

The 4th ICoLLiT

INTERNATIONAL CONFERENCE ON LANGUAGE,
LITERATURE AND TEACHING

<https://conferences.ums.ac.id/icollit/>

Vocational Abilities of SMK Students in the Application of Punctuation and Capital Letters in the Narration Text

Dini Nur Azizah¹⁾, Nindy Muji Utami²⁾ Markhamah³⁾

¹Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta

email: a310239034@student.ums.ac.id

phone: 081927680189

²Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta

email: a310239036@student.ums.ac.id

³Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta

email: mar274@ums.ac.id

Received: June 1st, 2025. Revised: July 15th, 2025. Accepted: August 1th, 2025

Available Online: August 10th, 2025.

***How to Cite:* Azizah, D. N., Utami, N. M., & Markhamah, M. (2025). Vocational Abilities of SMK Students in the Application of Punctuation and Capital Letters in the Narration Text. *Proceedings The 4th ICoLLiT*, 604-615.**

Abstract

This study aims to examine the errors made by vocational high school students in the use of capital letters and punctuation in narrative texts, and to analyze the implications of these errors on students' overall writing skills. This study used a descriptive method with a qualitative approach to classify the types of errors and analyze their impacts. The errors found were categorized into two main aspects: the use of capital letters that are not in accordance with the rules, and the use of inappropriate punctuation, including in the placement of commas, periods, and errors in writing italics. The analysis was conducted using the orthographic matching method by observing the text to identify errors in the use of capital letters and punctuation according to PUEBI rules. The stages of data analysis include identifying errors, grouping errors, interpreting the causes of errors, and presenting the results in the form of structured descriptive descriptions. The results showed that most students made errors in the use of capital letters in proper names and at the beginning of sentences, as well as errors in the use of punctuation that affected the fluency and clarity of narrative texts and the use of inappropriate italics. The implications of these errors indicate that students' writing skills, especially in terms of sentence structure and understanding of language rules, can be disrupted, which has an impact on the overall quality of writing. This study provides an overview of the importance of understanding the use of capital letters and punctuation in improving the writing skills of vocational high school students.

Keywords: *Errors, Punctuation, Capitalization, Narrative Text*

Corresponding Author:

Dini Nur Azizah, Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta

Email: a310239034@student.ums.ac.id

Abstrak

Penelitian ini bertujuan untuk mengkaji kesalahan yang dilakukan oleh siswa SMK dalam penggunaan huruf kapital dan tanda baca pada teks narasi, serta menganalisis implikasi kesalahan tersebut terhadap keterampilan menulis siswa secara keseluruhan. Penelitian ini menggunakan metode deskriptif dengan pendekatan kualitatif untuk mengklasifikasikan jenis-jenis kesalahan dan menganalisis dampaknya. Kesalahan yang ditemukan dikategorikan ke dalam dua aspek utama: penggunaan huruf kapital yang tidak sesuai dengan kaidah, dan penggunaan tanda baca yang tidak tepat, termasuk dalam penempatan koma, titik, dan kesalahan penulisan huruf miring. Analisis dilakukan dengan metode padan ortografi dengan mengamati teks untuk mengidentifikasi kesalahan penggunaan huruf kapital dan tanda baca sesuai kaidah PUEBI. Tahapan analisis data meliputi identifikasi kesalahan, pengelompokan kesalahan, penafsiran penyebab kesalahan, dan penyajian hasil dalam bentuk uraian deskriptif terstruktur. Hasil penelitian menunjukkan bahwa sebagian besar siswa mengalami kesalahan dalam penggunaan huruf kapital pada nama diri dan awal kalimat, serta kesalahan dalam penggunaan tanda baca yang mempengaruhi kelancaran dan kejelasan teks narasi dan penggunaan tanda miring yang kurang sesuai. Implikasi dari kesalahan ini menunjukkan bahwa keterampilan menulis siswa, khususnya dalam hal struktur kalimat dan pemahaman kaidah bahasa, dapat terganggu, yang berdampak pada kualitas tulisan secara keseluruhan. Penelitian ini memberikan gambaran mengenai pentingnya pemahaman terhadap penggunaan huruf kapital dan tanda baca dalam meningkatkan keterampilan menulis siswa SMK.

Kata kunci: *Kesalahan, Tanda Baca, Huruf Kapital, Teks Narasi*

Introduction

There are four basic skills in Indonesian, namely listening, speaking, reading, and writing. These four are key elements in effective language acquisition. Listening and reading skills are included in the category of receptive skills, namely skills that function to receive or understand information conveyed through spoken or written language. In this case, the individual acts as a message recipient who processes and digests the information. On the other hand, speaking and writing skills are included in productive skills, which focus on the ability to produce or convey information and ideas actively, both in oral and written form. Stated that language skills are divided into two types of communication, namely verbal (oral) and written (Sari et al., 2023). In learning Indonesian, there are four main skills that students must master, namely listening, speaking, reading, and writing. These four skills, both oral and written, both have an important role in supporting successful communication.

Productive skills help individuals convey ideas, thoughts, or information to others in a coherent and easy-to-understand manner, both through systematic oral and written communication. Although receptive and productive skills have different focuses, these two types of skills complement and support each other in the communication process. Listening and reading skills provide the understanding that underlies speaking and writing skills, while speaking and writing skills enable a person to communicate the results of their understanding effectively.

The 4th International Conference on Language, Literature and their Teaching 2025

Writing is the activity of expressing ideas and emotions about a topic, filtering relevant information to be written down, and establishing a writing method so that readers can grasp the meaning clearly and easily understood (Markhamah & Wulandari, 2021). These four language skills are closely related and interdependent, which supports the development of language skills as a whole (Giawa, 2022). As a good and correct language user, each individual is required to follow the guidelines set out in PUEBI. This spelling includes various rules related to letter writing, word writing procedures, and the use of proper punctuation.

The application of correct spelling is very important in writing, because good writing depends not only on the content or ideas conveyed, but also on compliance with existing writing rules. Narrative text is a form of discourse that attempts to clearly describe to the reader an event that has occurred (Cahyani et al., 2021). Mistakes in the application of spelling are included in the category of language errors in written form. Writing skills are still not a primary focus for educators, even though this ability is very important and should be possessed by every student. The students' view that writing skills material is difficult has an impact on their low understanding of grammar and proper writing rules (Maharatri et al., 2021). The emergence of errors in the use of language during the learning process indicates that the objectives of language learning have not been fully achieved. Language errors can be interpreted as violations of the elements that influence the smoothness of communication and the applicable grammar rules, especially in the context of the Indonesian language. According to (Novrila & Ermawati, 2022), language error analysis is an activity that aims to examine various aspects of deviation in language use. These errors can appear in the form of pronunciation of language sounds, word order, or sentences that do not comply with the rules that should be followed by language speakers (Lestari et al., 2024). This is very important, especially in written language, which requires accuracy in the use of capital letters, punctuation, and word writing in order to create regularity and uniformity in language forms. Language errors are a form of deviation that occurs regularly and consistently, and reflects the level of ability of students at a certain stage, which is generally still in the development stage and has not yet reached perfection (Febiola & Sabardila, 2024).

Capital letters, also known as uppercase letters, do not actually refer to their physical size, but to their function in writing. These letters have a distinctive shape and size that are used as initial markers in various writing contexts (Purnamasari et al., 2024). The correct use of capital letters helps improve the reader's understanding of the contents of the writing or text. Punctuation is a symbol or sign that has a certain meaning that is used in a writing. Punctuation in a writing is also used as intonation and pauses during reading activities (Hothimah et al., 2024). In addition, the use of appropriate punctuation also plays an important role in clarifying the author's intent, so that the message to be conveyed can be well received by the reader. (Saputri & Irma, 2023) state that punctuation has an important role, such as a period (.) which is used to close a sentence, and a comma (,) which is used to separate parts of a sentence. The use of PUEBI in narrative writing is actually not difficult for students to understand. However, this still needs attention because the attitude of underestimating something that is considered easy can become a bad habit if not handled properly (Nurzakia et al., 2024). Punctuation in scientific writing cannot be separated from other elements, because both are interrelated and influence each other (Mayawati et al., 2024). Punctuation and Capitalization Errors are one of them found in narrative texts created by students.

Narrative texts are arranged to provide a healing and enjoyable effect, related to real events or personal experiences in the past that describe problems or conflicts that develop towards a crisis and finally find a resolution (Kholifaturrahmah & Ulfah, 2020). Narrative text is a type of text that presents a story that is arranged sequentially following the chronological order (Rusmilawati, 2020). Narrative text as a genre of writing is understood as a written work that is characterized by the integration between content, text structure, and linguistic aspects. The content of narrative texts includes descriptions of characters, settings, conflicts in the story, and solutions or resolutions to problems (Suhartika & Indihadi, 2021). Narrative functions to convey an event to the reader sequentially in a certain chronological order.

Research by Cahyani et al. (2021) shows that the most common written language errors of elementary school students occur in the use of capital letters (46.56%), followed by word choice (30.68%), and punctuation such as periods and commas. These errors are generally caused by writing habits such as speaking. Based on these findings, the researcher is interested in analyzing similar errors in narrative texts of vocational high school students to find patterns and causal factors as a basis for improving writing skills. Seeing the problems that occur, especially the many errors in the use of punctuation and capital letters by students, the researcher is interested in conducting a study in narrative text compositions of vocational high school students. Through this analysis, the researcher aims to examine the errors made by vocational high school students in the use of capital letters and punctuation in narrative texts, and analyze the implications of these errors on students' writing skills as a whole. It is hoped that common error patterns and factors that influence them can be found, so that they can be the basis for efforts to improve students' writing skills more precisely and systematically.

Method

This study uses a qualitative descriptive approach that aims to identify and analyze errors in the use of capital letters and punctuation in narrative texts written by vocational high school students. This method was chosen because it can provide in-depth insight into the forms and types of language errors made by students in their writing. The data source for this study was 10 student essay assignments from a vocational high school. The data in this study were documents in the form of narrative essays by vocational high school students that were collected as the main material for analysis. Data collection techniques were collected through documentation techniques, namely by collecting student narrative essays that were given as writing assignments. In addition, data were also strengthened by interview techniques with teachers to explore their understanding and obstacles related to spelling rules. The analysis was carried out using the orthographic equivalent method by observing the text to identify errors in the use of capital letters and punctuation according to the PUEBI rules. The stages of data analysis include identifying errors that appear, classifying errors into two main categories (capital letters and punctuation), interpreting the causes of errors, and presenting the results in the form of structured descriptive descriptions. The main instrument in this study is the researcher himself (human instrument), which is supported by error classification guidelines based on PUEBI rules to ensure consistency in the data analysis process. This study departs from the need to examine in more depth the language errors in vocational high school students, with a broader scope and qualitative approach, in order to provide a more comprehensive picture and applicable learning solutions. There are not many studies that specifically analyze errors in the use of capital letters and punctuation in narrative texts of vocational high school students comprehensively with an in-depth qualitative approach and

accompanied by pedagogical solutions. This study is here to fill this gap.

Result and Discussion

This study found that out of ten written works of Vocational High School (SMK) students, there were various forms of language errors that were quite significant and reflected the students' weak understanding of the language rules that apply in Indonesian. These errors can be classified into several main categories, namely: (1) errors in the use of capital letters, especially in writing proper names, place names, and words that should be written in capital letters such as the names of religions and God; (2) errors in the application of punctuation, including the use of a period (.) as a sentence closure and a comma (,) as a separator of elements in a sentence; (3) errors in the use of italics, especially for foreign terms that should be italicized but are not applied properly; and (4) errors in writing other words.

Table 1. Errors in Capitalization of Proper Names

Errors in Capitalization	One bright day, there lived two brothers, <i>fuad</i> and <i>rusdi</i> .
Correction of Capitalization	One bright day, there lived two brothers, <i>Fuad</i> and <i>Rusdi</i> .

The use of the words “fuad” and “rusdi” in the sentence is a form of linguistic error because they are not written with capital letters. Both words are people's names, so the correct spelling should be “Fuad” with a capital “F” and “Rusdi” with a capital “R”.

Table 2. Errors in Capitalization of Place Names

Errors in Capitalization	Last month, my family and I went on vacation to 3 beaches, namely <i>parangtritis</i> , <i>drini</i> , and <i>slili</i> .
Correction of Capitalization	Last month, my family and I went on vacation to 3 beaches, namely <i>Parangtritis</i> , <i>Drini</i> , and <i>Slili</i> .

The spelling of the word “parangtritis” in the sentence above is a linguistic error because it does not start with a capital letter. As the name of a beach, the word should be written “Parangtritis” with a capital “P”. Likewise with the word “drini” which is also the name of a beach, so the correct spelling is “Drini” with a capital “D”. Finally, the word “slili” is also a spelling error because it does not use a capital letter, even though it is the name of a beach. Therefore, the correct spelling is “Slili” with a capital “S”.

Table 3. in Capitalization at the Beginning of a Sentence

Errors in Capitalization	<i>they</i> both always spend time in a field near the house.
Correction of Capitalization	<i>They</i> both always spend time in a field near the house.

The spelling of the word "they" in the sentence above shows a language error related to the use of capital letters. "The use of the word 'they' at the beginning of a sentence without a capital letter is an error, because in the rules of writing Indonesian, every beginning of a sentence must begin with a capital letter. Therefore, the correct spelling is 'They' with a capital letter 'T', in order to comply with language rules and maintain the clarity and neatness of the text.

Table 4. in Using Capital Letters in the Middle of a Sentence

Errors in Capitalization	Because it has to be separated again because it has <i>Rarely</i> been met for 1 year.
Correction of Capitalization	Because it has to be separated again because it has <i>rarely</i> been met for 1 year.

The use of the word “Rarely” in the sentence above is a form of linguistic error related to the improper use of capital letters. This error occurs because the word “rarely” is placed in the middle of the sentence, but is still written in capital letters. In fact, according to the rules of correct Indonesian writing, capital letters are only used at the beginning of a sentence, proper names, or certain words that require special writing. Therefore, the correct spelling for the word is “rarely” with a lowercase “r”, in order to comply with the rules of writing and maintain consistency in the use of spelling.

Table 5. in Using Capital Letters in Writing Religion, Scripture, and God

Errors in Capitalization	On the night of <i>eid al-fitr</i> we all burn and light firecrackers there.
Correction of Capitalization	On the night of <i>Eid al-fitr</i> we all burn and light firecrackers there.

The sentence above contains an error in capitalizing the word “eid al-fitr”. This error occurs because the word does not begin with a capital letter, even though “Eid al-fitr” is the name of an important religious holiday in Islam. In the rules of writing Indonesian, the name of a religious holiday is included in the category of words that must be written with a capital letter on the first letter as a form of respect and emphasis on its meaning. Therefore, the correct spelling is “Eid al-fitr” with a capital “E” to show compliance with the applicable spelling rules and to maintain formality and neatness in writing.

Table 6. Errors in Using of Punctuation Marks (.)

Errors in Capitalization	The pandemic has not only closed schools but also <i>extracurricular</i> activities
Correction of Capitalization	The pandemic has not only closed schools but also <i>extracurricular</i> activities.

The data above indicates an error in the use of a period (.). This error occurs because the sentence ending with the word "extracurricular" is not closed with a period (.). In fact, according to the rules of Indonesian writing, a period is used to mark the end of a completed sentence. The use of this period is very important to ensure that the sentence is well understood and does not confuse the reader. Therefore, the correct spelling of the sentence is to add a period at the end of the word "extracurricular". Without a period, the sentence seems unfinished, so it can interfere with the reader's understanding.

Table 7. Errors in Using of Comma Punctuation Mark (,)

Errors in Capitalization	<i>Me, my mother and my father</i> went by car leaving at 09.00 am and arrived there at 11.00 am.
Correction of Capitalization	<i>Me, my mother, and my father</i> went by car leaving at 09.00 am and arrived there at 11.00 am.

The data information above indicates an error in the use of comma (,) especially related to the position of the conjunction "and". According to the rules of correct Indonesian writing, commas are used to separate elements in a sequence, such as words, phrases, or numbers. However, it should be noted that the use of a comma before the word "and" is not always necessary, unless it is needed to avoid ambiguity or if "and" connects elements in a long, complex list. In the context of the sentence "My mother, and my father", a comma before "and" is acceptable if it is intended to provide a certain pause or emphasis, although in general, the form without a comma, namely "My mother and my father" is considered more appropriate. This kind of error often occurs due to a lack of understanding of the function and rules for using punctuation, as also explained in the article by Hasrianti (2021), which states that errors in using periods and commas often occur due to a lack of mastery of the meaning and function of each of these punctuation marks.

Table 8. Errors in Using of Italics

Errors in Capitalization	There are more than 25 rides to enjoy, such as a giant ferris wheel, <i>roller coaster</i> , pakubumi, haunted house, and other rides.
Correction of Capitalization	There are more than 25 rides to enjoy, such as a giant ferris wheel, <i>roller coaster</i> , pakubumi, haunted house, and other rides.

The sentence above has an error in italics in the word "roller coaster" which comes from English and means "kereta luncur" in Indonesian. So the correct spelling is "roller coaster" in italics.

Table 9. Errors in Using of Other Writing

Errors in Capitalization	We went there by <i>bis</i>
Correction of Capitalization	We went there by <i>bus</i> .

The writing of the sentence above on the word "*bis*" is a non-standard form of the word "bus". In the Big Indonesian Dictionary (KBBI), the correct standard form is "bus", not "bis". Therefore, the correct spelling is "by bus".

Table 10. Errors in Using of Other Writing

Errors in Capitalization	Then at the time of the <i>dzuhur</i> prayer, my family and I stopped by the mosque.
Correction of Capitalization	Then at the time of the <i>Zuhur</i> prayer, my family and I stopped by the mosque.

The error occurred in the spelling of the words "dzuhur", which are not in accordance with the General Guidelines for Indonesian Spelling (PUEBI). The word "dzuhur" is also an adaptation from Arabic and should be written as "zuhur". Therefore, the correct spelling is "Then at the time of the zuhur prayer, my family and I stopped by the mosque".

When compared to previous studies, there are a number of significant similarities. One study that has a strong correlation with the results of this study is a study conducted by Sihombing & Siregar, (2024), which examined narrative essays of grade IV-B students of SD Negeri 064981 Medan Helvetia. The study also showed that errors in the use of capital letters were the most dominant type of error. Of the total 529 errors found, 433 errors (81.85%) were errors in the use

of capital letters in the middle of words, which indicates that students do not fully understand when and how capital letters should be used. These results are similar to the findings in this study, where errors in the use of capital letters also often occur, especially when students place capital letters in the middle of sentences or on words that do not actually require capitalization.

Other similarities were also found in the research of Kore, et al., (2024), which examined the ability of seventh grade junior high school students to write descriptive essays. The study showed that students had difficulty using capital letters and punctuation correctly, and most of the errors occurred due to a low understanding of good and correct writing rules. This finding is in line with the results of this study, where similar errors were identified in the writing of vocational high school students. Both this study and the two previous studies agree that one of the main causes of these errors is students' lack of understanding of spelling rules, including the application of PUEBI, as well as low accuracy in the writing process.

However, there are also some fundamental differences between this study and previous studies. The first difference lies in the level of education of the students who are the objects of the study. The research of Sihombing & Siregar, (2024) focused on elementary school (SD) students, while the research of Kore, et al., (2024) was conducted on junior high school (SMP) students. This research was conducted at the vocational high school (SMK) level, which has different student characteristics and learning challenges, especially in the context of academic and technical writing.

The second difference lies in the scope of the types of errors analyzed. Sihombing & Siregar's (2024) research only focused its analysis on the use of capital letters, while this study covers various aspects of other language errors, such as punctuation errors, use of italics, and writing non-standard words. This provides a broader and more comprehensive picture of students' difficulties in applying language rules in general. Meanwhile, Kore et al.'s (2024) research focuses more on quantitative assessments of students' writing abilities by referring to certain scores and categories. In contrast, this study uses a descriptive qualitative approach that not only identifies the types of errors but also discusses the causes in depth and offers learning solutions that can be practically applied by teachers in the classroom. This approach provides added value in the form of pedagogical recommendations that can be used to reduce the frequency of similar errors in the future.

Factors Causing Writing Errors in Students

The results of the analysis of 10 vocational high school students' essays showed a number of errors in writing. As quoted by (Amalia & Markhamah, 2021), language errors occur when the use of language, both verbally and in writing, does not comply with the elements that determine communication, deviates from social norms, and does not follow the rules of Indonesian grammar. These errors cover several aspects, including: first, there are still many errors in writing capital letters, such as in proper names, place names, and at the beginning and middle of sentences, as well as writing religious terms such as names of religions, holy books, and the word God. Second, errors in the use of full stops (.), third, commas (,), fourth, incorrect use of italics, and fifth, errors in writing words in general. These errors indicate that there are still errors in the application of language rules by students. From the results of the observations made, here are some factors that cause writing errors that often occur in students, including:

1. Lack of Knowledge about Spelling

"In my opinion, the main cause is their lack of understanding of the basic concept of spelling itself. Many of them are not really familiar with the rules such as when to use capital

The 4th International Conference on Language, Literature and their Teaching 2025

letters or how to write loan words from foreign languages. I think this is also related to the lack of habituation and practice focused on implementing PUEBI."

Many students do not have sufficient understanding of the rules of Indonesian spelling according to the General Guidelines for Indonesian Spelling (PUEBI). This causes them to be unable to distinguish when and how to use capital letters, punctuation, writing loan words, and using italics correctly. Lack of mastery of these rules is the main cause of errors in writing, both in school assignments and when writing essays.

2. Lack of Special Lesson Hours on Spelling

"In my opinion, spelling material still does not get enough portion. Usually it is only inserted, not taught specifically. As a result, students often fail to apply the correct rules, such as capital letters and punctuation."

In the curriculum, spelling material is often only inserted into general Indonesian language lessons and is not taught in depth. As a result, students do not have enough time to understand and practice spelling rules correctly. When learning time is insufficient, teachers also have difficulty providing intensive coaching on this linguistic aspect.

3. Lack of Accuracy in Writing

"One of the main causes is lack of accuracy. Many students write in a hurry and rarely reread their writing. They tend to submit it immediately without checking whether their writing is in accordance with the rules of the language."

When writing, especially when composing compositions such as descriptions or narratives, students are often not careful in rechecking their writing. Mistakes that could actually be avoided such as the placement of capital letters or punctuation are missed because students are in a hurry to complete the task or do not have the habit of revising. The lack of awareness to recheck the results of writing causes small mistakes to be repeated.

4. Low Interest in Reading

"I think low interest in reading has a big influence, especially on writing skills. Students who rarely read are usually less familiar with good sentence structure, correct spelling, and appropriate writing style."

Students who rarely read tend to be less familiar with forms of writing that are in accordance with the rules of the language. Reading regularly can increase insight into sentence structure, correct spelling, and good writing style. However, low interest in reading causes students to lack references and real examples, so that their writing skills do not develop optimally.

5. Difficulty in Understanding Material

"What I most often encounter is usually the lack of accuracy of students in applying spelling rules. This material looks simple, but is actually quite complex because there are many detailed rules and exceptions. So, sometimes not all students can understand it quickly."

Each student has a different level of understanding of the subject matter, especially in terms of language that requires perseverance and regularity. Spelling material is considered complicated by some students because it involves specific rules and many exceptions. This makes it difficult for them to apply it correctly in everyday writing practice.

Solutions to Reduce Writing Errors in Students

From the causal factors that have been found, here are some solutions that can be applied to reduce errors in spelling and punctuation to improve students' overall language skills:

1. Practicing Writing Skills and Reviewing Spelling Rules

Writing practice is one of the most effective ways to improve students' language skills. In this process, it not only provides writing skills, but also reminds students of spelling rules before starting to write. Brief reinforcement of the material before practice can help students be more aware and careful in applying spelling rules, such as the use of capital letters, punctuation, and writing loan words. That way, students not only write to complete assignments, but also learn to apply theory in practice.

2. Discussing to Find Spelling Errors

Discussion activities regarding spelling errors, both from sample texts and from students' own writing, can increase students' awareness of the importance of correct spelling. In the discussion, students are invited to identify and mark errors, then discuss the reasons together. With this method, students are not only told what is wrong, but are also invited to think critically and understand the location and type of errors that they or their friends make, because (S. K. Sari, 2024) in his writing states that inaccuracy in the use of spelling can have an impact on the meaning contained in a sentence.

3. Evaluating Spelling Errors Together

Joint evaluation is an important reflective process in learning. After writing, teachers can invite students to evaluate the writing that has been made together. By evaluating openly and together, students get direct feedback, both from the teacher and from classmates. This activity also trains students' ability to assess writing based on correct language rules, while strengthening their understanding of spelling. The use of Indonesian Spelling (PUEBI) needs to be considered seriously so that sentences in a paragraph are easy to understand and do not cause errors in conveying meaning by the writer (Marselina, 2022).

4. Re-examining Students' Writing Individually and Asking the Teacher to Give Directions

Individual corrections allow for more personal attention to the mistakes made by each student. By correcting one by one and providing clear directions, students can better understand their mistakes specifically, not just in general. For example, you can point out the wrong part of the sentence, explain the reason for the error, and then provide an example of the correction. This direct direction is very effective in helping students correct bad writing habits.

Conclusion

Based on the results of the study and discussion of 10 data on narrative writings of vocational high school students, the conclusion that can be drawn is that students still have difficulty in using punctuation and capital letters correctly. From the analysis of the narrative text, various significant language errors were found. These errors reflect students' weak mastery of the rules of the Enhanced Indonesian Spelling (PUEBI), and indicate limitations in overall writing skills.

These results are in line with previous studies that revealed that spelling errors are a problem that is often encountered at various levels of education. Therefore, more effective and systematic learning strategies are needed, such as structured writing exercises, discussions of spelling errors in class, collective writing evaluations, and individual corrections with direct feedback from teachers. Through these efforts, it is hoped that students can improve their ability

to apply punctuation and capital letters correctly so as to produce narrative texts that are good, coherent, and in accordance with Indonesian language rules.

Reference

- Amalia, A. D., & Markhamah, M. (2021). Kesalahan Berbahasa dalam Bidang Sintaksis pada Siswa Kelas VII Narathiwat, Thailand. *Jurnal Pendidikan Bahasa dan Sastra Indonesia Undiksha*, 11(1), 1-8.
- Markhamah, & Wulandari, L. S. (2021). *Argument Structure in Essay Written by Class VIII Student of SMP Muhammadiyah 1 Kartasura*.
- Cahyani, A., Dewi, N.K., & Setiawan, H. (2021). Analisis Kesalahan Bahasa Tertulis dalam Teks Narasi Siswa Kelas V SDN 13 Manggelewa Kabupaten Dompu. *Pedagogia: Jurnal Pendidikan Dasar*, 1(1), 41–49.
- Febiola, A., & Sabardila, A. (2024). Kesalahan Bahasa Indonesia dalam Menulis Teks Narasi Siswa Kelas VIII SMP N 2 Kedawung Kecamatan Kedawung Kabupaten Sragen. *Al Qalam: Jurnal Ilmu Agama dan Sosial*, 18(3), 2219.
- Giawa, K. (2022). Analisis Kesalahan Berbahasa dalam Membaca Teks Pidato Siswa Kelas VIII Smp Negeri 1 Lölöwa'u. *FAGURU: Jurnal Pelatihan Guru Siswa*, 1(2), 317–326. <https://jurnal.uniraya.ac.id/index.php/FAGURU>
- Kore, K. L., Rasdawita, R., Harahap, E. P., & Akhyarruddin, A. (2024). Analisis Tanda Baca, Huruf Kapital dan Kemampuan Menulis Kalimat dalam Karangan Deskriptif Siswa Kelas VII SMPN 10 Kota Jambi. *Jurnal Dikdaya IPA*, 14(1), 119-122.
- Kholifaturrahmah, K., & Ulfah, A. (2020). Peningkatan Kemampuan Menulis Karangan Deskriptif dengan Metode Karyawisata pada Mata Pelajaran Bahasa Indonesia Siswa Kelas IV SD Negeri Dadapsari. *Jurnal Fundadikdas (Fundamentals of Elementary Education)*, 1(3), 223-228.
- Hasrianti, A. (2021). Analisis Kesalahan Penggunaan Tanda Baca pada Karangan Siswa. *Jurnal Onoma: Pendidikan, Bahasa, dan Sastra*, 7(1), 213–222. <https://doi.org/10.30605/onoma.v7i1.618>
- Hothimah, R. H., Hasan, N., & Mawardi, M. (2024). Analisis Kesalahan Penggunaan Huruf Kapital dan Tanda Baca pada Paragraf Deskriptif Siswa Kelas V Sekolah Dasar. *Jurnal Penelitian Pendidikan*, 5(4), 4262-4268.
- Lestari, S. E., Riyanti, A., & Wahyuni, E. (2024). Analisis Kesalahan Kapitalisasi pada Penulisan Teks Anekdota Siswa Sekolah Menengah Atas. *Imbaya: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 06(1).
- Marselina, S. (2022). Analisis Kesalahan Ejaan Bahasa Indonesia pada Artikel Ilmiah Mahasiswa STIE Alam Kerinci. *Sintaks: Jurnal Bahasa & Sastra Indonesia*, 2(1), 101–106. <https://doi.org/10.57251/sin.v2i1.272>
- Mayawati, C., Budi Santoso, G., Purbha Sakti, B., Guru SD, P., Widya Dharma Klaten, U., Ki Hajar Dewantara Macanan, J., & Tengah, J. (2024). Bentuk Kesalahan Tanda Baca dan Ejaan Pada Komposisi Siswa Kelas IV SD Negeri 1 Demak Ijo. *Jurnal Inovasi Pendidikan*, 1(4), 269–282.
- Maharatri, K.A., Wahyuningsih, S., & Suharno, S. Analisis Kesalahan Penggunaan Huruf Kapital dalam Teks Narasi Siswa Kelas V SD. *Didaktika Dwija Indria*, 9(5), 45-49.
- Novrila, & Ermawati. (2022). Analisis Kesalahan Penggunaan Tanda Baca pada Proposal Penelitian Mahasiswa Program Studi Pendidikan Bahasa dan Sastra Indonesia, Fakultas

- Keguruan dan Ilmu Pendidikan, Universitas Islam Riau. *SAJAK*, 1(1), 248–253.
- Nurzakia, N., Pangestika, R. R., & Ratnaningsih, A. (2024). Analisis Kesalahan EYD pada Teks Naratif Kelas V SD Muhammadiyah Margoyoso Magelang. *Didaktik: Jurnal Ilmiah PGSD STKIP*
- Purnamasari, I., Winarni, R., Indrastoeti, J., & Poerwanti, S. (2024). Analisis Kesalahan Penggunaan Huruf Kapital dan Tanda Baca pada Penulisan Karangan Sederhana Siswa Kelas III SD. *Didaktika Dwija Indria*, 12(2), 73–78.
- Rusmilawati, (2020), Narasi Literasi: Direktorat Pendidikan Masyarakat dan Pendidikan Khusus–Direktorat Jenderal Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah–Kementerian Pendidikan dan Kebudayaan.
- Saputri, Ajeng Tiara Sekar, Irma, C. N. (2023). Bentuk-Bentuk Kesalahan Bahasa dalam Penulisan Surat Lamaran Kerja Siswa Kelas XIII SMK Muhammadiyah 2 Ajibarang. *DIALEKTIK Pendidikan Bahasa Indonesia*, 2(2), 109–124.
- Sari, I. K., Jaelani, A. K., & Rachmayani, I. (2023). Pemetaan Gaya Mengajar Guru dalam Pengembangan Bahasa Literasi Anak. *Jurnal Kelas* 5(1). <https://doi.org/10.29303/jcar.v5i1.2811>
- Sari, S. K. (2024). Analisis Kesalahan Ejaan Bahasa Indonesia pada Tugas Proposal Penelitian Mahasiswa Program Studi Pendidikan Bahasa dan Sastra Indonesia. *JPBSI: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 1(1), 1–10. <https://doi.org/10.10101/jpbsi.v1i1.5>
- Sihombing, Y. F., & Siregar, H. (2024). Analisis Kesalahan Ejaan pada Penggunaan Huruf Kapital dalam Karangan Naratif Siswa Kelas IV Sd Negeri 064981 Medan Helvetia Tahun Ajaran 2024/2025. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(04), 254-267.