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Errors In Using Indonesian Spelling In Students' Observation Report Texts Of Grade Viii SMPN 4 Semende Darat Tengah

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Abstract

This study aims to describe the forms of spelling errors and identify necessary corrective measures in observational report texts of eighth-grade students at SMPN 4 Semende Central Land . The focus of the study includes errors in capitalization, italics, commas, and periods according to the Indonesian Spelling Rules (EBI). The method used is a qualitative descriptive analysis of a number of report texts written by students. The results of the study indicate that errors in capitalization include the use of capital letters in almost all words, inaccurate capitalization at the beginning of sentences, and errors in written geographical names. In the aspect of italics, inaccuracies were found in their use for emphasis and writing foreign terms. Comma errors were seen in the omission of commas after initial information, inaccuracies in enclosing appositional information, errors in details, and not being used in compound contradictory sentences. In the use of periods, students often do not write them at the end of sentences and place them in positions that do not match their function. Based on these findings, improvement strategies are needed through the integration of spelling learning into the writing process, providing appropriate text models, providing diagnostic feedback, tiered practice, and implementing independent and peer editing techniques. This study concludes that improving students' spelling skills requires a systematic, contextual, and continuous learning approach.

Keywords: ***spelling, language errors, observation reports .***

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INTRODUCTION

Language is primarily a tool for everyday communication. Although language skills vary from person to person, we all use our language abilities when communicating, both orally and in writing. According to Martin (Himawan et al., 2020:2), language is more than just a means of communication; it plays a vital role in a student's intellectual development, social interactions, and emotional maturity. Therefore, mastering good language skills is crucial for achieving the desired learning outcomes in various fields of study.

In learning Indonesian, students are expected to develop an understanding of themselves, recognize their own culture, and appreciate cultural differences in their immediate environment. The objectives of Indonesian language learning include developing skills in conveying messages correctly, both verbally and in writing, and instilling an appreciation for Indonesian literary works . appropriate and effective language is very important in communication everyday . Exactly depict election appropriate and consistent language , as well in accordance with situations where language That used . Alwi in (Himawan et al., 2020:2) states that good language defined as language used harmonious with rules and principles the basis that has been set or recognized as standard .

Students must master basic language skills, namely reading, writing, speaking, and listening. Budiman and Nasrullah (in Sari & Rusfita Sari, Missriani, 2022:77) state that Indonesian language skills can be consistently developed through learning and language practice. Among several elements of language skills, writing is crucial. This is because students possess the ability to write and convey their feelings, ideas, and thoughts to others.

Writers must design and organize content well, and present it in language that adheres to writing rules and conventions, because writing is a complex task. A person is considered to have writing skills if they can explain the reasoning behind their writing. Writing skills, according to Abbas in W (2018:69), mean the ability to convey inspiration, opinions, and emotions to someone using written means.

Sari & Rusfita Sari, Missriani (2022:77) cite Sardila's opinion that students must think and express ideas in writing based on their experiences and knowledge when writing. Writers must have the ability to structure and organize the content of their work, as well as convey their work using language that aligns with applicable writing rules and standards, because writing is a routine activity. A person is considered skilled in writing if they can explain the meaning of their writing (Nopriani, 2020:127).

It's crucial for teachers to monitor and ensure that students have the ability to write based

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on proper writing conventions. As language users, they need to follow updated spelling guidelines, which are standards for the proper arrangement of alphabets, diction, punctuation, and other elements . need understand implementation use rule writing correct spelling moment write .

Education World have long noticed low ability write students , especially in junior high school (Ayudia et al., 2016:36), citing opinion Tarigan who highlights low ability write students and stated that achievements Study Indonesian students Still less than optimal. Ability write text report results observation is necessary competencies get attention special .

Report results observation defined a functional piece of writing in explain about subject or condition post implementation study done in a way comprehensive (Harsiati et al., 2017:129). By general , report results observation is A reports originating from from observation is text that offers explanation or report about whatever based on findings observation . Basically , the text This describe something object with explain form , characteristics and properties In general , people, animals , plants , objects , aspects social and cultural , even events , everything is objects that can served in text report observation . All of these descriptions are based on facts and are completely objective.

Observation report texts serve as a means of communication between researchers and experts, ensuring that the information they collect is optimally understood by others. Observations themselves can be used to monitor the attitudes of specific individuals and to evaluate the stages of the observed activity. Therefore, an observation report is a document created based on direct observations that have been carefully recorded and analyzed. We can use observational activities to compare our perceptions with factual data.

Regardless of the context or purpose of the writing, important elements that must be considered are the accuracy of writing to express punctuation symbols, syntactic structure, diction, and their understanding of writing rules. Students will experience errors in their language use if they do not comply with writing standards. According to Ardiana in Nopriani (2020:127), several reasons for language errors include: 1) interlingual transfer, namely language errors that originate from the influence of other languages, especially the first language that students learn, such as their native language or native language, 2) intralingual transfer, meaning errors that originate from within the language being learned. Students may not understand the rules of the language being learned or its complex structure, which causes these errors. According to Giyanti in Nopriani (2020:127), errors in linguistic elements are one of the main reasons why Indonesian is not always correct and good.

Analysis error in use Language is a process implemented by teachers and researchers . This

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process covers collection example , find errors that exist in examples , explaining errors found , categorize error based on origin , and evaluate or evaluate how much Serious existing errors (Ellis in Tarigan & Tarigan quoted by Ayudia et al, 2016:37).

SMPN 4 Semende Darat Tengah is located in the Semende Darat Tengah area, Muara Enim Regency, South Sumatra Province. This school has three classes and 69 students. In this study, researchers examined writing errors in Indonesian contained in the text of observation reports written by 20 students from grade VIII of SMPN 4 Semende Darat Tengah. Based on initial observations, researchers found that students in grade VIII of SMPN 4 Semende Darat Tengah did not understand the rules for writing capital letters, italics, periods, and commas. Students tended to focus more on completing the tasks assigned by their teachers and believed that writing was an easy task. As a result, they did not pay attention to Indonesian spelling in their writing.

RESEARCH METHODOLOGY

The research objects were the school principal, TU head, and 1 Indonesian language subject teacher. Collection , analysis , and interpretation of related data with objective study is part from method research . In the study this , researcher apply approach qualitative . Objective from study descriptive is depict as well as examine object study based on the real situation at the time study done . Method study qualitative descriptive used For increase understanding about condition or the events being studied . With so , for get more knowledge Good about phenomena that occur , research This use method objective data collection . Studies This part big focused on evaluating error spelling in the text report results observations written by students class VIII of SMPN 4 Semende Central Land .

Data collected For analysis This is text report results observation student class VIII of SMPN 4 Semende Mid-term land odd semester 2025/2026 academic year . Source information analysis This is student class VIII of SMPN 4 Semende Central Land , odd semester 2025/2026 academic year , totaling 20 students .

Data collection techniques used in study This is use technique test write . The data validity technique is various methods and procedures applied in research , especially study qualitative , for set that the data collected truly accurate , can trusted , and can accountable . Purpose implementation technique This is For increase trust to results research and ensure interpretation of data is based on valid evidence . With use technique data validity . Research can minimize bias, ensure data consistency , and strengthening validity conclusions drawn .

Triangulation technique , which involves use element from data sources such as

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observation , documentation , and interviews were used For determine validity of analysis data This . Data analysis techniques using For ensure data accuracy , used method triangulation in collect data that includes data reduction , presentation and conclusions .

RESULTS AND DISCUSSION

Data Analysis Results

Correcting spelling errors in the researcher's observation report text requires an error analysis approach. Therefore, the researcher implemented the following:

Data collection

Researchers collected data in the form of written text reports of observation results written by 20 students of class VIII of SMPN 4 Semende Darat Tengah.

Error identification

The researcher read the observation report written by the eighth grade students, then marked the writing that was not in accordance with the spelling in the form of capitalization errors, italics errors, commas, and periods.

Classification of errors

Researchers grouped the errors in the observation report texts made by students into four groups, namely group 1 errors in capital letters, group 2 errors in italics, group 3 errors in comma punctuation, and group 4 errors in period punctuation.

To determine the percentage of Indonesian spelling errors made by eighth-grade students of SMPN 4 Semende Darat Tengah in writing observational report texts , the formula above was used. The following are the percentages of Indonesian spelling errors: capitalization errors, italics errors, comma errors, and periods.

To support accurate research data and research results, the researcher asked the principal, Indonesian language teacher, and the head of administration of SMPN 4 Semende Darat Tengah. As well as to find out the causes and effects of spelling inconsistencies in writing observation report texts of grade VIII students of SMPN 4 Semende Darat Tengah, especially capital letters, italics, comma punctuation, and periods, the researcher interviewed the Indonesian language teacher. The results of the interview can be seen as follows.

Question 1

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In writing, students often make spelling errors. Corrective efforts and appropriate guidance are needed to prevent these errors from recurring.

Answer

According to Indonesian language teachers, spelling errors often occur in writing due to students' lack of understanding of the Enhanced Spelling (EYD) rules. Therefore, corrective measures and appropriate guidance are needed to prevent these errors from recurring.

Question 2

What just frequent obstacles experienced in skills write ?

Answer

According to the Indonesian language teacher ,

1) Lack of ideas or ideas – Students often difficulty find topic or develop ideas into coherent writing .
2) Limitations vocabulary – Mastery limited vocabulary make student difficult express thought with appropriate .
3) Ignorance to rules language – Many students No know usage sign reading , spelling , and structure correct sentence .

Question 3

What just approach or techniques applied in teach skills write ?

Answer

According to the Indonesian language teacher , the approach taken that is process approach with method determine topic , create framework , revising , editing .

Question 4

In activity writing , students often do error in writing spelling . What steps that can be taken taken For overcome matter and provide understanding to students so as not to repeat it ?

Answer

According to the Indonesian language teacher , to overcome error writing spelling in activity write with method give learning spelling in a way integrated , do correction and feedback back , and give example .

Improvement efforts the mistake spelling in text report results observations written by class VIII students of SMPN 4 Semende The Central Land requires a comprehensive , systematic , and improvement - oriented learning strategy . competence linguistics participant educate . Improvement the can done through a number of step following .

1) Strengthening Learning Spelling in a way Integrated

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Repair spelling No can done in a way separated from activity write . Therefore that , material about EBI rules include usage italics , capital letters capital , sign point , sign commas and elements spelling other need integrated in all over stages of the writing process . The teacher does not only give explanation theoretical , but also facilitates its implementation at the stage planning , writing draft , revision , until editing end .

2) Providing Appropriate Text Models Rules

One of the effective strategies in learning spelling is use *text model* that has been fulfil standard linguistics . With analyzing the model , students can observe in a way direct implementation correct spelling in context text report results observation . Utilization example concrete This help student differentiate form correct and incorrect writing in work they Alone .

3) Rating and Feedback Return of Nature Diagnostic

Teachers need to give assessment accompanied by bait come back nature diagnostics for students understand type and location error spelling that is done . Form bait come back the covers explanation about error like No writing letter capital in position certain , inaccuracy use sign comma behind information beginning sentence , placement sign point that is not in accordance function , or writing term absorption that is not right . Bait clear and directed feedback become base important for student For increase ability spelling they .

4) Providing Graded and Repeated Training

Repair ability spelling can strengthened through exercise the incentives given in a way gradually . Exercise can started of a nature simple , for example differentiate function letter capital to a higher level complex like repair error sign read in paragraph . Repeated practice support formation habit positive in apply rules spelling in a way consistent .

5) Application of Editing Techniques Self and Editing Friend Peers

Activity editing self - *editing* is necessary trained so that students capable assess and improve text they alone . Teachers can provide a checklist (*editing checklist*) containing components mandatory spelling checked , such as capitalization , writing term foreigners , and placement sign point . Besides that , editing Friend peer *editing* can help student expand understanding through a mutual process correct and provide input .

6) Approach Learning Contextual

Learning based context need implemented so that students understand importance spelling in situation real . Teachers can request student do revision to text report observations that have been they write before , then discuss reason repair the in a way structured . With Thus , students get greater understanding deep about consequence from use incorrect spelling

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appropriate .

CONCLUSION

From the analysis of spelling usage in observation report texts of eighth-grade students at SMPN 4 Semende Darat Tengah, it can be concluded that students' skills in applying Indonesian Spelling (EBI) rules still require improvement. Various errors were found in capital letters, italics, commas, and periods.

Incorrect capitalization errors include capitalizing almost every word in a sentence, incorrect capitalization at the beginning of a sentence, and errors in writing geographical names and other elements that require special capitalization. Regarding italics, students still make mistakes in distinguishing between its use for emphasis, writing foreign terms, and marking certain elements in the text.

Punctuation errors were also significant. Students frequently neglected to place commas after adverbs at the beginning of a sentence, did not enclose appositional adverbs, misused commas for details, and omitted commas in compound sentence structures containing oppositions. Mistakes in period use were also found, primarily in the form of missing a period at the end of a sentence and incorrectly using it to separate elements and details, contrary to its intended function as a marker for the end of a statement.

Overall, these findings indicate that students are unable to use spelling rules systematically and consistently. Contributing factors may include a lack of tiered practice, minimal editing habits, suboptimal use of text models, and limited corrective feedback. Therefore, more structured, integrative, and sustainable learning interventions are needed to improve the quality of students' writing.

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