri Denda Mandalika versi S.S.T Wisnu Sasangka, sang putri rupanya juga mempunyai perasaan terhadap salah satu pangeran.

The conjunction *sedangkan* in sentence (8) means "opposition or resistance". The use in the sentence is incorrect because the conjunction *sedangkan* belongs to the intrasentence category, which is a conjunction that functions as a link between clauses in an equivalent compound sentence. To make it a standard sentence, the improvement that can be made is to replace the conjunction *sedangkan* with the intersentence conjunction *akan tetapi* or *namun* which also has the meaning of "opposition or resistance".

Unlike the conjunction *namun* in sentence (8) which means "resistance or opposition", the use of conjunction *namun* in the sentence is incorrect because conjunction *namun* belongs to the inter-sentence category, which is a conjunction that functions as a link between sentences. In order to become a standard sentence, the improvement that can be made is to replace the conjunction *namun* with an intrasentence conjunction *sedangkan* or *tetapi* which also has the meaning of "opposition or resistance".

Word writing errors are also seen in student scientific articles. These errors can be seen in some of the following sentences.

- (9) Selain itu, karakter dalam kedua dongeng ini dapat dibandingkan dari segi gender, *di mana* Jaka Tarup digambarkan sebagai pahlawan yang aktif.
- (10) Hasil dari pembahasan ini menunjukkan bahwa dalam cerita rakyat Putri Mandalika dan Dewi Sri, terdapat tema patriarki yang sangat menonjol, *di mana* tokoh-tokoh perempuan mengalami subordinasi dan

eksploitasi dalam sistem kekuasaan yang didominasi oleh laki-laki.

In *Tata Bahasa Baku Bahasa Indonesia*, the phrase *di mana* does not belong to the conjunction group of sentences, either as an intrasentence or inter-sentence conjunction. The phrase *di mana* in a sentence is used in a sentence that expresses a question. In sentences (10) and (11), the phrase *where* needs to be corrected with the particle *yaitu*. The word *yaitu* belongs to the category of particles that function as information that explains one of the sentence elements, such as explaining the subject (S), predicate (P), object (O) or complement (Pel.). The improvement that can be made is to replace the word *di mana* with the particle *yaitu*.

Sentence Composing Error

Sentence construction errors in this analysis refer to errors in the order of words or phrases in a sentence, resulting in sentences that are ineffective, ambiguous, or even meaningless. Sentence construction errors in students' scientific articles can be seen in the following sentences.

- (11) Selain itu, kajian ini untuk mengungkapkan bagaimana kedua dongeng mencerminkan hubungan antara manusia dan kekuatan supranatural dalam konteks kebudayaan Indonesia yang beragam.

One of the main principles in sentence writing is completeness. Completeness means the presence of the main elements, such as subject, predicate, and object (if needed). In sentence (12), the error in sentence construction lies in the absence of the predicate element and the use of the question word *bagaimana*. The absence of the predicate element is characterized by the preposition *untuk* in front of the verb *mengungkapkan* so that it occupies the function of adverb /K/. Likewise, the use of the question word *bagaimana*, which is not intended in an interrogative sentence, makes sentence (12) ambiguous. The improvement that can be made is to eliminate the preposition *untuk* and the word *bagaimana*. This makes the verb *mengungkapkan* occupy the predicate function /P/.

- (12) Kebaruan penelitian ini adalah objek kajiannya *adalah karya sastra* yang berbentuk cerita rakyat, *dan* bukan novel, cerpen, *maupun* film seperti penelitian-penelitian sebelumnya.

Sentence construction errors are also found in sentence (13). The first error can be seen in the use of the word *adalah*. The word *adalah* is used twice, resulting in two predicates. The second error is the presence of the phrase *karya sastra* which results in unclear meaning. The third error is the use of the conjunctions *dan* and *maupun*. The conjunction *dan* has the function of expressing the joining of two parallel clauses, while the sentence is not an

equivalent compound. Regarding the conjunction *maupun*, this conjunction is categorized as a correlative conjunction (*baik... maupun...*). The improvement that can be made is by removing one of the words *adalah*, the phrase *cerita rakyat*, the conjunction *dan*, and replacing the conjunction *maupun* with *atau*.

Discussion

Causes of Language Errors

Indonesian language errors made by students of the Indonesian Language and Literature Department are due to students' lack of understanding of the use of spelling in accordance with the rules. Then, students are less careful and lazy in checking the use of spelling. This is very influential on errors in writing. As mentioned by Brown (in Tricahyo, 2021: 3–4) above that to identify the source of language errors can be seen in the following three things, namely: 1) interlingual transfer errors are language errors caused by the involvement of the first language system into the second/target language system (or it can be called interference). 2) Intralingual transfer errors are learners who have not mastered the target language system. 3) Context of learning errors are learning context errors, meaning errors caused by teachers or textbooks, which are studied by learners.

Based on the opinion expressed by Brown above, the tendency experienced by students of the Indonesian Language and Literature Department in the phenomenon of language errors is intralingual transfer errors and context of learning errors. These two forms of errors are 'dangerous' considering the profile of graduates of study programs in the Department of Indonesian Language and Literature, one of which is a teacher or teacher. Teachers are professional educators who are one of the determinants of learning success because teachers are educators, teachers, mentors, directors, trainers, assessors, and evaluators of students.

The Influence of Language Errors for Students of Indonesian Language and Literature Department

Spelling mistakes and language errors affect the competence of students, which also affect the profile of graduates of study programs in the Department of Indonesian Language and Literature, namely research assistants, academics, and practitioners. This influence is clearly visible when in the work environment. In fact, it can lead to negative views from graduate users (stakeholders) such as 'Studying Indonesian Language and Literature for four years, but not yet proficient in the use of spelling and linguistic rules'. This will affect the public's view of graduates of the Indonesian Language and Literature Department.

In addition, as stated by Winarti et al. (2009: 2–3), that disobedience in the use of linguistic rules will affect the delivery of ideas. This means that language errors in scientific articles can interfere with the delivery of information to readers. This can be seen from readers' comments stating that the ideas from certain articles are difficult to digest and difficult to understand. The language

used in writing scientific articles is scholarly Indonesian. Scientific articles must be able to express ideas in accordance with the rules of the Indonesian language that have been standardized and determined for official use.

Training on the Use of Indonesian Spelling and Language Rules in Writing Scientific Articles for Students of the Department of Indonesian Language and Literature

Training on the use of spelling and grammar rules is one of the efforts that can be made by the Department of Indonesian Language and Literature to shape students into competent graduate profiles (research assistants, academics, and practitioners). This needs to be done so that when graduates of the Department of Indonesian Language and Literature are in the work environment, they are ready to compete. Graduates are ready to be placed in a position that suits their competence. This training needs to be given to students in stages, starting from semester one, two, and three. Although it is not denied that students in the third semester are given MKU Indonesian language courses. Training that is given regularly will certainly provide understanding and experience in writing well and correctly in accordance with the rules of Indonesian language.

4. Conclusion

Based on the explanation above, it can be concluded that students of the Indonesian Language and Literature Department still often make Indonesian language mistakes in working on team-based project products in the form of scientific articles. This is due to the lack of understanding of students in the use of spelling in accordance with the rules. Then, students are less careful and lazy in checking the use of spelling. Therefore, students need to get training in writing (the use of spelling and Indonesian language rules) in order to become competent students in their fields according to the profile of graduates (research assistants, academics, and practitioners).

Acknowledgments

Thank you to the Institute for Research and Community Service (LPPM) of Medan State University for funding the policy research of the Department of Indonesian Language and Literature in the 2024 budget year.

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