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An Analysis of Spelling Errors in Scientific Articles: A Case Study of Alinea Journal Vol. 3 No. 1, 2023

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Abstract – *The proliferation of spelling errors in scientific articles has prompted this research, which aims to provide a comprehensive analysis of such errors, with a specific focus on Alinea Journal Vol. 3 No. 1 of 2023. Employing a qualitative approach with descriptive methods, this research delves into the various aspects of spelling errors and their improvements. The study relies on sentence quotes pertaining to enhanced spelling found within the specified journal. Researchers serve as the primary instruments, supported by writing tools and data inventory tables. The note-taking method is employed for data collection, capturing instances of spelling errors and improvements. Utilizing the agih method for data analysis, the research identifies and categorizes spelling errors based on Essential of Indonesian Spelling (EYD) elements. The elements include errors in capitalization, word spelling, punctuation usage, and the correct incorporation of absorption elements. The findings reveal a notable enhancement in the analysis of spelling errors within the scientific articles under investigation. The scrutiny of EYD elements provides insights into specific areas of improvement, shedding light on errors in capitalization, word usage, punctuation, and absorption elements. This research contributes valuable knowledge to the ongoing discourse on improving the quality of written scientific communication, emphasizing the significance of meticulous spelling accuracy.*
Keywords: Spelling, scientific articles, case studies

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1. INTRODUCTION

The Indonesian language, being versatile and diverse, serves as a vital communication tool across various contexts, reflecting variations in means, structure, norms of use, geographical regions, and fields of application. In the realm of scientific writing, Indonesian adheres to a standard language, demanding strict compliance with linguistic rules to prevent misunderstandings. Language misuse can lead to divergent interpretations, emphasizing the critical need for meticulous analysis of Enhanced Spelling Usage Errors (EYD) in scientific articles.

Among language skills, writing demands particular attention as it serves as a fundamental means of expressing ideas. Effective written expression necessitates a profound understanding of language skills. EYD, encompassing rules and procedures governing sound symbols, word construction, sentence formation, and punctuation use, functions as a safeguard against spelling confusion, ensuring clarity in written communication. The four main subsections of EYD include using letters, writing words, employing punctuation marks, and incorporating absorption elements. As highlighted by Abidin (2017:159), scientific articles are written compositions presenting information derived from research or the author's intellectual insights. These articles follow a systematic approach reflecting the procedures of the scientific method. The meticulous application of EYD in scientific article writing is crucial, considering the heightened significance placed on spelling accuracy in this genre.

In the academic realm, writing scientific articles becomes a focal point, demanding considerable attention to detail. The intricacies of EYD in writing important scientific articles are addressed, acknowledging the challenges faced by students. Scientific work is an integral part of students' intellectual development, with their ability to produce scholarly articles serving as a metric for their intellectual prowess. The scholarly community places immense importance on EYD in scientific writing, recognizing its pivotal role in fostering effective communication and ensuring the clarity and accuracy of scientific discourse. Students engaging in scientific work must navigate the complexities of language rules, with EYD serving as a guiding framework for their endeavors. The analysis of spelling errors in scientific articles becomes a paramount undertaking, contributing to the continual improvement of written scientific communication.

The state of the art in language research, particularly in the context of Indonesian scientific writing, highlights the importance of linguistic precision, adherence to grammatical rules, and the avoidance of spelling errors. Research within this domain emphasizes the significance of maintaining standard language use, especially in the formal setting of scientific articles. Existing studies often focus on linguistic variations, language diversity, and the implementation of Enhanced Spelling Usage Errors (EYD) in various contexts.

Numerous researchers have delved into the intricacies of EYD, exploring different aspects such as the use of letters, word construction, punctuation, and absorption elements. Studies recognize EYD as a set of guidelines and procedures crucial for maintaining clarity and preventing misunderstandings in written communication. Additionally, scholarly attention has been directed towards the challenges students face

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in writing scientific articles, shedding light on the complexities of navigating linguistic rules and avoiding errors in the academic context.

Despite the existing body of research, certain gaps persist, warranting further investigation in the field of Indonesian scientific writing and EYD. One notable gap is the limited attention given to spelling errors specifically in scientific articles published in reputable journals. While general language studies exist, there is a scarcity of in-depth analyses focused on EYD within the specialized context of scientific discourse. Furthermore, the current literature often lacks a comprehensive exploration of the practical implications of EYD in scientific writing. Understanding how adherence to EYD guidelines directly influences the clarity and impact of scientific communication remains an area that requires further attention. Practical insights into how researchers, particularly students, can navigate the intricacies of EYD to enhance the quality of their scientific articles would contribute significantly to the existing knowledge.

Additionally, there is a need for research that explores the effectiveness of interventions or educational programs aimed at improving EYD among students engaged in scientific writing. Assessing the impact of targeted interventions could provide valuable insights into enhancing language skills and reducing spelling errors in this specific context. In summary, while the state of the art provides a foundational understanding of language diversity, EYD, and challenges in scientific writing, the identified gaps highlight opportunities for future research to delve deeper into the nuances of EYD in Indonesian scientific articles and propose practical strategies for improvement.

2. METHODOLOGY

The chosen research methodology for this study is the descriptive method, aligning with Moleong's definition that characterizes descriptive research as being centered on data in the form of words and images rather than numerical values. As highlighted by Moleong (2010:11), the descriptive method is particularly relevant in qualitative research contexts, emphasizing the comprehensive exploration of phenomena beyond quantitative measures. In employing this approach, the researcher acknowledges the richness and depth that qualitative methods bring to the study of linguistic phenomena, making it especially suitable for capturing the intricacies of language usage and spelling errors within the realm of scientific articles.

The rationale behind selecting the descriptive method lies in its capacity to facilitate a holistic understanding of the subject matter. Given the nuanced nature of language, particularly in scientific discourse, a qualitative approach allows for a thorough examination of the various dimensions of linguistic expression. The researcher seeks to gather data that extends beyond numerical values, recognizing that the essence of spelling errors in scientific writing is best captured through a qualitative lens.

This methodological choice also aligns with the objective of collecting data that resonates with the specific context of the researcher's focus. The descriptive method, being flexible and adaptable, caters to the unique characteristics of the research topic. By employing this approach, the researcher aims to unearth a diverse range of linguistic nuances within scientific articles, enabling a nuanced and comprehensive analysis.

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Through the collection and examination of qualitative data, the study aspires to offer an overview of the manifold ways in which words are employed and potentially misspelled within the domain of scientific articles. This methodological foundation sets the stage for a detailed exploration of the language landscape within this specific context, contributing to a deeper understanding of spelling errors and linguistic intricacies in academic writing.

3. RESULTS

In this data analysis section, we will discuss spelling errors one by one in Scientific Articles: Case Studies in Alinea Journal Vol. 3 No. 1 of 2023. There was an error in writing the Enhanced Spelling in the Scientific article. For more details, it can be explained as follows:

1. Improved Spelling Error Data Analysis seen from Writing Capital Letters in Scientific Articles: Case Study in Alinea Journal Vol. 3 No. 1 of 2023

One spelling thing that must be paid attention to in scientific articles is the use of capital letters. However, in scientific articles there are still some errors in writing the use of capital letters, this can be seen in the following data.

Data: A1/P/Pr1/K1

> "Learning **On** In the 2013 curriculum, Indonesian language learning is learning that plays an important role in developing and improving students' skills in using Indonesian both written and spoken."

The use of capital letters in the sentence above is incorrect. Errors in writing incorrect capital letters **'On'** In this sentence it should not be written in capital letters because the word is an assignment word and is not located at the beginning of the sentence. It should be correct writing, ie *Learning in the 2013 curriculum, Indonesian language learning, is learning that plays an important role in developing and improving students' skills in using Indonesian both written and spoken.*

Data: A1/P/Pr4/K1

> "Writing text **Explanation** is one of the skills that students must master because it is contained in the 2013 Curriculum contained in KI. 3…."

The use of capital letters in the sentence above is incorrect, because the capital letters used in the sentence above are placed in the middle of the sentence and the word should not be written using capital letters. The correct word **explanation** should be written in the sentence above, namely: *Writing **explanatory** texts is one of the skills that students must master because it is included in the 2013 Curriculum contained in KI. 3.*

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2. Improved Data Analysis of Spelling Errors seen from Word Writing in Scientific Articles: Case Study in Alinea Journal Vol. 3 No. 1 of 2023

One of the spellings that must be paid attention to in scientific articles is word writing. However, in scientific articles, several spelling errors were still found which were corrected in writing words, this can be seen in the following data.

Data: A5/P/Pr2/K1

> "The structure of expressions of public belief conveyed orally has a clear structure and is in accordance with existing structures **set** by the author (Wijaya et al., 2022), so that these structures have their own function (Wijaya et al., 2021)."

The data quote above contains errors in the writing of words *set.* Word writing *set* should be combined. Say *in* The word arranged is a prefix, not a preposition. Write the correct words in the sentence above, namely, *The structure of expressions of public belief conveyed orally has a clear structure and is in accordance with existing structures* ***arranged*** *by the author (Wijaya et al., 2022), so that these structures have their own function (Wijaya et al., 2021).* Therefore, there are errors in the writing of the words in scientific articles.

Data: A13/Pe/Pr3/K1

"Based **on** the table above, the calculated average is 62.83."

The data quote above contains errors in writing prepositions. The preposition written in the sentence above is incorrect. The prepositions contained in the sentence above are combined in writing. Word writing errors **'on'** Prepositions must be written separately from the words that follow them. Write the correct preposition in the sentence above, namely: *Based on table* ***on*** *The calculated average was 62.83.*Therefore, there are errors in the writing of the words in scientific articles.

3. Data Analysis of Spelling Errors Improved Writing seen from the Use of Punctuation in Scientific Articles: Case Study in Alinea Journal Vol. 3 No. 1 of 2023

The part of spelling that must be paid attention to in scientific articles is punctuation, namely periods, commas, brackets, slashes, hyphens, exclamation marks and quotation marks. However, in scientific articles, several spelling errors were still found which were corrected in writing punctuation. As for spelling errors that are corrected in writing punctuation, this can be seen in the following data.

Data: A1/A/K11

> "The use of the *open ended problem* model has been proven to influence students' ability to write explanatory texts, this can be seen from the

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> **students'** enthusiasm during the learning process using the model so that it influences students' skills in writing explanatory texts."

The data above contains spelling errors, namely in the punctuation. The punctuation written in the sentence above is not correct, because in the quoted sentence the use of punctuation marks is not used correctly to mark a sentence, the punctuation marks used in the quote above should use punctuation marks (.) not (,) because the sentence is finished... The correct use of punctuation marks in the sentence above is: *The use of the open ended problem model has been proven to influence students' ability to write explanatory text. This can be seen from the **students'** enthusiasm during the learning process using models so that it influences students' skills in writing explanatory texts.* Therefore, there are errors in the punctuation in scientific articles.

Data: A1/P/Pr6/K5

> "Based on the results of an interview on March 14 2022 with Feronika, S.Pd. Indonesian language teacher at SMA Negeri 9 Padang, information was obtained that the students' low ability to write explanatory texts was caused by the **following** factors. First,."

The data above contains spelling errors, namely in the punctuation. The punctuation written in the sentence above is not correct, because in the quoted sentence the punctuation marks are not used correctly to mark a sentence, the punctuation marks used in the quote above should use punctuation marks (:) not (.) because the sentence explains the details. The correct use of punctuation in the sentence above is: *Based on the results of an interview on March 14 2022 with Feronika, S.Pd, Indonesian language teacher at SMA Negeri 9 Padang, information was obtained that the students' low ability to write explanatory texts was caused by the **following factors:*** First. Therefore, there are errors in the punctuation in scientific articles.

4. CONCLUSION

Based on the research results, it can be concluded that the spelling errors contained in scientific articles are: (a) the use of capital letters totaling 27 data, namely, capital letters are not used for names of people, names of religions, names of cities or regions and errors in the use of capital letters that are not used at the beginning of the sentence, as well as errors in using capital letters in the middle of the sentence which are not needed, (b) errors in writing words totaling 4 data, namely errors in writing the word di as an affix which is separated and should be combined and writing di as a preposition which should be written separately, not combined. , and (c) the use of 16 punctuation marks, namely punctuation marks (.) and punctuation commas (,) which are not correct.

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