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Punctuation and Italics Errors in the Five Best Essays in the Indonesian Language Book of the Kiwari Era

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Abstract

This study conducted an analysis of language errors in the 5 best essays in the Indonesian Era Kiwari book to identify the forms of errors that exist, especially in the writing of punctuation and italics. The study used a qualitative method and a descriptive approach. The data collection method was carried out using documentation techniques. The analysis technique used was data reduction. The results of the analysis found a total of 48 errors in writing punctuation and italics. The punctuation errors found were period (.), comma (,), colon (:), brackets ((...)), hyphen (-), and quotation marks (“...”). The causes of writing errors were due to two factors, namely lack of accuracy in writing and lack of understanding of how to write punctuation and italics.

Keywords: Analysis, language, italics, punctuation, essay.

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Abstrak

Penelitian ini melakukan analisis kesalahan berbahasa pada 5 esai terbaik dalam buku Bahasa Indonesia Era Kiwari untuk mengidentifikasi bentuk kesalahan yang ada, terutama pada penulisan tanda baca dan huruf miring. Penelitian menggunakan metode kualitatif serta pendekatan deskriptif. Metode pengumpulan data dilakukan dengan menggunakan teknik dokumentasi. Teknik analisis yang digunakan merupakan reduksi data. Hasil analisis yang dilakukan menemukan sebanyak 48 total kesalahan penulisan tanda baca dan huruf miring. Kesalahan penulisan tanda baca yang ditemukan, yakni tanda baca titik (.), tanda baca koma (,), tanda baca titik dua (:), tanda baca kurung ((...)), tanda baca hubung (-), dan tanda baca petik (“...”). Penyebab kesalahan penulisan karena dua faktor, yakni kurangnya ketelitian dalam menulis dan pemahaman terhadap cara penulisan tanda baca dan huruf miring kurang.

Kata kunci: *Anailisis, bahasa, huruf mirig, tanda baca, esai.*

Introduction

Writing is the activity of expressing ideas, thoughts, and perspectives in a systematically arranged sequence of words that adhere to linguistic rules. A writer must be able to convey their ideas and emotions through the development of text structure and the appropriate use of linguistic elements within the text itself (Ndruru, 2025). From Ndruru’s statement, it can be understood that a writer’s thoughts are reflected through their writing. A piece of writing grows from the writer’s intellect—the better the writing, the higher the intellectual quality of the writer. This is reflected in the systematic structure of the text, the informative language used, and the logical flow of ideas. Through the act of writing, a writer not only conveys understanding but also demonstrates their communicative competence. Writing skills not only reflect academic assessment but also the ability to communicate effectively (Fauziah, 2025).

According to Salam et al. (2016), the form of a written work depends on the writer’s purpose. Some writings aim to provide information, describe objects or events, illustrate something, or persuade readers to take action. One common form of writing is the essay. An essay consists of several paragraphs discussing a specific topic, presented using particular methods to collect data. The essay is written through a specific method and presented from the writer’s own perspective (Jannah, Budhi, & Kundharu, 2020). In composing an essay, the writer must use proper and correct Indonesian.

Indonesian is considered accurate and correct when it is used according to the speaker’s context and when the language functions align with established linguistic norms (Parancikan & Aris, 2021). Therefore, language users must pay attention to the context and linguistic rules when conveying information. The proper and correct use of Indonesian, in accordance with linguistic norms, is referred to as standard language. Dewi (2014) asserts that proper and correct Indonesian is synonymous with standard Indonesian. Standard language takes into account the speaker’s status and the context of communication. It is also referred to as formal language, as it is often used in official or formal settings. Standard language is employed in writing various types of documents, such as research reports, papers, state speeches, academic books, published articles, and essays. In addition to using standard language, writers must also adhere to linguistic conventions, especially in written form, which include spelling, punctuation, and letter formatting such as capitalization and italics. The use of punctuation and italics is not merely a technical matter but reflects precision in thinking and discipline in language use. Punctuation plays a vital role as outlined in the Enhanced Indonesian Spelling System (EYD).

Writing can seem challenging and complex. It is not an easy task because it requires the

activation of all the writer's cognitive abilities. A writer must seek and process information, a process that cultivates sound reasoning skills. Reasoning is the mental process of connecting existing data to draw conclusions (Wahyuni et al., 2024). With consistent practice, writing skills can be sharpened over time. Writing offers numerous benefits, both for the reader and the writer. Graves (as cited in Sudirman & Hasbullah, 2021) outlines five benefits of writing for the writer: (1) enhancing intellectual ability, (2) developing initiative, (3) fostering creativity, (4) building confidence, and (5) improving critical thinking skills.

Considering the many benefits of writing, teachers and lecturers often encourage students to develop their writing abilities. One such example is Sudaryanto, M.Pd., a lecturer from Ahmad Dahlan University. Through the course *History and Politics of the National Language* (SPBN), Sudaryanto guided students to write essays as an exercise in expressing ideas through writing. The students' essays were published in a book titled *Bahasa Indonesia Era Kiwari*, which contains five of the best student essays. These five essays are the focus of this study, particularly for analyzing punctuation and italicization errors.

This study is based on linguistic conventions as regulated in the fifth edition of the Enhanced Indonesian Spelling System (EYD). The author conducted an analysis to describe the types of errors found in the essays. These errors may stem from language contact (Badan Pengembangan dan Pembinaan Bahasa, 2022) or the influence of information technology on verbal communication among language users (Rifa et al., 2025). The writing errors identified require thorough analysis for the purpose of correction and as important notes for the writer. From the reader's perspective, such errors can hinder the effective delivery of information, potentially leading to confusion. This aligns with the view of Amelia et al. (2024), who stated that writing errors can damage the credibility of both the author and the publisher, as they may cause readers to question the accuracy and reliability of the information. This research focuses on analyzing two main types of writing errors: first, punctuation errors; and second, errors in italicizing words, particularly in writing foreign or regional terms, book titles, and emphasizing specific phrases.

Previous relevant studies analyzing punctuation and italicization errors include those by Dewi et al. (2014), Arsanti (2017), Ramadhan (2021), Suarni et al. (2021), and Kurniawan (2022), who analyzed student essays and generally found issues such as incorrect use of capital letters, italics, periods, and commas. Other errors found in essays include the incorrect use of question marks, hyphens, quotation marks, semicolons, and single quotation marks.

What distinguishes this study from previous ones is the source of the data being analyzed. The data sources in this research are the five best essays published in *Bahasa Indonesia Era Kiwari*, namely:

1. *Arabic Language Learning Based on Animated Videos* by Aprilia Nugrahenin Ayuningtyas,
2. *Changes in Indonesian Spelling in Society* by Avida Fidia Rahma,
3. *Hallyu Wave in Indonesia* by Shila Dwilia Putri,
4. *Becoming a Dutch-Indonesian Translator* by Riska Anggraeni, and
5. *Learning Arabic Through Songs* by Arif Maulana.

These essays were selected because they were recognized as the five best in the book *Bahasa Indonesia Era Kiwari*. This study aims to identify and analyze the types of punctuation and italicization errors found in the essays. In addition, it seeks to explain these error forms as a contribution to promoting the proper use of the Indonesian language.

Method

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Research on punctuation and italicization errors in five essays was conducted using qualitative methods. Qualitative research aims to understand the condition of a context by directing to a detailed and in-depth description (Nugrahani, 2014). Through a qualitative approach, the researcher aims to describe and define the data found in the form of punctuation and italicization errors as well as the factors that cause errors to occur. The data collection technique is done with documentation technique. Documentation is data collection that involves documents, archives, or other written materials related to the research phenomenon (Ardiansyah., et al. 2023). This technique is in accordance with the error analysis research that will be conducted. The data collected, namely the five best essays documented in the book *Bahasa Indonesia Era Kiwari*.

The data analysis technique used is data reduction. Data reduction is a form of analysis process that functions to sharpen, classify, select, and organize data to get conclusions that can be verified (Munawaroh, 2013). Ardiansyah, et al (2023) expressed an opinion that in reducing data there are the following stages.

1. The writer simplified the data by classifying the results of the analysis of punctuation and italicization errors found in the five essays based on the type of error.
2. Making data presentation from the results of the simplification that has been done. The data presentation used in this research is in the form of tables and narrative descriptions. The table is used to present the results of the analysis of writing errors and the correction of these errors. And the presentation of narrative descriptions is used to describe in detail the discussion of writing errors and their causes.
3. Verifying or drawing conclusions. The researcher compares and relates the findings of writing errors obtained with the existing theories of punctuation and italics. Furthermore, the researcher draws conclusions based on the results of the comparison.

The data sources of this research are the five best essays in the Indonesian Language Book of the Kiwari Era, including; (1) *Arabic Language Learning Based on Animated Videos* by Aprilia Nugrahenin Ayuningtyas, (2) *Changes in Indonesian Spelling in Society* by Avida Fidia Rahma, (3) *Hallyu Wave in Indonesia* by Shila Dwilia Putri, (4) *Becoming a Dutch-Indonesian Translator* by Riska Anggraeni, and (5) *Learning Arabic Through Songs* by Arif Maulana. The object of the research, namely punctuation and italicization errors in the five best essays in the book *Bahasa Indonesia Kiwari Era*. The reason for choosing this research object is to analyze whether or not there are writing errors in the essays that received the title of the five best.

Result and Discussion

This section presents and discusses the results of the analysis conducted on the five best essays in the book *Bahasa Indonesia Era Kiwari*. The analysis revealed punctuation and italicization errors that do not conform to the writing conventions outlined in the latest edition of the *Kamus Besar Bahasa Indonesia* (KBBI V). The identified punctuation errors include incorrect use of periods (.), commas (,), colons (:), parentheses ((...)), hyphens (-), and quotation marks (“...”). As for the italicization errors, they fall into two main categories. The first involves incorrect italicization of titles—such as book titles, film titles, television program titles, and titles in bibliographic entries. The second involves errors in italicizing words or expressions from regional or foreign languages. The findings related to these errors are detailed in the following discussion.

Essay 1 *Arabic Language Learning Based on Animated Videos*

The analysis of the first essay revealed eight writing errors, consisting of three comma (,) errors, two colon (:) errors, and three italicization errors. For further details, refer to Table 1.

Table 1. Analysis Results of Essay 1

Type of Error	Incorrect Excerpt	Correction
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Comma (,)	<p>"... suatu negara, dan dilakukan, untuk tujuan negara itu sendiri."</p>	<p>The commas after "negara" and "dan dilakukan" are unnecessary as they interrupt the sentence flow. Correct form: "...suaat negara dan dilakukan untuk tujuan negara itu sendiri."</p>
	<p>"Tuntutan global, menurut dunia pendidikan ..."</p>	<p>The comma incorrectly separates the subject and predicate. Correct form: "Tuntutan global menurut dunia pendidikan ..."</p>
	<p>"Gambar 1: Akun YouTube..."</p>	<p>The colon after the figure number is incorrect; figure captions should not use colons. Correct form: "Gambar 1 Akun YouTube..."</p>
Colon (:)	<p>"Gambar 2: Belajar..."</p>	<p>Same issue as above. Correct form: "Gambar 2 Belajar..."</p>
	<p>"...Film Kartun: <i>We Bare Bears (Part 2)</i>"</p>	<p>"<i>We Bare Bears</i>" is a film title and "<i>Part</i>" is a foreign term; both should be italicized. Correct form: "...<i>Film Kartun: We Bare Bears (Part 2)</i>"</p>
	<p>"...live count world population review..."</p>	<p>As a phrase in English, it should be italicized. Correct form: "...<i>live count world population review...</i>"</p>
Italic	<p>"Akun YouTubu <i>Marhaban Academy</i>"</p>	<p>"<i>Marhaban Academy</i>" is a YouTube channel name in a foreign language, thus should be italicized. Correct form: "Akun YouTubu <i>Marhaban Academy</i>"</p>
	<p>"...<i>mufrodat</i> atau kosakata bahasa Arab..."</p>	<p>"<i>Mufrodat</i>" is an Arabic term and should be italicized. Correct form: "...<i>mufrodat</i> atau kosakata bahasa Arab..."</p>

Essay 2 Changes in Indonesian Spelling in Society

In the second essay, the analysis revealed a total of ten writing errors related to punctuation and italics. These errors fall into six categories: two comma (,) errors, one parenthesis ((...)) error, two colon (:) errors, one quotation mark ("...") error, one hyphen (-) error, and three italicization errors. See Table 2 for details.

Table 2. Analysis Results of Essay 2

Type of Error	Incorrect Excerpt	Correction
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Comma (,)	<i>"Perubahan ini juga mencerminkan proses..."</i>	A comma should be placed after "ini" to separate the clause. Correct form: <i>"Perubahan ini, juga mencerminkan proses..."</i>
	<i>"...EYD di Masyarakat masih belum merata, dan beberapa kalangan masih..."</i>	The comma before "dan" is unnecessary. Correct form: <i>"...EYD di Masyarakat masih belum merata dan beberapa kalangan masih..."</i>
Parentheses ((...))	<i>"...Ejan Soewandi (1947-19467), Ejan Pembaharuan (1956-1967) , Ejaan Melindo (1961-1967)..."</i>	Two errors: (1) Extra space inside parentheses, (2) incorrect year "19467". Correct form: <i>"...Ejan Soewandi (1947–1946), Ejan Pembaharuan (1956–1967), Ejaan Melindo (1961–1967)..."</i>
Colon (:)	<i>"...ejan Van Ophuijsen dan ejan Republik:"</i> <i>"...iklan-iklan tempo doeloe:"</i>	A colon should not end a declarative sentence. Correct form: <i>"...ejan Van Ophuijsen dan ejan Republik."</i> A colon is incorrectly used to end the sentence. Correct form: <i>"...iklan-iklan tempo doeloe."</i>
Quotation Marks ("")	<i>"Djangan sembarangan memboeang sampah'."</i>	The closing quotation mark is incorrect (apostrophe used instead of closing quotation mark). Correct form: <i>"Djangan sembarangan memboeang sampah."</i>
Hyphen (-)	<i>"Adapun contoh contoh ejaan bisa kita lihat..."</i>	The repeated word "contoh contoh" should use a hyphen. Correct form: <i>"Adapun contoh-contoh ejaan bisa kita lihat..."</i>
Italic	<i>"...ciri penanda lingual, ..."</i>	"Lingual" is an English term and should be italicized. Correct form: <i>"...ciri penanda lingual, ..."</i>
	<i>"...huruf j untuk bunyi konsonan hampiran langit-langit (y) dan penggunaan huruf tj untuk..."</i>	The letters "j" and "tj" should be italicized to emphasize specific phonemes. Correct form: <i>"...huruf j untuk bunyi konsonan... huruf tj untuk..."</i>
	<i>"Hari koeboernja soeda di tentoekan pada hari Kamis Lak gwee the, 27 Juli 1922. Kerna (kini menjadi karena), sasoeatoe (kini menjadi sesuatu)..."</i>	Historical spelling examples should be italicized. Correct form: <i>"Hari koeboernja soeda... Kerna (kini menjadi karena), sasoeatoe (kini menjadi sesuatu)..."</i>

Essay 3 *Hallyu Wave in Indonesia*

The analysis of the third essay revealed a total of nineteen errors in the use of punctuation and italics. These errors include seven comma (,) errors, one hyphen (-) error, one colon (:) error, one period (.) error, and nine italicization errors. The punctuation and italic errors identified in the essay titled *Hallyu Wave in Indonesia* are presented in Table 3 below.

Table 3. Analysis Results of Essay 3

Type of Error	Incorrect Excerpt	Correction
Comma (,)	"...setelah album musik pop Korea, H.O.T, dirilis di Tiongkok, ..."	A comma after "H.O.T" is unnecessary. Correct form: "...setelah album musik pop Korea, H.O.T dirilis di Tiongkok, ..."
	"...menyebar ke negara-negara lain seperti Hongkong, Vietnam, Thailand, Indonesia Filipina, ..."	A comma should be placed before and after "seperti" and also after "Indonesia" to separate items in a list. Correct form: "...menyebar ke negara-negara lain, seperti, Hongkong, Vietnam, Thailand, Indonesia, Filipina, ..."
	"Hal ini menunjukkan kesungguhan..."	A comma should follow "Hal ini" as it is an introductory phrase. Correct form: "Hal ini, menunjukkan kesungguhan..."
	"...produk-produk skincare dan make-up, Korea, style Korea, ..."	The comma after "make-up" is unnecessary. Correct form: "...produk-produk skincare dan make-up Korea, style Korea, ..."
Comma (,)	"...dalam kehidupan sehari-hari seperti annyeong, ..."	A comma should be placed before and after "seperti" as it introduces examples. Correct form: "...dalam kehidupan sehari-hari, seperti, annyeong, ..."
	"...Indonesia yang memiliki julukan lain yaitu Nusantara..."	A comma should be placed before "yaitu" as it introduces an explanation. Correct form: "...Indonesia yang memiliki julukan lain, yaitu Nusantara..."
	"...budaya asing lainnya yaitu dengan menanamkan sifat kritis dan teliti."	A comma should be placed before "yaitu". Correct form: "...budaya asing

		lainnya, yaitu dengan menanamkan sifat kritis dan teliti."
Hyphen (-)	"Keberadaan artis Kpop saat ini banyak..."	"Kpop" should be written with a hyphen as "K-pop". Correct form: "Keberadaan artis K-pop saat ini banyak..."
Colon (:)	"...mempengaruhi preferensi para milenial dalam beberapa hal:"	A colon is incorrect at the end of a declarative sentence. It should be a period. Correct form: "...mempengaruhi preferensi para milenial dalam beberapa hal."
Period (.)	"...menunjukkan hasil dari pembelajaran mereka"	A period is missing at the end of the sentence. Correct form: "...menunjukkan hasil dari pembelajaran mereka."
	<i>Hallyu Wave di Indonesia</i>	"Hallyu Wave" is a foreign term and should be italicized. Correct form: <i>Hallyu Wave di Indonesia</i>
	"Salah satu produk Korean Wave yang sangat..."	"Wave" should be italicized as it is an English term. Correct form: "Salah satu produk <i>Korean Wave</i> yang sangat..."
Italics	"...yang sering disebut K-pop merupakan..."	"K-pop" is a foreign term and should be italicized. Correct form: "...yang sering disebut <i>K-pop</i> merupakan..."
	"...bekas tempat shooting video klip sebuah idol grup, ..."	"Shooting" is a foreign term and should be italicized. Correct form: "...bekas tempat <i>shooting</i> video klip sebuah idol grup, ..."
	"...annyeong, saranghae, hyung, hwaiting, oennie."	All these words are Korean and should be italicized. Correct form: <i>annyeong, saranghae, hyung, hwaiting, oennie</i> .
Italics	"1. Culture Experience"	This is an English phrase and should be italicized. Correct form: <i>Culture Experience</i>
	"2. Culture Knowledge"	This is an English phrase and should be italicized. Correct form: <i>Culture Knowledge</i>
	"Serajawati, M. K. A. (2020). Fenomena Korean Wave di Indonesia."	Book titles in references should be italicized. Correct form: <i>Serajawati, M. K. A. (2020). Fenomena Korean</i>

Wave di Indonesia.

"Oka, G. B. S. P. N. (2019).
Melestaraikan Budaya Nusantara di
Gempuran Era Globalisasi."

Book titles in references should be italicized. Correct form: *Oka, G. B. S. P. N. (2019). Melestaraikan Budaya Nusantara di Gempuran Era Globalisasi.*

Essay 4 *Becoming a Dutch–Indonesian Translator*

The analysis of the fourth essay identified five writing errors related to punctuation and italics. These errors consist of one comma (,) error and four italicization errors. The results of the analysis are presented in Table 4 below.

Table 4. Analysis Results of Essay 4

Type of Error	Incorrect Excerpt	Correction
Comma (,)	"Namun nyatanya tidak."	A comma should be placed after "Namun" as it is a conjunction in a compound sentence. Correct form: "Namun, nyatanya tidak."
	"Buku-buku sastra seperti minoes (1970) karya Annie M. G. Schmidt dan Oeroeg (1948) karya Hella S. Hasse..."	The book titles <i>minoes</i> and <i>Oeroeg</i> should be italicized. Correct form: "Buku-buku sastra seperti <i>minoes</i> (1970) karya Annie M. G. Schmidt dan <i>Oeroeg</i> (1948) karya Hella S. Hasse..."
Italics	"Ik he been paar schoenen nodig."	This sentence is in Dutch and should be italicized. Correct form: <i>Ik he been paar schoenen nodig.</i>
	"Het problem is moeilijk op to lossen."	This Dutch sentence should be italicized. Correct form: <i>Het problem is moeilijk op to lossen.</i>
	"Koelkast."	The word "Koelkast" is a Dutch term and should be italicized as it has not been absorbed into Indonesian. Correct form: <i>Koelkast.</i>

Essay 5 *Learning Arabic Through Songs*

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The analysis of the fifth essay revealed two types of writing errors. The first type involves punctuation, specifically three errors in the use of commas (.). The second type involves the incorrect formatting of three Arabic words that should have been written in italics. The explanation is presented in table 5 below.

Table 5. Analysis Results of Essay 5

Type of Error	Incorrect Excerpt	Correction
Comma (,)	"...bahasa asing dalam hal ini yaitu bahasa Arab..."	A comma should be placed before "yaitu" as it introduces an explanation. Correct form: "...bahasa asing dalam hal ini, yaitu bahasa Arab..."
	"Alasanya adalah usia persekolah yaitu berdasarkan hasil riset..."	A comma should follow "Alasanya" as it is an introductory element. Correct form: "Alasanya, adalah usia persekolah yaitu berdasarkan hasil riset..."
	"...dari Nusa Tenggara Timur tetapi saya..."	A comma should be placed before "tetapi" as it is a coordinating conjunction. Correct form: "...dari Nusa Tenggara Timur, tetapi saya..."
Italics	"...mengajarkan mufrodat (kosakata dalam bahasa Arab)..."	The word <i>mufrodat</i> is an Arabic term and should be italicized. Correct form: "...mengajarkan <i>mufrodat</i> (kosakata dalam bahasa Arab)..."
	"...terdengar di telinga kita, seperti i'tirof,..."	The word <i>i'tirof</i> is an Arabic term and should be italicized. Correct form: "...terdengar di telinga kita, seperti <i>i'tirof</i> ,..."
	"Aina di mana, Amama di depan, Waroa di belakang, Bijiwari di samping, Faqoala di atas, Tahta itu di bawah, Huna-Wahunaka di sana dan di sini."	The words <i>Aina</i> , <i>Amama</i> , <i>Waroa</i> , <i>Bijiwari</i> , <i>Faqoala</i> , <i>Tahta</i> , and <i>Huna-Wahunaka</i> are Arabic terms and should be italicized. Correct form: <i>Aina</i> di mana, <i>Amama</i> di depan, <i>Waroa</i> di belakang, <i>Bijiwari</i> di samping, <i>Faqoala</i> di atas, <i>Tahta</i> itu di bawah, <i>Huna-Wahunaka</i> di sana dan di sini.

Table 6. Total Writing Errors

Essay Title	Writing Errors							Total
	Period (.)	Comma (,)	Hyphen (-)	Colon (:)	Parentheses (...)	Quotation Marks ("...")	Italics	

<i>Arabic Language Learning Based on Animated Videos</i>	-	3	-	2	-	-	3	8
<i>Changes in Indonesian Spelling in Society</i>	-	2	1	2	1	1	3	10
<i>Hallyu wave in Indonesia</i>	1	7	1	1	-	-	9	19
<i>Becoming a Dutch-Indonesian Translator</i>	-	1	-	-	-	-	4	5
<i>Learning Arabic Through Songs</i>	-	3	-	-	-	-	3	6
Total Writing Errors								48

Based on the data on punctuation errors presented in the table above. The researcher found that the writer made the most punctuation errors, namely when writing the comma (,) punctuation mark. The fifth edition of Ejaan Bahasa Indonesia Disempurnakan (EYD) explains fourteen rules for writing comma (,) punctuation marks. From these fourteen rules, the researcher found fifteen data that showed errors in writing comma (,) punctuation marks that were not in accordance with three rules in the fifth edition of the Ejaan Bahasa Indonesia Disempurnakan (EYD). The first error is that comma marks are not used if the parent sentence is written before the subordinate sentence. In the data of table 1 and table 2, the writer makes a mistake by giving a comma (,) punctuation mark to give a pause in a complete sentence. Agree with the statement from Ajra et al (2023) that comma punctuation (,) is not used to pause a complete sentence because it can change the meal. Improper placement of comma (,) punctuation marks can cause sentences to become ambiguous so that readers find it difficult to understand and confusion.

The second mistake is that the comma (,) punctuation mark is used behind an inter-sentence connecting word or expression. The data in Table 4 shows that the writer makes a mistake in writing the comma (,) punctuation mark on the inter-sentence connecting word “however” which is located at the beginning of the sentence. The third mistake is that the comma (,) punctuation mark is used before and/or after the conjunction. Conjunction is a connecting word used in the formation of syntactic structure (Pamungkas et al, 2022). Conjunctions have various types, one of which is the conjunction of details or also called the coherence of details. The writing of conjunctions of details, such as “namely” and “such as” are found in the data of table 3 and table 5. The next error found in the five essays is italicization. From the twenty-two data found in the five essays, it can be concluded that the writers did not pay attention to the three rules of italicization stipulated in the fifth edition of Ejaan Bahasa Indonesia Disempurnakan (EYD). The first mistake is not using italics in book titles, movie titles, album titles, TV show titles, podcast titles, play titles, and titles of cited social media names, including in the Bibliography. From the data in Table 2, it is found that the writing errors in the title of the movie “*We Bare Bears (Part 2)*” and the name of the YouTubu social media account “*Marhaban Academy*” are not italicized. The second mistake is that the writer does not use italics as a form of emphasis or specialization of letters or words in the sentence. Data tabel 2 found the following sentence, “...the letter j for

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consonant sounds near the palate (y) and the use of the letter tj for...”. The writing of the letters “j” and “tj” in the sentence should be italicized as a form of emphasis.

The third mistake is not using italics to write words or expressions in local or foreign languages that have not been absorbed in the Indonesian dictionary. Local and foreign languages are basically written using italics as a marker for words or expressions that have not been absorbed in the Indonesian language. In line with the thoughts of Maharani (2025) who argues that foreign language writing is generally marked by using italics. Looking at the data from table 1 to table 5, there are several foreign terms that should be italicized. As in table 1 there are sentences in English “...live count world population review...” and “...We Bare Bears (Part 2)” as well as words in Arabic, namely the word “...mufrodat...” which should be written using italics.

From the analysis of punctuation and italics errors in essays one through five, the causes of these errors can be concluded based on the forty-eight identified cases. The errors were primarily caused by a lack of attention to detail in writing and a limited understanding of how to properly use punctuation and italics. The lack of precision in writing can be seen through the following examples: in Essay 1, the writer used commas (,) unnecessarily to separate the subject and predicate. In Essay 2, there were errors in the use of parentheses ((...)), where unnecessary spaces were included inside them. The repeated word phrase “contoh contoh” was not written with the appropriate hyphen (-). Additionally, the writer mistakenly added an extra digit in a year citation, writing “1947–19467.” In Essay 3, the writer missed placing commas in a list of country names due to insufficient attention to detail.

Leksono (2019) stated that writing errors are caused by four factors: (1) inadequate mastery of language rules by students, (2) lack of accuracy in writing, (3) weak motivation to write, and (4) limited vocabulary. Writing requires precision in terms of spelling, punctuation, and meaning. Writers need to carefully review their work to check for any errors. Students, in particular, have a responsibility to use proper and correct Indonesian, especially in academic writing, which must follow the general guidelines for Indonesian orthography (Gurusinga et al., 2025). Therefore, it is important for writers to proofread their work before publishing it to readers. As for the errors in writing loanwords that should have been italicized, Ramadhan (2021) suggested that these inaccuracies stem from conflicting usage guidelines, which confuse language users. The limited understanding of Indonesian loanword conventions causes writers to make unintentional mistakes.

Conclusion

Based on the analysis of punctuation and italics errors in the five best essays from the book *Bahasa Indonesia Era Kiwari*, a total of forty-eight writing errors were identified across the five analyzed essays. The most frequently occurring errors involved the incorrect use of italics and commas (,). Other types of errors found in the essays included the misuse of periods (.), colons (:), parentheses ((...)), hyphens (-), and quotation marks (“...”). The causes of these punctuation and italics errors, as concluded from the collected data, stem from a lack of writing accuracy and insufficient understanding by the writers of how to properly use punctuation and italics.

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