

Spelling error analysis in the papers "history and background of guidance and counseling at SD Muhammadiyah 2 Samarinda" & "national integration" in elementary school teacher education using the content analysis method

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ABSTRACT

Scientific writing skills that adhere to correct linguistic rules constitute a crucial competence for Elementary School Teacher Education (PGSD) students as future educators who will serve as language role models for their pupils. However, spelling errors are still frequently encountered in students' academic writings. This study aims to identify, classify, and describe the forms of spelling errors in two papers written by PGSD students titled "History and Background of Guidance and Counseling in Elementary School" and "National Integration". The research method employed is descriptive qualitative using content analysis. The data sources in this study are the physical text documents of the two papers, with data collection executed via the observation and note-taking method (*metode simak dan catat*). The spelling error analysis is based on the provisions of the Enhanced Spelling Guidelines (*Ejaan Yang Disempurnakan / EYD*) Edition V. The results indicate that spelling errors consistently appear in both papers, which are grouped into four main categories: (1) capitalization errors, (2) errors in writing prepositions (*di-* and *ke-*) and affixed words, (3) errors in writing loanwords and foreign terms that are not italicized, and (4) inaccurate punctuation usage (periods and commas). In the paper "History and Background of Guidance and Counseling in Elementary School," the dominant errors are found in the writing of adapted counseling terms, whereas in the paper "National Integration," errors frequently occur in the capitalization of geopolitical concepts and the writing of derivative words. The conclusion of this study emphasizes that PGSD students' understanding of formal Indonesian spelling rules still requires more intensive cultivation to prevent the transfer of linguistic errors when they enter the formal education system.



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INTRODUCTION

Scientific writing capability is one of the primary professional competencies that must be mastered by students of the Elementary School Teacher Education (PGSD) study program (Ahmadi et al., 2022). As prospective educators at the primary level, PGSD students are not only required to master the learning materials but must also be capable of becoming excellent language role models for their students (Setyawati, 2019). Linguistic errors committed by teachers or prospective teachers carry a high potential to be directly imitated by students, thereby hindering children's literacy development during their crucial phase in elementary school (Saddhono, 2021). Therefore, compliance with formal linguistic rules, particularly the Enhanced Spelling Guidelines (*Ejaan Yang Disempurnakan / EYD*) Edition V, is absolute in fulfilling every academic assignment (Agency for Language Development and Cultivation, 2022).

In reality, however, the phenomenon of spelling errors remains a consistent problem frequently encountered in students' scientific papers. Many students lack meticulousness in applying standardized writing rules, ranging from fundamental matters such as capitalization procedures to the writing of foreign loanwords (Tarigan, 2020). This writing issue is clearly visible in two sample papers of PGSD students titled "History and Background of Guidance and Counseling in Elementary School" and "National Integration". Both papers contain numerous specialized terms—both in the domain of pedagogy/developmental psychology and state geopolitical concepts—which are highly prone to

typographical and morphological errors if students lack accuracy and a solid linguistic understanding. Through an error analysis approach, spelling aspects that are still frequently misunderstood by students can be mapped specifically and objectively (Indihadi, 2018).

Driven by this gap, this study aims to comprehensively describe the quality of linguistic rule application among PGSD students through three specific targets. First, this study is directed to identify and classify the types of spelling errors based on EYD Edition V found in the papers "History and Background of Guidance and Counseling in Elementary School" and "National Integration". Second, it analyzes the underlying factors causing these writing errors, both in the mechanical domain (punctuation, capitalization) and structural domain (prepositions, affixed words, foreign terms). Third, it determines the dominant error frequency of both papers to map the primary weaknesses of students in scientific writing.

By achieving these objectives, this study is expected to provide a tangible scientific contribution. Theoretically, this study is targeted to enrich the literature in applied linguistics, particularly in the field of error analysis within higher education, and to serve as a reference for evaluating the academic writing quality of prospective teacher students. Practically, the results of this study can serve as a medium for self-reflection for PGSD students to improve their language awareness. For lecturers, this research provides a realistic overview to design more effective Indonesian Language lecture strategies. Finally, for the study program, the output of this research can be utilized as input in formulating academic policies regarding the standardization of academic assignment writing formatting to maintain the quality of PGSD graduates and break the chain of error transfer (*fossilization*) to future primary school students.

RESEARCH METHOD

This study utilizes a qualitative descriptive approach with a content analysis method aimed at unravelling, describing, and objectively mapping the phenomenon of spelling errors without conducting hypothesis testing or statistical interventions (Moleong, 2018). The primary focus of the analysis is directed toward identifying forms of linguistic rule violations based on the standardized Enhanced Spelling Guidelines (EYD) Edition V (Agency for Language Development and Cultivation, 2022). The data in this study consist of all lingual units such as words, phrases, clauses, or sentences indicated to contain spelling errors, while the data source was obtained from physical text documents in the form of two academic papers of PGSD students titled "History and Background of Guidance and Counseling in Elementary School" and "National Integration". The selection of these two papers was carried out purposively considering the characteristics of the research objects, which are rich in specialized terms in the fields of pedagogy and geopolitics.

The data collection was implemented using the observation and note-taking method (Sudaryanto, 2015). This process began with a critical close-reading technique of the entire text of the papers repeatedly to find mechanical and structural errors, which were subsequently recorded into an auxiliary instrument in the form of a data corpus table to facilitate classification. Furthermore, the data analysis technique applied the error analysis model adapted from Tarigan (2020), encompassing four continuous stages starting with the identification stage to collect all forms of spelling errors in both papers. The next stage is classification by grouping the types of errors into four main taxonomies: capitalization usage, preposition or affixed word writing, loanword or foreign term writing, and punctuation inaccuracies. After classification, explanation was conducted to explain the location of the error and analyze the factors causing the error based on EYD Edition V rules, which concluded with the evaluation or correction stage in the form of reconstructing the erroneous writing into standardized Indonesian forms.

To maintain data validity (*trustworthiness*), this study applies techniques to increase observation persistence and theory triangulation (Sugiyono, 2019). Data cross-checking was conducted repeatedly by researchers and matched directly with the official guidelines of the Decree of the Head of the Agency for Language Development and Cultivation Number 0424/I/BS.00.01/2022 concerning EYD Edition V to guarantee the objectivity, validity, and reliability of the analyzed results presented.

RESULTS AND DISCUSSION

Based on the critical close-reading conducted on the papers "History and Background of Guidance and Counseling in Elementary School" and "National Integration", various forms of

consistent spelling errors were discovered. The error data were then classified into four main taxonomies: character usage errors (capitalization and italics), word writing errors (prepositions and affixes), mechanical/typographical errors (standard words and abbreviations), and punctuation or spacing inaccuracies.

Overall, the exposure of spelling error data in each paper is presented through the data corpus tables below:

Table 1. Corpus of Errors in the Paper "History and Background of Guidance and Counseling in Elementary School"

No	Original text citation (data code)	Location of spelling error	Correction according to EYD V	Description / EYD V rule
1	"...Ibu Nuril Hidayanti S., M.pd."	"...Ibu Nuril Hidayanti S., M.pd."	M.Pd.	Academic degree abbreviations are followed by a period at each capitalized element (P must be capitalized).
2	"...ilmu baru bila di bandingkan..."	di bandingkan	dibandingk an	The prefix (<i>di-</i>) as a passive affix must be written combined with its base word.
3	"Selainitu Bimbingan konsling juga..."	Selainitu, konsling	Selain itu,, konseling	The transitional phrase <i>selain itu</i> is written separately and followed by a comma. The word <i>konseling</i> is the standard form.
4	"...yaitu bimbingan (guidance) dan konseling (counseling)..."	guidance, counseling	(<i>guidance</i>), (<i>counseling</i>)	Foreign terms or English words must be written using italics.
5	"...semua pihak yang telah berkontribusi..."	Berkontribusi	berkontribu si	The standard word absorbed from the foreign language is <i>kontribusi</i> (without the letter 's' in the middle).
6	"Dosen pengampu : Nuril..."	pengampu :	pengampu:	The colon punctuation mark (:) is written close without a space to the word preceding it

Content Analysis of the Paper "History and Background of Guidance and Counseling in Primary School" (Table 1):

Based on the results of the content analysis on the first paper, the category of findings (*manifest content*) predominantly indicates mechanical deviations in the writing of foreign terms, academic degrees, and typographical errors (*typos*). The error pattern in foreign terms is visible from the consistent tendency of students to ignore the use of italics for English vocabulary such as *guidance* and *counseling*, thereby reducing the formality level of the text content due to the blurred identity boundary between the national language and the foreign language. Furthermore, the phonological and affixation error patterns within the text content indicate a strong influence of the spoken language carried over into the written register, such as the use of the non-standard word *konsling* which undergoes sound simplification, the word *berkontribusi* which experiences hypercorrection, and the mistake of

separating the passive prefix in the word *di bandingkan*. The mechanical neatness of the text also suffers from spacing negligence, both in the form of word concatenation in *Selainitu* and misplaced spacing before the colon in the phrase *pengampu* :. Overall, the content analysis of this first paper reflects low student proofreading skills and a lack of mastery over standard vocabulary in the specialized fields of pedagogy and psychology.

Table 2. Corpus of Errors in the Paper "National Integration"

No	Original text citation (data code)	Location of spelling error	Correction according to EYD V	Description / EYD V rule
1	"Terimakasih kami ucapkan kepada ibu Tri..."	Terimakasih, ibu	Terima kasih, Ibu	The compound phrase <i>terima kasih</i> is written separately. The word <i>Ibu</i> must be capitalized because it functions as a kinship honorific followed by a name.
2	"Faktor Yang Mempengaruhi..."	Yang, Mempengaruhi	yang, Memengaruhi	The function word <i>yang</i> in a title is written in lowercase. The phoneme /p/ in the base word <i>pengaruh</i> must dissolve, becoming <i>memengaruhi</i> .
3	"...atas segala limpahan rahmat dan karunianya..."	karunianya	karunia-Nya	The suffix <i>-Nya</i> referring to God must be capitalized and linked with a hyphen (-).
4	"...Kajianterhadap peran Pancasila..."	Kajianterhadap	Kajian terhadap	A mechanical error (lack of space) between a noun and a preposition; they must be separated.
5	"...perspektif geopolitik dangeostrategi..."	dangeostrategi	dan geostrategi	A mechanical error resulting from a missing space between the conjunction <i>dan</i> and the subsequent word.

Content Analysis of the Paper "National Integration" (Table 2):

Meanwhile, the content analysis results of the second document show a shift in the focus of findings, emphasizing more on the morphophonemic domain or word formation rules, the writing of title elements, sociolinguistic kinship honorifics, and religious reverence. The pattern of errors in morphophonemic rules is demonstrated by the text's failure to comply with the law of phoneme dissolution, where students retain the phoneme /p/ in the word *mempengaruhi* which should dissolve into *memengaruhi*—a pattern indicating a fundamental theoretical weakness in the students' cognitive memory regarding standard grammar. In the aspect of capitalization and honorifics, the text shows confusion in distinguishing word class functions because a function word located in the middle of a title is written using capital letters (*Yang*), whereas a kinship honorific followed by a proper name (*ibu*) is written in lowercase. Negligence toward the value of academic politeness is also mirrored in the writing of the pronominal suffix for God in the word *karunianya*, written without capitalization and a hyphen. The mechanical neatness of this document experiences similar issues as the first paper, namely the consecutive loss of spaces between words as seen in the phrases *Kajianterhadap* and *dangeostrategi*. Accordingly, the content analysis of the second paper confirms that students are not only weak in typing precision but also experience disorientation in applying sociolinguistic, morphological, and standardization rules for formal scientific documents.

Based on the content analysis we conducted on the two different papers, textual data (*manifest content*) were found in the form of spelling errors encompassing the use of foreign words, italics, standard words, capital letters, word element construction (morphophonemics), and mechanical spacing insertion. Through systematic data codification of both papers, the most dominant spelling error patterns appeared in the structural domain of word writing/morphophonemics, capitalization errors, and mechanical spacing negligence. Quantitatively, this content analysis detected 4 capitalization errors in honorifics and degrees, 4 mechanical spacing errors, and 5 structural errors in derivative words and loanwords that do not comply with official spelling guidelines. This pattern aligns with research by Fitriani and Hasanah (2023), which states that the most frequent types of spelling errors in the text reduction of prospective teachers are capitalization misuse, base-derivative word writing, and typing mechanics due to low mechanical thoroughness.

According to Setyawati (2019), the use of linguistic rules in scientific writing must follow specific standardizations, including the precise use of capital letters for official identities, titles, and positions, as well as the use of italics as markers of foreign lingual elements. Within the data corpus of the two papers studied, the content analysis found that students consistently ignored these rules. This is evidenced by the capitalization of a function word in the middle of a sentence (*Yang*), the use of lowercase for formal kinship honorifics (*ibu*), the failure to capitalize academic degree abbreviations (*M.pd.*), and the neglect of capital letters and hyphens for religious elements (*karunianya*). Furthermore, the rules for writing italics were violated in foreign pedagogical terms such as *guidance* and *counseling*, compounded by morphological confusion in the forms *di bandingkan*, *mempengaruhi*, *Terimakasih*, as well as loanword errors like *konsling* and *berkontribusi*. These textual findings correspond with research by Ariningsih et al. (2019), which underscores the importance of capitalization and word writing rules as mandatory standards that language users must obey to achieve uniformity, standardization, and formal order in scientific written language.

Delving into the *latent meaning* behind the text, the errors in capitalization, word structure writing, and spacing neatness that dominate both papers indicate that PGSD students as writers have not yet properly internalized the rules of the Enhanced Indonesian Spelling Guidelines (EYD) Edition V (2022). Psycholinguistically, as explained in the error analysis theory by Tarigan (2020), these errors are caused not only by theoretical ignorance (*competence error*) but are also triggered by technical negligence (*performance error*) and the strong interference of informal spoken registers carried over into academic writing structures. This is clearly identified from the illogical concatenation of words due to typing failures (*typos*) in the phrases *Selainitu*, *Kajianterhadap*, and *dangeostrategi*, as well as the illegal placement of spacing in the phrase *pengampu* :. The appearance of this consistent mechanical error confirms that students disregard the final editing process and proofreading checks before submitting their academic assignments.

To prevent these systematic spelling errors from recurring in the future, students need to comprehensively improve their understanding of spelling guidelines, particularly in sharpening the rules of prefix-preposition functions, phoneme dissolution laws, honorific capitalization, and loanword formatting. Before an academic document is submitted to the course lecturer, writers are highly advised to perform cross-reading techniques to eliminate mechanical typing defects, as recommended by Septiana (2018). The active utilization of official guidelines from the Agency for Language Development and Cultivation (2022) and vocabulary verification via the Great Indonesian Dictionary (KBBI) will significantly assist students in identifying, classifying, and reconstructing errors independently. Ultimately—in line with Saddhono's (2021) view—this will markedly boost the quality and credibility of the scientific papers produced by primary school teacher candidate students.

CONCLUSION

Based on the results of the content analysis on the academic text within the papers "History and Background of Guidance and Counseling in Elementary School" and "National Integration" written by PGSD students, it can be concluded that the implementation of the Enhanced Spelling Guidelines (EYD) Edition V still faces significant obstacles. The investigation into the textual data (*manifest content*) proves that the error patterns do not occur randomly but rather form a recurring tendency across three main domains: structural word writing/morphophonemics, capitalization errors, and mechanical spacing negligence. Quantitatively, the data reduction recorded 4 capitalization errors in honorifics and degrees, 4 mechanical spacing errors, and 5 structural errors in derivative words and loanword

absorption. The high frequency of these patterns confirms the validity of findings by Fitriani and Hasanah (2023), which assert that mechanical problems and structural word derivation errors remain the most dominating types of errors in the academic worksheets of prospective teacher students due to low applicative precision.

Theoretically, deep textual analysis reveals that capitalization errors occur due to the students' inability to identify word hierarchies and sociolinguistic contexts, such as the capitalization of the function word *Yang* in titles, the neglect of the formal honorific *ibu*, the sloppy degree abbreviation *M.pd.*, and the lack of religious reverence in the suffix *karunianya*. On the other hand, the violation of italicization in foreign terms like *guidance* and *counseling*, intertwined with morphological confusion in forms such as *di bandingkan*, *mempengaruhi*, *Terimakasih*, *konsling*, and *berkontribusi*, reflects a weak grasp of standard written forms. Evaluated from the *latent meaning* through the lens of psycholinguistics and Tarigan's (2020) error analysis theory, this series of phenomena is categorized as a performance error or a *slip of the pen*, wherein the students' cognitive memory has actually been exposed to standard rules but is overridden by the strong interference of informal spoken habits and motor failures during typing. This is reinforced by the physical evidence of concatenated phrases like *Selainitu*, *Kajianterhadap*, and *dangeostrategi*, as well as illegal spaces in *pengampu :*, confirming the total neglect of the final editing phase by the authors.

As a practical and pedagogical implication of this research, the low scientific writing skills of PGSD students as future primary school educators necessitate transformative and sustainable intervention. Authors are highly recommended to cultivate peer cross-proofreading techniques before a paper is submitted to minimize mechanical flaws, aligning with the preventive methods offered by Septiana (2018). Furthermore, institutional strengthening of linguistic competence must be promoted by integrating the use of the official guidelines of the Agency for Language Development and Cultivation (2022) and the Kamus Besar Bahasa Indonesia (KBBI) application as mandatory reference instruments in every lecture course. This active effort to internalize the rules of EYD Edition V is crucial because in line with the applied linguistics principles of Saddhono (2021) the quality of literacy and linguistic discipline possessed by students today will become the primary foundation in determining the quality of literacy transfer to the next generation in elementary schools tomorrow.

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