

Analysis of spelling errors in PGSD students' papers

Chelsy Yolanda¹, Siti Nur Faiqoh¹, Hety Diana Septika¹

¹ Universitas Mulawarman

Correspondence: hetyum@gmail.com

Article Info

Article history:

Received Jun 12th, 2026

Revised Aug 16th, 2026

Accepted Aug 26th, 2026

Keyword:

spelling errors; PUEBI; scientific papers; student papers; Indonesian

ABSTRACT

This study aims to identify and this study describes the forms of spelling errors found in two papers by students of the Elementary School Teacher Education Study Program, Mulawarman University. This study used a qualitative descriptive method with data collection techniques in the form of documentation studies. Data analysis was carried out through the stages of identification, classification, analysis, and drawing conclusions by referring to the General Guidelines for Indonesian Spelling. The results showed that a total of 39 spelling errors were found in both papers. The first paper contained 27 errors including typography, standard word spelling, foreign name spelling, hyphenation, punctuation, and spacing and capitalization. The second paper contained 12 errors including capitalization, standard words, typography, punctuation, word writing, and academic spelling. Typography errors and standard word spelling were the most dominant types of errors in both papers. These findings indicate that mastery of Indonesian spelling rules among prospective elementary school teachers still needs to be improved.



© 2026 The Authors. Published by Solutiva Realistic Education Journal (SREJ).
This is an open access article under the CC BY license
(<https://creativecommons.org/licenses/by/4.0/>)

INTRODUCTION

Indonesian plays a crucial role as a means of communication in education, particularly in scientific writing. Scientific writing is a form of writing systematically structured based on scientific principles and using good and correct language in accordance with the General Guidelines for Indonesian Spelling (PUEBI). Accurate spelling is a crucial element in scientific writing because it influences the clarity of information, readability, and academic quality of a piece of writing. Therefore, students, as prospective academics, are encouraged to develop strong writing skills to produce scientific work that adheres to applicable linguistic standards.

However, in practice, many spelling errors are still found in students' scientific papers. These errors include capitalization, spelling errors, punctuation errors, prepositional errors, and typos. These errors are often considered minor, but if they occur repeatedly, they can degrade the quality of the scientific paper and reduce the accuracy of the information conveyed to the reader.

Research on spelling errors in student scientific papers has been extensively conducted. Hasanah (2020) in her study of student theses found that the most common spelling errors were in capitalization (95 cases), italics, punctuation, and prepositions. Hayati (2020) also found that spelling errors in Mechanical Engineering student papers at the University of Muhammadiyah Tangerang were dominated by errors in capitalization, word spelling, and punctuation. Agung (2025) found that spelling errors in Mechanical Engineering student papers UNWIRA Kupang's computer is dominated by errors in capitalization, punctuation, and non-standard word spelling. In addition, Murniati (2022) found 544 spelling errors in students' final assignments. Bandung State Polytechnic, with the most errors in capitalization, commas, and periods. Rosita et al. (2024) also found that the most common spelling errors in student papers were the use of improved spelling related to capitalization and punctuation. Hamdani et al. (2024) in their research on scientific papers found that the most dominant errors in Indonesian were spelling errors, especially capitalization and the use of punctuation. Ayyub et al. (2024) in their research on student essays found that spelling and syntax errors were still common, with the most common type of error being the use of capitalization and punctuation that did not comply with

general Indonesian spelling guidelines. In their research on student scientific papers, Umanun and Devianty (2024) found that the dominant spelling errors were capitalization and word misuse, indicating a weak implementation of PUEBI rules among students. Nainggolan et al. (2024) also revealed that the application of the fifth edition of the refined spelling in the scientific papers of Medan State University students still showed many inconsistencies, especially in the use of capitalization and punctuation.

Based on previous research, it is clear that spelling errors are still a common problem in various academic papers. However, research specifically examining spelling errors in papers by students of the Elementary School Teacher Education Study Program at Mulawarman University is still limited. Therefore, this study was conducted to analyze the types of spelling errors found in two papers by students of the Elementary School Teacher Education Study Program at Mulawarman University, entitled *Konsep Dasar Suatu Perkembangan dan Konsep Ketuhanan dalam Islam*.

Theoretically, language error analysis is a field of study in applied linguistics that aims to identify, describe, and explain errors made by speakers in using language (Mautasiah & Yusri, 2020). In the context of academic writing, spelling error analysis is important because correct spelling reflects the writer's overall language skills. Jussolekha (2019) stated that spelling errors in student papers include the use of capital letters, prepositions, conjunctions, italics, and prefixes, indicating that mastery of spelling rules remains a fundamental problem for students. This finding is in line with research by Hidayati et al. (2022) which emphasized that the use of Indonesian spelling in student writing does not fully comply with applicable provisions.

Several studies have identified various types of spelling errors in the scientific papers of students from various study programs. Leksono (2019) found that errors in the use of PUEBI in papers and practicum reports of IT Telkom Purwokerto students included errors in letters, words, punctuation, loan words, diction, sentences, and paragraphs. Nurwicaksono and Amelia (2018) also found language errors in students' scientific texts covering aspects of spelling, vocabulary, and sentences. Meanwhile, Sitanggang et al. (2024) in a study of papers by students majoring in economics found errors, including the writing of letters, words, punctuation, and loan elements, which indicates that spelling problems are not only found in Indonesian language students, but also students from various other disciplines.

Specifically, several studies have focused on spelling errors in the context of teacher education. An analysis of linguistic errors in new PGSD students conducted by researchers showed that writing papers is a particular challenge for prospective teachers, as it involves mastering complex spelling rules (Scholarwixata Tamansiswa University, 2021). Serungke et al. (2023) also revealed that spelling errors found in scientific journals include capitalization, punctuation, and incorrect word usage. These findings confirm that spelling problems are cross-contextual and consistently found in various forms of student scientific work.

The factors causing spelling errors in students' scientific papers are generally related to a poor understanding of the latest spelling rules, a lack of accuracy in the writing and editing process, and a lack of habit of using linguistic reference sources such as KBBI and PUEBI (Agung, 2025). Rosita et al. (2024) noted that spelling errors in student papers are closely related to a lack of understanding of applicable spelling provisions and a lack of habit in applying rules linguistic. This condition makes spelling errors a systemic problem and requires serious attention in Indonesian language learning in higher education.

The novelty of this research lies in the research objects analyzed, namely two Elementary School Teacher Education (PGSD) student papers from different courses can provide a more specific picture of spelling errors made by prospective elementary school teacher students. This study not only identifies the types of spelling errors but also provides improvements based on PUEBI rules. The results of the study are expected to serve as evaluation material for students in improving their scientific writing skills and as a reference for further research examining language errors.

RESEARCH METHODS

This study employed a qualitative descriptive method. This method was chosen because it aimed to describe and analyze the types of spelling errors found in student papers without any manipulation or manipulation of the data. The focus of this study was to identify spelling errors based on the General Guidelines for Indonesian Spelling (PUEBI).

The research subjects were two papers by students in the Elementary School Teacher Education (PGSD) Program at Mulawarm University, entitled "*Konsep Dasar Suatu Perkembangan*" and

“*Konsep ketuhanan dalam Islam.*” The research subjects were all spelling errors found in the two papers, including errors in spelling, capitalization, punctuation, prepositions, and typos.

The data collection technique used was a documentary study. The researcher read both papers and noted sections containing spelling errors. The data found was then classified based on the type of error in accordance with PUEBI regulations.

The data analysis technique was carried out in four stages. First, identifying all spelling errors in both papers. Second, classifying errors based on spelling categories, such as standard word errors, capitalization, punctuation, prepositional errors, and typos. Third, analyzing the type of error and providing corrections in accordance with PUEBI rules. Fourth, drawing conclusions based on the analysis results

This study did not use samples because the entire contents of both papers served as data sources. Therefore, a thorough analysis was conducted on every sentence, word, and punctuation mark in both papers. This approach was chosen to ensure the resulting error descriptions were comprehensive and reflected the authors’ spelling abilities as a whole.

RESULTS AND DISCUSSION

Based on the analysis of two papers by students in the Elementary School Teacher Education Study Program at Mulawarman University, various spelling errors were found, including errors in standard word usage, punctuation, prepositional errors, and typos. These errors were found in the papers on “*Konsep Suatu Perkembangan*” and the paper on “*Konsep ketuhanan dalam Islam.*” The findings are presented in Tables 1 and 2.

Table 1. Paper 1

No	Bentuk Kesalahan	Perbaikan	Jenis Kesalahan
1	Perserta Didik	Peserta Didik	Tipografi
2	akademik	akademik	Kata baku
3	di pengaruhi	dipengaruhi	Kata depan
4	Karak-teristik	Karakteristik	Kesalahan penggalan kata
5	Eskternal	Eksternal	Kata baku
6	Bagitu	Begitu	Kata baku
7	Pera ahli pendidikan	Para ahli pendidikan	Kata baku
8	sifatsifat	sifat-sifat	Tanda hubung
9	eskternal	eksternal	Kata baku
10	Jonh Locke	John Locke	Tipografi
11	Jean Jecques Rousseau	Jean-Jecques Rousseau	Ejaan nama asing
12	memen-tingkan	mementingkan	Kesalahan penggalan kata
13	genenika	genetika	Tipografi
14	di antaranya adalah teori internal yaitu:	di antaranya adalah teori internal, yaitu:	Tanda baca
15	bahawa	bahwa	Ejaan
16	Rentan kehidupan	Rentang kehidupan	Ejaan
17	bahagian	bagian	Ejaan
18	Arthur Schopenhaur	Arthur Schopenhauer	Ejaan nama asing
19	Bagitu pula	Begitu pula	Tipografi
20	warna warni	warna-warni	Tanda hubung
21	menonjolkan diri dan..,	menonjolkan diri, dan...	Tanda baca
22	anita bangsa italia	wanita bangsa italia	Tipografi
23	Hackel	Haeckel	Ejaan nama asing
24	Mario Montessori	Maria Montessori	Ejaan nama asing
25	1. Teori nativisme	1. Teori Nativisme	Spasi dan Kapitalisasi
26	H. Yudo Dwiyono	H. Yudo Dwiyono	Spasi pada nama/gelar
27	Nur AnisaAzzara	Nur Anisa Azzara	Spasi

Based on Table 1, twenty-seven spelling errors were found in the paper “*Konsep Dasar Suatu Perkembangan.*” The most common errors were misspellings (including spellings of foreign names), standard words, and typographical errors. Other errors included the use of prepositions, word fragments, hyphens, punctuation, spaces, and capitalization, as well as spaces in names/titles. These errors indicate that the author was not thorough in editing the manuscript before submitting the paper. The large number of errors also indicates a lack of understanding of Indonesian spelling rules.

Table 2. Paper 2

No	Bentuk Kesalahan	Perbaikan	Jenis Kesalahan
1	Pdandangan	Pandangan	Kesalahan pengetikan
2	Dinamisme dan Politeisme Dalam	Dinamisme dan Politeisme dalam	Huruf kapital
3	Rububiyah dan Asma wa Shifat	Rububiyah, dan Asma wa Shifat	Tanda baca
4	Format daftar pustaka tidak konsisten	Disesuaikan dengan format APA	Ejaan akademik
5	Mata kuliah	Mata Kuliah	Huruf kapital
6	karunianya	Karunia-Nya	Huruf kapital dan tanda hubung
7	islam	Islam	Huruf kapital
8	Terimakasih	Terima Kasih	Penulisan kata
9	aqidah	akidah	Kata baku
10	keislam	keislaman	Tipografi
11	Asma wa Shifat	Asma wa Sifat	Kata baku
12	Qodariah	Qadariyah	Kata baku

Based on Table 2, twelve errors were found in the paper “*Konsep Ketuhanan dalam Islam.*” related to capitalization, punctuation, typographical errors, academic spelling in the bibliography, word choice, and the use of standard words. These errors indicate that the author still pays insufficient attention to the rules of scientific writing, particularly in the title, subtitle, body text, and bibliography. Although the number of errors in the second paper is fewer than the first, the errors found still affect the quality of academic writing.

The research results show that misspellings of standard words are the most common type of error. Mistakes such as academic, external, and religious errors indicate that writers do not fully understand standard word forms in Indonesian. These errors can occur due to a lack of proofreading habits or a lack of use of the Big Indonesian Dictionary (KBBI) as a reference when writing scientific papers. In addition to errors in standard vocabulary, typographical errors and capitalization errors were also found. Typos in words like “Perserta Didic,” “Pdandangan,” and “keislam” indicate haste and a lack of thorough editing of the manuscript before submission.

Meanwhile, errors in capitalization can potentially reduce grammatical accuracy and affect the visual structure of subheadings, course titles, and even the spelling of pronouns for “God,” which are inconsistent with the General Guidelines for Indonesian Spelling (PUEBI). This study’s findings align with Hasanah’s (2020) research, which found that the most common spelling errors in student theses involved capitalization and punctuation. Agung’s (2025) research also showed that capitalization errors and non-standard word usage were the most common errors in student papers.

Furthermore, Murniati (2022) corroborated these findings by showing that capitalization and punctuation errors dominated spelling errors in students’ final assignments. Thus, this study’s findings reinforce previous research that students’ mastery of Indonesian spelling still needs improvement.

Based on the analysis, it can be concluded that thoroughness in the editing process and an understanding of PUEBI are crucial factors in producing good scientific papers. Therefore, students need to get into the habit of double-checking their writing and using linguistic reference sources, such as KBBI and PUEBI, before submitting their scientific papers.

CONCLUSION

Based on the analysis of two papers by students of the Elementary School Teacher Education Study Program at Mulawarman University, a total of 39 spelling errors were found, consisting of 27 errors in the paper Basic Concepts of Development and 12 errors in the paper Concept of God in Islam. The types of errors found include typography, standard word spelling, spelling of foreign names, hyphenation errors, punctuation, capitalization, word writing, spacing, and academic spelling in the bibliography, with typography and standard word spelling being the most dominant types of errors in both papers. This finding reflects that mastery of the General Guidelines for Indonesian Spelling (PUEBI) among PGSD students still needs to be improved, especially through the habit of self-editing before submitting scientific papers and the use of KBBI and PUEBI as the main references in every academic writing process

REFERENCES

- Agung, G. B. (2025). Analisis kesalahan ejaan makalah mahasiswa Ilmu Komputer UNWIRA Kupang. *SeBaSa*, 8(2), 630-639. <https://doi.org/10.29408/sbs.v8i2.31341>
- Ayyub Ht, A. M., Hamzar, H., & Basri, S. (2024). Analisis kesalahan berbahasa tataran ejaan dan sintaksis pada karangan persuasi mahasiswa Universitas Muhammadiyah Mamuju. *Pena: Jurnal Pendidikan Bahasa dan Sastra*, 13(2), 67–78. <https://doi.org/10.22437/pena.v13i2.30856>
- Murniati, S. (2022). Kesalahan penerapan ejaan bahasa Indonesia pada tugas akhir mahasiswa. *Semantik*, 11(1), 33–46. <https://doi.org/10.22460/semantik.v11i1.p33-46>
- Hasanah, H. (2020). Analisis kesalahan ejaan dalam skripsi mahasiswa. *Prosiding Seminar Nasional Penelitian dan Pengabdian kepada Masyarakat*, 1(1). <https://doi.org/10.24967/psn.v1i1.829>
- Hayati, A. (2020). Analisis kesalahan ejaan pada makalah mahasiswa prodi Teknik Mesin Fakultas Teknik Universitas Muhammadiyah Tangerang. *Lingua Rima: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 9(2), 25–32. <https://doi.org/10.31000/lgrm.v9i2.2895>
- Rosita, V., Repelita, T., Erlinah, E., Rahail, M., & Hendri, Z. (2024). Penggunaan ejaan yang disempurnakan pada makalah. *Jurnal Review Pendidikan dan Pengajaran*, 7(3), 9383–9387. <https://doi.org/10.31004/jrpp.v7i3.31230>
- Hidayati, F., Wahyuni, S., & Pratama, G. (2022). Eksistensi penggunaan ejaan bahasa Indonesia dalam karya tulis mahasiswa. *Transformatika: Jurnal Bahasa, Sastra, dan Pengajarannya*, 6(1). <https://doi.org/10.31002/transformatika.v6i1.4814>
- Ilmanun, L., & Devianty, R. (2024). Kesalahan penggunaan ejaan bahasa Indonesia pada makalah karya ilmiah mahasiswa. *Morfologi: Jurnal Ilmu Pendidikan, Bahasa, Sastra dan Budaya*, 2(3), 216–223. <https://doi.org/10.61132/morfologi.v2i3.645>
- Leksono, S. (2019). Analisis kesalahan penggunaan pedoman ejaan bahasa Indonesia (PUEBI) pada tugas makalah dan laporan praktikum mahasiswa IT Telkom Purwokerto. *JP-BSI (Jurnal Pendidikan Bahasa dan Sastra Indonesia)*, 4(2). <https://doi.org/10.26737/jp-bsi.v4i2.1106>
- Serungke, M., Lutfiyah, A., Fadillah, M. A., Rambe, N. B., & Maulani, S. (2023). Analisis kesalahan penerapan ejaan bahasa Indonesia pada Jurnal Literasi: Jurnal Ilmiah Pendidikan Bahasa, Sastra Indonesia dan Daerah. *EUNOIA (Jurnal Pendidikan Bahasa Indonesia)*, 3(1), 10–22. <https://doi.org/10.30821/eunoia.v3i1.2466>
- Nainggolan, I. C., Fasyah, N., Panggabean, N. P., Pardosi, N. M. V., Saragih, Y. V., & Hadi, W. (2024). Analisis kesalahan penggunaan bahasa sesuai dengan ejaan yang disempurnakan edisi V pada penulisan karya ilmiah mahasiswa Universitas Negeri Medan. *Jurnal Bahasa Daerah Indonesia*, 1(2), 1–9. <https://doi.org/10.47134/jbdi.v1i2.2502>
- Nurwicaksono, B. D., & Amelia, D. (2018). Analisis kesalahan berbahasa Indonesia pada teks ilmiah mahasiswa. *AKSIS: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 2(2), 138–153. <https://doi.org/10.21009/AKSIS.020201>

- Hamdani, A. F., Chesio, M. R., Handoko, M. R. F., Nainggolan, D. A., & Chairunisa, H. (2024). Analisis kesalahan berbahasa Indonesia pada karya tulis ilmiah. *IdeBahasa*, 6(2), 288–296. <https://doi.org/10.30743/idebahasa.v6i2.196>
- Sitanggang, A. R., Tobing, A. Y. L., Siregar, D., Pakpahan, F. D. M., Silalahi, M., & Hadi, W. (2024). Analisis kesalahan berbahasa Indonesia pada makalah mahasiswa jurusan ekonomi. *Jurnal Bahasa Daerah Indonesia*, 1(3), 10. <https://doi.org/10.47134/jbdi.v1i3.2573>
- Tussolekha, R. (2019). Kesalahan penggunaan ejaan bahasa Indonesia pada makalah karya mahasiswa. *AKSARA: Jurnal Bahasa dan Sastra*, 20(1), 35–43. <https://doi.org/10.23960/aksara/v20i1.pp35-43>