

Analysis of spelling errors in student papers of the elementary school teacher education study program based on the enhanced Indonesian spelling edition V

Halimatus Sya'diyah¹, Hesicha Imelda Puteri¹, Hety Diana Septika¹

¹ Universitas Mulawarman

Correspondence: hetyum@gmail.com

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ABSTRACT

This study aims to analyze spelling errors in two papers written by Elementary School Teacher Education (PGSD) students in Class A of 2025 at Mulawarman University. The two papers address different topics: the national curriculum in elementary schools and the history of the Indonesian struggle. This variety of topics allows for cross-theme comparative analysis within the same class. The research method uses a qualitative approach with descriptive-analytical techniques and content analysis. Data collection was conducted through documentation studies, then analyzed based on the Enhanced Indonesian Spelling Edition V and the American Psychological Association guidelines, Seventh Edition. The analysis revealed 41 cases of spelling errors classified into five categories: the use of italics, capitalization, non-standard words, punctuation, and bibliography. Errors in the use of italics were the most common, with 15 cases, followed by errors in capitalization with 9 cases and errors in bibliography with 8 cases. Papers discussing the history of colonialism recorded a higher number of errors, especially related to the use of foreign terms in Dutch and Japanese. These findings indicate that students' understanding of current spelling rules still needs improvement. Therefore, more structured and systematic scientific language learning is expected to support optimal mastery of spelling rules.



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INTRODUCTION

The ability to write scientific papers is a basic competency that must be mastered by every university student, including those enrolled in the Elementary School Teacher Education (PGSD) Study Program. Papers, as a form of scientific writing, are often used as a medium for writing practice in lectures. However, in practice, many students still deviate from Indonesian language rules, especially in terms of spelling. Spelling itself is a fundamental element in scientific writing, considering that errors in this aspect can reduce the quality, readability, and credibility of a scientific paper (Nurwicaksono & Amelia, 2018). This explanation is supported by the findings of Nurafiyani et al. (2026), who stated that the quality of academic writing is highly dependent on the accuracy of spelling. They also revealed that spelling errors frequently found in student papers are caused by a lack of understanding of current spelling rules, a lack of accuracy, and low intensity of guidance and socialization regarding applicable spelling guidelines.

Research on spelling errors in student writing has shown consistent patterns across study programs. Tussolekha (2019) found that student papers at STKIP Muhammadiyah Pringsewu contained a variety of Indonesian spelling errors, including errors in capitalization, italics, prepositions, conjunctions, and prefixes. Furthermore, Ilmanun and Devianty (2024) reported that students at UIN Sumatera Utara also made similar errors, such as errors in italics, capitalization, affixes, and punctuation. More specifically, Marselina (2022) analyzed scientific articles by students at STIE Alam Kerinci and found errors related to capitalization, punctuation, and irregular word usage. A similar study by Nurfaizah (2022) on student papers from the Education Study Program at UIN Datokarama Palu

reinforces the view that this problem is cross-program, necessitating a more systematic and ongoing study.

The types and frequency of spelling errors found varied depending on the study program and type of written work analyzed. Podding et al. (2024) more thoroughly identified that errors in comma usage were the most common category of punctuation errors found in student papers in the Indonesian Language Education Study Program. Hidayati et al. (2022) stated that spelling problems in student papers persisted over time despite the availability of clear guidelines, thus indicating the need for a more explicit approach to Indonesian language learning at the tertiary level. Meanwhile, Putri et al. (2024) analyzed student papers at Medan State University and concluded that language errors frequently occurred in the use of non-standard words, punctuation, and spelling accuracy, encompassing various categories. On the other hand, Hasanah (2020) found that the four main types of errors in student theses involved capitalization, italics, punctuation, and prepositions.

Within the Elementary School Teacher Education (PGSD) study program, spelling issues in student papers have unique characteristics. Research by Tampubolon et al. (2024), which examined papers by elementary school teacher education students at Medan State University, identified various errors, particularly in citations. These errors included inconsistencies in the spelling of authors' names, errors in the order of entries, and inappropriate use of punctuation. Meanwhile, Harpiani et al. (2023) examined papers by elementary school teacher education students at the University of West Sulawesi and found errors in content, grammar, and writing techniques. This research indicates that problems in scientific writing among elementary school teacher education students are complex and multidimensional. Effectively addressing spelling issues, according to Leksono (2019), requires a process-based approach that includes intensive writing practice, deepening understanding of spelling rules, and the habit of self-correcting manuscripts before submission. This situation emphasizes the importance of further research that focuses on the specific spelling error patterns of elementary school teacher education students.

Since the implementation of the Enhanced Indonesian Spelling (EYD) Edition V by the Ministry of Education, Culture, Research, and Technology in 2022, several updated spelling rules need to be understood and applied by writers of scientific papers. Based on research by Darmawan et al. (2025) on theses of students at UIN Walisongo Semarang, 215 spelling errors were found, categorized into four main groups: errors in letter usage, word spelling, punctuation, and writing of loan elements. This study recommends that mastery of spelling rules be strengthened through structured language training. On the other hand, Mawarni (2025) also emphasized the importance of improving understanding of EYD Edition V while expanding socialization of the latest spelling rules to improve the quality of student writing. However, studies that in-depth analyze spelling errors based on EYD Edition V are still rare, especially when reviewing two PGSD student papers with different topics in a single combined analysis. The uniqueness of this study lies in the cross-topic comparative approach, which can reveal how writing themes influence the types and frequency of spelling errors within the same year group.

Based on the description, this study aims to: (1) identify various types of spelling errors found in two papers of PGSD A students in 2025, Mulawarman University, namely a paper on the theme of the national curriculum in elementary schools compiled by Group 3 and a paper on the theme of the history of the Indonesian nation's struggle compiled by Group 6; (2) describe the forms of spelling errors based on EYD Edition V, including writing italics, capital letters, non-standard words, punctuation, and bibliography format; and (3) provide suggestions for improvements to each error found as a reflection medium to improve the scientific writing skills of PGSD students.

Theoretically, this study contributes to the development of error analysis studies in the context of scientific writing by elementary school students. The main focus of this study is the use of EYD Edition V as the latest normative guideline. From a practical perspective, the results of this study are expected to serve as a reference for PGSD students in improving the quality of their papers, supporting lecturers in designing more systematic and directed scientific language learning, and helping study programs evaluate the achievement of scientific writing competencies. This study is also in line with the recommendations of Nurafiyani et al. (2026), who highlighted the importance of continuous socialization regarding EYD Edition V and the implementation of independent revision habits, so that the quality and credibility of students' scientific works can be continuously improved in a structured and sustainable manner.

RESEARCH METHODS

This research employed a qualitative approach using a descriptive-analytical method. This approach was chosen based on the research objective of in-depth description, identification, and interpretation of spelling errors based on textual data without quantitative measurement of relationships between variables. As stated by Nurwicaksono and Amelia (2018), this method is capable of describing complex phenomena without reducing them to numbers. Specifically, the descriptive-analytical method was used to explain the types, frequencies, and patterns of spelling errors found, while simultaneously formulating corrective measures according to applicable rules. A similar approach has been widely applied in previous studies, such as by Leksono (2019), Harpiani (2023), and Darmawan (2025).

The data in this study were taken from the texts of two papers by students of the Elementary School Teacher Education Study Program, Class A, 2025, Mulawarman University. The two papers were selected purposively to represent two different topics within the same class: one on the topic of the national curriculum in elementary schools (written by Group 3) and the other discussing the history of the Indonesian struggle (written by Group 6). This selection strategy aimed to explore the possible influence of the writing topic on the types and frequency of spelling errors that appeared, as also reviewed in the research of Tampubolon (2024).

The data collection process was carried out through a documentation study method, which included reading and recording forms of spelling irregularities found throughout the second part of the paper, including the bibliography, as explained by Hasanah (2020). Next, the data were analyzed using content analysis techniques, through a series of systematic steps, namely identifying and marking spelling errors; classifying errors into five categories (italics, capital letters, non-standard words, punctuation, and bibliography); calculating the frequency of errors for each category; and formulating corrective solutions by referring to EYD Edition V and APA format, Seventh Edition. This analytical approach is in line with similar research procedures conducted by Podding (2024) and Nurafiyani (2026). The determination of the five error categories was based on patterns consistently identified in previous studies (Ilmanun & Devianty, 2024; Mawarni, 2025).

To ensure data validity, this study relies on triangulation of normative sources, namely by confirming the findings with two main references: EYD Edition V and KBBI Edition V. This procedure was applied to minimize bias and ensure interpretations based on valid linguistic standards as recommended by Tussolekha (2019) and Nurfaizah (2022). With this approach, each resulting finding has strong legitimacy because it does not rely solely on a single reference.

RESULTS AND DISCUSSION

Overview of Spelling Error Findings

An analysis of two papers from Mulawarman University's 2025 PGSD A students revealed 41 spelling errors, divided into five categories. The first paper, which discussed the national curriculum, recorded 17 spelling errors. Meanwhile, the second paper, which addressed the history of the Indonesian people's struggle, had a higher number of errors, with 24 errors. This difference was due to the high concentration of foreign terms in the second paper, particularly Dutch and Japanese terminology related to the history of colonialism. As a result, errors related to the use of italics were more common than in the first paper. More details on these findings can be seen in Table 1 below.

Table 1 Summary of Combined Spelling Errors in Two PGSD Student Papers

No.	Types of spelling errors	Paper 1	Paper 2	Total cases	Level
1	Huruf miring tidak diterapkan pada istilah asing	6 kasus	9 kasus	15 kasus	Tinggi
2	Huruf kapital tidak konsisten	4 kasus	5 kasus	9 kasus	Tinggi
3	Kata tidak baku dan salah bentuk	1 kasus	3 kasus	4 kasus	Sedang
4	Tanda baca tidak tepat	3 kasus	2 kasus	5 kasus	Sedang
5	Kesalahan daftar pustaka	3 kasus	5 kasus	8 kasus	Tinggi
	Total Keseluruhan	17 kasus	24 kasus	41 kasus	

Based on Table 1, errors related to the use of italics were the most dominant, with a total of 15 cases or 36.6% of all types of errors found. In second place, capitalization errors were recorded at 9 cases (22%), followed by errors in the bibliography with 8 cases (19.5%), punctuation errors with 5 cases (12.2%), and errors due to the use of non-standard words with 4 cases (9.7%). These findings are in line with research conducted by Nurafiyani et al. (2026), which stated that italics and capitalization errors are the two most prominent forms of spelling errors in student papers. This finding is also supported by research by Nurwicaksono & Amelia (2018), which revealed that these types of errors consistently appear in student scientific texts across various disciplines.

Errors in Using Italics

Referring to the General Guidelines for Indonesian Spelling (PUEBI) Edition V in Chapter II Article 4, italics are used to write words or phrases from regional languages or foreign languages that have not been fully absorbed into Indonesian. In this study, 15 cases of inaccurate use of italics were identified spread across both papers, making it the error group with the highest frequency. In Paper 1, errors in the use of italics were found in pedagogical terms in English that were not italicized, such as *student-centered learning*, *Project-Based Learning*, *Learning Management System (LMS)*, *higher order thinking skills*, *teacher-centered*, as well as the words *knowledge*, *skills*, and *attitudes*. Meanwhile, in Paper 2, the number of similar errors was more dominant because the topic related to the history of colonialism required the use of terms in Dutch and Japanese. Terms such as *Cultuurstelsel*, *Ethische Politiek*, *octrooi*, *Nederlands-Indië*, and *romusha* were found without italics. Additionally, there are spelling inconsistencies in the same name, for example VOC is written as "*Verenigde*" on one page but "*Vereenigde*" on another, which expands the spectrum of errors beyond mere italic formatting.

Errors in Using Capital Letters

A total of nine cases of capitalization errors with inconsistent patterns were found in both papers. In Paper 1, these errors generally occurred in the spelling of terms for types of assessment, such as Formative Assessment, Summative Assessment, and Diagnostic Assessment, which should not begin with a capital letter when appearing in the middle of a regular narrative sentence. According to PUEBI Edition V, capitalization is reserved for proper names, names of official institutions, or the first word in a sentence, so applying it to technical terms in the middle of a sentence constitutes a spelling violation. In Paper 2, the most striking type of error was the spelling of the word "ibukota" which should be written as "ibu kota" (two separate words) according to the Great Dictionary of the Indonesian Language (KBBI) Edition V. Furthermore, an error was also found in the spelling of the name of the official international institution "dewan keamanan PBB" which should be written as "Dewan Keamanan PBB." Another error included inconsistent spelling of the term "Sekutu", where the word was sometimes capitalized and sometimes not, even though it was in the same context.

This research supports the findings of Podding et al. (2024), who stated that inconsistent use of capital letters is one of the most common types of spelling errors in academic papers written by students. This finding is also in line with the views of Harpiani and colleagues (2023), who emphasized that inconsistencies in the application of spelling rules, including capital letters, reflect students' limited habit of reviewing their writing against applicable spelling guidelines before submitting final results. This is also reinforced by research by Mawarni (2025), which shows the importance of awareness of spelling application in improving the academic quality of a written work.

Spelling and Word Form Errors

There are four cases of spelling errors that do not comply with standard Indonesian. In Paper 2, the word "ibukota" is written as a series more than once, even though according to the KBBI Edition V, the correct spelling is "ibu kota" as two separate words. Furthermore, a word form error was found in the use of "mengkonsolidasikan" which should be "mengonsolidasikan". This is based on Indonesian morphophonemic rules, where the consonant /k/ at the beginning of a base word will be softened when given the prefix meng-. Furthermore, in both papers, there is the use of a hyphen (-) to indicate a date or number range. Based on EYD Edition V Chapter IV Article 10, a hyphen (-) should be used to indicate such a range. These errors align with the findings of Nurfaizah (2022), who noted a similar case in a paper by a student studying in the education study program. Marselina (2022) also emphasized

that non-standard spelling is a form of spelling error that often appears in scientific papers by students across study programs.

Punctuation Usage Errors

A total of five cases of punctuation errors were found in both papers. In Paper 1, there is a colon (:) after the word "untuk" before a bullet-shaped detail. Based on EYD Edition V Chapter IV Article 6, this use of the colon is inappropriate because the detail is preceded by an unfinished introduction. The solution is to remove the colon or rearrange the sentence structure. Meanwhile, in Paper 2, there is a long compound sentence without adequate comma breaks, making the sentence difficult to understand. This pattern is in line with the findings of Podding et al. (2024), who reported that comma misplacement is one of the most common forms of punctuation errors in student papers. This is also supported by research by Putri et al. (2024), who noted that punctuation errors in student scientific papers often cross categories and are not limited to a specific type.

Bibliography Writing Errors

A total of eight errors were found in the bibliography entries of both papers, making it the second-highest error category after italics. In Paper 1, the ampersand (&) symbol was used in the Indonesian-language bibliography entry, as in the example "Suyanto & Asep Jihad (2013)." Based on the APA Seventh Edition guidelines adapted for Indonesian, the "&" symbol is only used in English texts, while in Indonesian texts it must be replaced with "dan" In Paper 2, a fundamental problem was found in references that only listed the homepage of a government agency website without specifically referring to a specific document or article that could be verified. In addition, other inconsistencies were found, such as non-italicized book titles, the absence of access dates for online sources, and inconsistent writing of bibliography elements across entries. These findings indicate that errors in bibliography writing are not only technical but also indicate students' limited understanding of the main principles of scientific reference writing, namely accuracy, completeness, and consistency, as stated by Hidayati et al. (2022).

Analysis of Error Patterns in Paper 1 and Paper 2

Overall, the error patterns appearing in both papers show similarities, particularly in the use of capital letters and bibliography management. This suggests that both groups of authors share similar weaknesses in these two components. However, a significant difference was found in the use of italics. Paper 2 contained three times the number of italic errors compared to Paper 1. This difference can be explained by the nature of the topic addressed in Paper 2, which deals with the history of colonialism and naturally involves the use of foreign terms, particularly in Dutch and Japanese. These results indicate that the topic of writing significantly influences the variation in the type and frequency of spelling errors, a finding that has not been widely explored in the literature. To facilitate a more detailed analysis, the complete list of spelling errors and their suggested corrections are presented systematically in Table 2.

Table 2 Examples of Spelling Errors and Their Corrections

No.	Aspect	Source	Error	Repair
1	Huruf miring	Makalah 1	student-centered learning	<i>student-centered learning</i>
2	Huruf miring	Makalah 1	Project Based Learning, higher order thinking skills	<i>Project Based Learning, higher order thinking skills</i>
3	Huruf miring	Makalah 2	Cultuurstelsel, Ethische Politiek	<i>Cultuurstelsel, Ethische Politiek</i>
4	Huruf miring	Makalah 2	octrooi, romusha	<i>octrooi, romusha</i>
5	Huruf kapital	Makalah 1	Asesmen Formatif (di tengah kalimat biasa)	asesmen formatif

No.	Aspect	Source	Error	Repair
6	Huruf kapital	Makalah 2	ibukota Republik Indonesia	ibu kota Republik Indonesia
7	Huruf kapital	Makalah 2	dewan Keamanan PBB	Dewan Keamanan PBB
8	Kata tidak baku	Makalah 2	ibukota	ibu kota
9	Kata tidak baku	Makalah 2	mengkonsolidasikan	mengonsolidasikan
10	Tanda baca	Makalah 1	"Asesmen berfungsi untuk: •..."	Hilangkan titik dua setelah kata "untuk"
11	Tanda baca	M1 & M2	tanggal 27-28 Oktober	tanggal 27–28 Oktober
12	Daftar pustaka	Makalah 1	Suyanto & Asep Jihad (simbol &)	Suyanto dan Asep Jihad

CONCLUSION

This study successfully identified and analyzed errors in the application of spelling in two papers of PGSD A students from the 2025 class of Mulawarman University based on the Enhanced Indonesian Spelling (EYD) Guidelines Edition V. Through the combined analysis conducted, a total of 41 cases of errors were found which were classified into five main categories. These categories include errors in the use of italics as many as 15 cases (36.6%), errors in the use of capital letters as many as 9 cases, inaccuracies in bibliographic references as many as 8 cases (19.5%), errors in the use of punctuation as many as 5 cases (12.2%), and non-compliance with the use of standard words as many as 4 cases (9.7%). From these findings, errors in writing italics occupy the most dominant position, mainly caused by the non-italicization of foreign terms in Dutch, English, and Japanese used in both papers..

Furthermore, this study revealed that the topic of each paper significantly influenced the type and frequency of errors. The second paper, which discussed the history of colonialism, showed a higher number of italic errors than the first paper, which focused on the national curriculum theme. This was due to the high density of foreign terms found in the history-themed paper. The observed error patterns tended to be systematic and repetitive, indicating a lack of student understanding regarding the consistent application of EYD Edition V rules in scientific writing.

These findings indicate that strengthening spelling competency through formal learning of scientific language and fostering independent revision are crucial steps to implement in the Elementary School Teacher Education (PGSD) study program. These efforts are expected to improve the quality of students' scientific writing and minimize various types of spelling errors in the future.

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