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Analysis of Spelling Errors in PKL Report Texts by Students

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Abstract

Writing a Field Work Practice (PKL) report is one of the important academic tasks for students as a form of documentation and reflection on the work experience gained. However, in the process of writing the report, various spelling errors are often found that can reduce the quality and professionalism of the report. This study aims to analyze the types and frequency of spelling errors that occur in the text of the PKL report made by students. The research method used is descriptive qualitative with a sample of PKL reports from students of a particular study program at a university. Data were collected through report collection and analyzed using spelling error analysis techniques based on applicable Indonesian language rules. The results of the study showed that the most common spelling errors included errors in capitalizing letters, incorrect use of punctuation, and errors in writing standard and non-standard words. In addition, errors were also found in hyphenation and the use of inappropriate affixes. The factors causing these spelling errors include students' lack of understanding of correct spelling rules, lack of writing practice, and minimal revision before submitting the report. This study provides recommendations for students to pay more attention to spelling rules in writing PKL reports and the focus of this study is the use of language errors in italics and inappropriate use of capital letters. It is recommended for supervisors to provide more intensive guidance related to linguistic aspects. Thus, the quality of PKL reports can be improved and support the achievement of learning objectives optimally.

Keywords: phonology, language errors, PKL reports, spelling

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Abstrak

Penulisan laporan Praktek Kerja Lapangan (PKL) merupakan salah satu tugas akademik yang penting bagi mahasiswa sebagai bentuk dokumentasi dan refleksi atas pengalaman kerja yang diperoleh. Namun, dalam proses penulisan laporan tersebut, sering ditemukan berbagai kesalahan ejaan yang dapat mengurangi kualitas dan profesionalitas laporan. Penelitian ini bertujuan untuk menganalisis jenis dan frekuensi kesalahan ejaan yang terjadi dalam teks laporan PKL yang dibuat oleh mahasiswa. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan sampel laporan pkl perwakilan mahasiswa di progam studi tertentu. Data dikumpulkan melalui wawancara tentang laporan dan dianalisis menggunakan teknik analisis kesalahan ejaan berdasarkan kaidah bahasa Indonesia yang berlaku. Hasil penelitian menunjukkan bahwa kesalahan ejaan yang paling sering ditemukan meliputi kesalahan penulisan huruf kapital, pemakaian tanda baca yang tidak tepat, serta kesalahan dalam penulisan kata baku dan tidak baku. Selain itu, ditemukan pula kesalahan dalam pemenggalan kata dan penggunaan imbuhan yang kurang tepat. Faktor penyebab kesalahan ejaan ini antara lain kurangnya pemahaman mahasiswa terhadap kaidah ejaan yang benar, kurangnya latihan menulis, dan minimnya revisi sebelum pengumpulan laporan. Penelitian ini memberikan rekomendasi agar mahasiswa lebih memperhatikan kaidah ejaan dalam penulisan laporan PKL dan fokus penelitian ini yaitu penggunaan bahasa kesalahan penulisan huruf miring dan penggunaan huruf kapital yang tidak tepat disarankan bagi dosen pembimbing untuk memberikan bimbingan yang lebih intensif terkait aspek kebahasaan. Dengan demikian, kualitas laporan PKL dapat meningkat dan mendukung pencapaian tujuan pembelajaran secara optimal.

Kata kunci : fonologi, kesalahan berbahasa, laporan PKL, ejaan

Introduction

Field Work Practice (PKL) is an important component in the college curriculum that aims to provide real work experience to students (Nikah et al., 2018). Through PKL, students can apply the theories learned in college to real work situations. One form of accountability for the implementation of PKL is the preparation of a report containing the entire process and results of activities during the PKL period. The PKL report becomes an official document that reflects the student's ability to organize and convey information in writing (Novanto, 2022). Therefore, the quality of the report greatly determines the academic assessment and professionalism of students. Writing a good report must meet language rules, including correct spelling according to the General Guidelines for Indonesian Spelling (PUEBI) (Aprillianto et al., 2022). However, in practice, many PKL reports are still found to contain spelling errors. This is an important concern because these errors can interfere with the reader's understanding and reduce the quality of the report (Martino, 2022).

The use of correct spelling in writing internship reports plays a major role in maintaining clarity and uniformity of language. Correct spelling helps readers understand the contents of the report accurately and professionally (Penyusun et al., 2018). Common spelling errors include incorrect capitalization, inappropriate use of punctuation, and errors in writing standard and non-standard words. In addition, errors in hyphenation and use of affixes are also often found. These errors are not only a concern in the writing revision process. As a result, the resulting report becomes less effective and does not meet academic standards. Therefore, it is important to identify and analyze the types of spelling errors that often appear in student internship reports. Spelling errors in internship reports can have a negative impact on the quality of academic documents prepared by students. Reports that contain many spelling errors tend to give the impression of being less professional and less thorough. This can affect the assessment of the supervisor and the

institution that receives the report. In addition, spelling errors can also reduce the credibility of the report content, so that the information conveyed is less trusted. This condition shows that the linguistic aspect needs more attention in the learning process and guidance for writing reports (Ilmiah et al., 2025). By correcting spelling errors, students can improve their writing skills and produce better quality reports. Therefore, analyzing spelling errors is an important step to find out the problems faced by students in writing PKL reports. The results of this analysis are expected to be the basis for improving and developing Indonesian language learning in higher education.

Research on language errors in students' academic writing has been widely conducted, but a specific focus on spelling errors in internship reports is still limited. Most studies focus more on grammatical errors or sentence structure. In fact, spelling is a fundamental aspect that must be mastered so that writing can be understood well. By conducting a specific analysis of spelling errors, a clearer picture can be obtained regarding the types and frequency of errors that occur (Prastika et al., n.d.). This information is very useful for designing more effective learning programs and writing guidance. In addition, this study can also help supervisors in providing appropriate direction to students. Thus, the quality of internship reports can be improved and support the achievement of learning objectives optimally. This study is expected to be a real contribution in the field of language education and academic writing.

The factors causing spelling errors in students' internship reports are diverse and need to be studied in depth. One of the main factors is students' lack of understanding of correct spelling rules (Adolph, 2016). This is due to the lack of structured writing practice and lack of attention to linguistic aspects in the learning process. In addition, students are often in a hurry to complete reports so that they do not revise and check spelling. The lack of intensive guidance from the supervisor is also a factor that exacerbates this condition. Another factor that is no less important is the influence of the use of everyday language that does not comply with standard language rules. All of these factors contribute to the emergence of various spelling errors in internship reports. Therefore, systematic efforts are needed to overcome this problem so that students can produce better and standardized writing. This improvement is not only beneficial for the quality of the report, but also for the development of students' language skills in general (Atmoko et al., 2021).

Based on this background, this study aims to analyze spelling errors contained in students' internship report texts. The analysis will focus on the types of errors, frequency of occurrence, and causal factors. This study will also examine the implications of spelling errors on the quality of internship reports. In addition, this article will provide recommendations that can be used as a reference in guiding the writing of internship reports. Thus, it is hoped that this study can contribute to improving the quality of students' academic writing. This study is also expected to be an evaluation material for educational institutions in developing more effective Indonesian language learning methods. Through this effort, it is hoped that students will be able to produce internship reports that are not only informative, but also meet good and correct language rules.

Method

His study uses a qualitative descriptive method. According to (Frank et al., 2009). Descriptive research is research that intends to open up the description of situations of events. In other words, descriptive research is the accumulation of basic data in a descriptive manner solely without the need to seek or explain interconnectedness, test hypotheses, make predictions or, obtain, meaning and implications even though research that aims to find these things, the method of collection is by Observation (Direct Observation).

The data acquisition technique in this study was obtained by observation techniques in which researchers directly observed the behavior of subjects in the context of writing PKL reports,

such as when they typed reports, discussed, or followed guidance, then described descriptively and Researchers noted repeated errors in writing reports made by students without intervention. Data analysis used the orthographic equivalent method, which is limited in describing the reality of language because it only pays attention to certain aspects of language behavior. The data shows the use of language that contains errors in italics and improper use of capital letters.

Result and Discussion

Mistakes in Using Capital Letters

(1) Errors in the use of capital letters, the use of the first letter when writing expressions related to religion, holy books, or the name of God.

Praise be to God Almighty, because with His grace and guidance I was able to complete this Field Work Practice Report (PKL) to completion. (wrong form)

(1a) Praise be to God Almighty, because with His grace and guidance I was able to complete this Field Work Practice Report (PKL) to completion. (correct form)

In HIS guidance there is the use of -nya which replaces God. Because the word is used to replace God, the correct clitic form should use a capital letter. The next word contains an expression which is an attribute of God, namely the Almighty. Because the expression states the attribute of God, it should be written with a capital letter, the Almighty, therefore sentence (1a) is the correct sentence from sentence

(1). Mistakes in using capital letters when writing the name of the day.

(2) MONDAY, TUESDAY, WEDNESDAY, THURSDAY, FRIDAY, SATURDAY (incorrect form)

(2a) Monday, Tuesday, Wednesday, Thursday, Friday, Saturday (correct form)

In sentence (2) there are names of days written in all capital letters, namely MONDAY, TUESDAY, WEDNESDAY, THURSDAY, FRIDAY, SATURDAY. In accordance with the provisions above, these words must be written with the first letter capitalized and then lower case, as in sentence

(2a). Incorrect use of capital letters as the first letter of the official names of government agencies, institutions and state administrations and the names of official documents.

(3) In addition, students at STATE VOCATIONAL SCHOOL 2 PURWODADI will also increase their knowledge during their internship. (wrong form)

(3a) In addition, students of SMK Negeri 2 Purwodadi will also increase their knowledge during their internship. (correct form)

(4) Regarding the implementation of PKL time, the author adjusts the work system at CV. BASUDEWA PUTERA, namely 6 working days in one week. (wrong form)

(4a) As for the implementation of the PKL time, the author adjusts the work system at CV. Basudewa Putera, which is 6 working days in one week. (correct form)

In sentence (3) there is the sentence SMK NEGERI 2 PURWODADI, error

This happens because all school names are written in capital letters. Based on the General Guidelines for Indonesian Spelling (PUEBI), the official name of an institution must be written in capital letters at the beginning of each main word, except for the word assignment. So, sentence (3a) is the correct sentence, namely SMK Negeri 2 Purwodadi. As for sentence (4), there is the

word CV. BASUDEWA PUTERA. Here, the same error occurs in writing the company name. The official name of an agency or company must also follow the same rule, namely that capital letters are only used at the beginning of each main word. Therefore, the correct sentence is sentence (4a) "The implementation of the PKL time, the author adjusts the work system at CV. Basudewa Putera, namely 6 working days in one week."

- a. a. Incorrect use of capital letters when writing abbreviations of names, titles, and greetings.
(5) SUKO LISNANTO, ST (wrong form)
(5a) Suko Lisnanto, *S.T.*

In writing sentence (5) SUKO LISNANTO, ST, the error occurs because all the letters in the name and title are written in capital letters. Based on the General Guidelines for Indonesian Spelling (PUEBI), a person's name may only be written with a capital letter at the beginning of the word. In addition, abbreviations of titles must be written in capital letters, but a period must be placed on each letter of the abbreviation. Therefore, the correct spelling is "Suko Lisnanto, S.T." In this case, "Suko Lisnanto" uses capital letters in each letter in writing the word, and the title "S.T." (Bachelor of Engineering) is written in capital letters with a period after each letter of the abbreviation as in sentence (5a).

Mistakes in Using Italics

- a. a. Incorrect use of italics when writing foreign words or terms.
(1) In the command that appears specify first corner of stretch frame or (Polygon), select part/half of the wall from the right end.
(1a) In the command that appears specify first corner of stretch frame or (Polygon), select part/half of the wall from the right end.

In sentence (1) In the command that appears specify first corner of stretch frame or (Polygon), select part/half of the wall from the right end, the foreign term must be written in italics. Therefore, the correct spelling is sentence (1a) In the command that appears specify first corner of stretch frame or (Polygon), select part/half of the wall from the right end. Using italics for foreign terms makes it easier for readers to recognize words that are not from Indonesian.

Cause of error

According to the report writer, the errors in the use of capital letters and italics occurred due to the lack of understanding or ignorance of the writer regarding the report compilation mechanism and linguistic rules (Eko, 1967). The following is evidence of the researcher's interview with the PKL report writer:

[9/6/2024] B: Yes, it's okay to ask

[9/6/2024] B: I don't know how to write a report and I don't understand the language rules.

[9/6/2024] B: *Then I have never attended any PKL report writing training.*

[9/6/2024] B: *And I did not attend any PKL report progress consultation.*

Based on the interview, it can be seen that the writer of the PKL report does not know the procedure for writing a report and does not understand the language rules in writing a PKL report. This can happen because the writer of the PKL report did not attend PKL report writing training, and during the consultation the writer of the PKL report did not attend it. Based on these factors, the PKL report contains language errors (Medan, 2022).

The research findings in this study have similarities and diversities to other related research. Research (Ar Rashid, 2009) and the results of this study both examine language errors in

students' scientific papers. The difference is that this study focuses on vocational high school students, while (Ar Rashid, 2009). focuses on elementary school students. (ECED, 2020) and this study both examine language errors in syntax, especially the use of excessive elements. However, (ECED, 2020) only examines syntax, while this study also includes phonology and morphology. (Putra & Maulana, 2020) and this study have similarities in using descriptive methods to examine language errors, but the subjects are different and Solikhah et al. focus on semantics, while this study focuses on phonology.

Furthermore, (Sarvestani, 2010) and this study both analyzed phonological and morphological errors, but the results were different. This study found errors in phonology, morphology, and syntax, while Denafri only in phonology and morphology in outdoor media in South Tangerang. (Sarvestani, 2010) and this study both examined language errors in students' scientific papers, but this study found errors in phonology, morphology, and syntax, while Sarvestani focused on cohesion and coherence. Handayani & Dhamina (2021) and this study both examined phonological errors, but Handayani & Dhamina focused on Javanese in the Setenpo online media.

Next, Iftinan et al. (2021) and this study both studied phonological errors, but Iftinan et al. also included morphology and sociolinguistics. Hermandra & Zulhafizh (2017) and this study both studied punctuation errors, but this study included punctuation in phonological errors, while Hermandra & Zulhafizh only focused on punctuation and spelling. Anjarwati (2021) and this study both studied phonological errors, but Anjarwati also included spelling, syntax, and semantics.

Furthermore, Nisa et al. (2022) and this study both examine errors in the use of capital letters, but Nisa & Sri focus on punctuation and capital letters in Kisaran outdoor media. (Yan et al., 2021) and this study both conclude that language errors can be overcome through regular teaching and learning. (Prabawati & Wany, 2018) and in this research, both examine syntactic errors, but Aditiya focuses on Mandarin, while this study is on Indonesian.

Safitri et al. (2023) in this study have similarities using descriptive methods, but Safitri et al. only discuss phonological, morphological, and syntactic errors, while this study focuses on phonology. (Santoso et al., 2020) and this study both examine phonological, morphological, and syntactic errors, but Santoso & Atiqa also include sociolinguistics (Qoyyimah et al., 2021) and this study both discuss phonology, but Qoyyimah et al. also includes morphology, syntax, and spelling.

Oktavia et al. (2023) and this study both examine word choice errors, but Oktavia et al. focused on the *Tribun Batam* newspaper and punctuation errors. (Bahr et al., 2020) and this study both examine phonological errors, but Bahr et al. also includes morphology. Similarities in research results were also found in the results of the study (Prasetya et al., 2023), namely finding phonological errors. Naschah et al. (2020) and this study both analyze morphological and syntactic errors, but Naschah focuses on italic spelling separately. Al Aufa et al. (2020) and this study has similarities in the qualitative descriptive approach, but Aufa et al. uses the free listening technique, while this study uses orthographic equivalents, and the research subjects are different.

Conclusion

Clear and precise Indonesian writing requires a proper understanding of the rules for capitalizing and italics. Mistakes in the use of capital letters occur due to a lack of understanding of the applicable rules, such as the use of capital letters for official names, days, months, years, and abbreviations. Conversely, italics should be limited to foreign words or phrases so that they are more easily recognized by readers. The main cause of these errors is ignorance or lack of understanding of the correct spelling and linguistic rules. This is reflected in the results of interviews which show that the report writer is not familiar with the correct writing procedures in

Indonesian. Overall, efforts to correct these errors can be made through more intensive learning about spelling and linguistic rules, as well as greater awareness of the arrangement of capital letters and italics according to the precise context in a text.

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