

The 4th ICoLLiT

INTERNATIONAL CONFERENCE ON LANGUAGE,
LITERATURE AND TEACHING

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

Punctuation and Letter Usage Errors in Tsanawiyah School Wall Magazine

Jlitheng Nano Pamilih¹⁾, Ulfah Nur Muflikhah²⁾, Isna Dini Rahmawati³⁾, Markhamah⁴⁾

¹Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta

email: a310230007@student.ums.ac.id

phone: +62 856-0004-4049

²Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta

email: a310230021@student.ums.ac.id

³Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta

email: a310230016@student.ums.ac.id

⁴Faculty 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: Pamilih, J. N., Muflikhah, U. N., Rahmawati, I. D., & Markhamah, M. (2025). Punctuation and Letter Usage Errors in Tsanawiyah School Wall Magazine. *Proceedings The 4th ICoLLiT*, 668-677.

Abstract

Mastery of spelling, including the use of punctuation and capital letters, is a crucial aspect of students' writing skills. This study aims to identify and analyze the types of errors in the use of punctuation and letters found in students' writings on wall magazines within the Madrasah Tsanawiyah environment. This phenomenon is significant because internal school media such as wall magazines reflect students' ability to apply linguistic rules, particularly spelling conventions involving the use of capital letters and punctuation. This research employs a descriptive qualitative approach with data collected through reading and note-taking techniques. The findings show that the most common errors include the misuse of commas, colons, quotation marks, capital letters, as well as other punctuation marks such as exclamation points and slashes. The main causes of these errors are students' limited understanding of spelling rules and the lack of consistent practice and guidance in writing activities. This study highlights the need for more contextual, practical, and intensive instructional strategies in teaching the Indonesian language at the elementary and secondary school levels. Furthermore, the findings contribute to applied linguistics in the field of language error analysis and can serve as a reference for curriculum development and more effective language teaching methods.

Keywords: Language Errors, Use of Punctuation and Letters, Wall Magazine

Corresponding Author:

Jlitheng Nano Pamilih, Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta

Email: a310230007@student.ums.ac.id

Abstrak

Penguasaan ejaan, termasuk penggunaan tanda baca dan huruf kapital, merupakan aspek penting dalam keterampilan menulis siswa. Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis bentuk-bentuk kesalahan penggunaan tanda baca dan huruf dalam tulisan siswa pada majalah dinding di lingkungan Madrasah Tsanawiyah. Fenomena ini menjadi penting karena media internal sekolah seperti majalah dinding mencerminkan kemampuan siswa dalam menerapkan kaidah kebahasaan, khususnya ejaan yang meliputi penggunaan huruf kapital dan tanda baca. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data berupa teknik baca dan catat. Hasil penelitian menunjukkan bahwa kesalahan yang paling sering ditemukan meliputi penggunaan tanda koma, titik dua, tanda petik, huruf kapital, serta tanda baca lain seperti tanda seru dan tanda miring. Penyebab utama dari kesalahan ini antara lain adalah kurangnya pemahaman siswa terhadap kaidah ejaan serta lemahnya pembiasaan dan pembimbingan dalam praktik menulis. Penelitian ini menegaskan perlunya strategi pembelajaran yang lebih kontekstual, aplikatif, dan intensif dalam pengajaran bahasa Indonesia di sekolah dasar dan menengah. Selain itu, hasil temuan ini juga memperkaya kajian linguistik terapan dalam bidang analisis kesalahan berbahasa dan dapat menjadi acuan dalam pengembangan kurikulum serta metode pembelajaran bahasa yang lebih efektif.

Kata kunci: *Kesalahan Bahasa, Penggunaan Tanda Baca dan Huruf, Majalah Dinding*

Introduction

Indonesian, as the official language of the nation and the medium of instruction in education, holds a crucial role in shaping the thinking patterns and language attitudes of the younger generation. In the educational context, language skills-particularly writing-occupy a strategic position, as writing activities allow students not only to express ideas but also to demonstrate their mastery of applicable linguistic rules. One of the most fundamental aspects of writing is the use of correct spelling, including capitalization, punctuation, and proper sentence structure. Unfortunately, various studies have shown that students' understanding and skills in these areas remain low. This is evident from the frequent writing errors found in student-produced texts, including internal school media such as wall magazines.

According to Amalia (2022), spelling and punctuation errors found in online news headlines can lead to meaning distortions and potential ambiguity in interpretation. They state that punctuation is not merely decorative but serves important syntactic and semantic functions. Therefore, accuracy in its usage must be taught and practiced from an early educational stage. In practice, errors in punctuation-such as periods, commas, and hyphens-are often overlooked by novice writers, despite their potential to drastically alter sentence meaning.

Even at the elementary school level, significant errors in capitalization and punctuation have been found. (Purnamasari et al., 2020), in their study of fourth-grade students' descriptive paragraphs at SDN Binong II, Tangerang, identified 403 capitalization errors and 72 punctuation errors. These figures reflect that spelling mastery has not been adequately instilled in young learners. This is supported by Mulyati (2022), who asserts that the weak understanding of capitalization and punctuation stems from insufficient practice and limited understanding of proper sentence structure.

Proper punctuation is an essential part of effective and communicative writing. Inaccurate punctuation often causes misunderstandings or ambiguity in meaning. (Amalia, 2022) emphasized that spelling and punctuation errors, particularly in the use of commas and periods in online news, can lead to meaning distortions and affect readers' comprehension. These findings underscore the importance of accuracy in placing punctuation marks according to standard language rules.

Similarly Bahrum et al., (2021), in their study of students' biographical texts, found frequent punctuation errors-especially in the use of commas and periods-resulting from a lack of

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

understanding of their syntactic functions. (Fitriani & Rahmawati, n.d.) also discovered that punctuation errors in online news texts, such as those on Detiknews and Tribunnews, were due to low adherence to Indonesian language spelling conventions. Research by (Yunita, 2021) on students' descriptive writings revealed that punctuation errors were distributed as follows: periods (25%), commas (31%), and hyphens (4%). This suggests that the comma is the most frequently misused punctuation mark, despite its important role in separating elements in compound sentences or lists.

In the context of social media, Rhomaningtias, 2025) examined spelling-including punctuation-on academic Instagram posts and found that users frequently made errors, particularly with the placement of periods and commas. This indicates that violations of language rules are not limited to formal writing but extend to digital communication as well.

Rizki (2021), in their study of the *Radar Cirebon* newspaper, found that punctuation errors often resulted from poor editing and incomplete understanding of sentence structure. Similar findings were reported by (Fitriani et al., 2025), who observed inconsistent punctuation use in online news due to weak language skills among writers. Correct capitalization is necessary to distinguish word functions in sentences, such as identifying sentence openings, personal names, or place names. However, many students remain inconsistent in applying these rules. Rosnaningsih et al. (2020) noted 403 capitalization errors in 49 student writings. This indicates weak early mastery of capitalization rules. Mulyati (2022) argued that students' weak writing skills-especially in using capital letters and punctuation-are caused by non-applicative teaching methods. (Rusanti, r., 2022) also emphasized that elementary students often make capitalization errors, both at the beginning of sentences and in writing proper names.

Spelling errors are not limited to the educational sphere but are also found in professional contexts. Arman (2018) discovered linguistic errors in official letters from the Baraniya Village Government, including mistakes in capitalization, sentence structure, and punctuation, reflecting the authors' low mastery of Indonesian language rules. Ariesta et al. (2021) Language errors are a form of deviation that is systematic, consistent, and reflects the student's ability at a certain stage that is not yet perfect. Saddhono et al. (2023) found dominant errors in capitalization, periods, and commas in letters from the Jladri village office. These findings indicate that spelling errors are a systemic issue, even within public administration. The findings of these various studies provide significant contributions to the formulation of Indonesian language learning strategies. Ruslan (2023) stated that language errors in classroom interactions are caused by limited vocabulary, dialectal influence, and improper sentence structure. These findings highlight the importance of learning approaches that take students' linguistic backgrounds into account.

Ripaldo (2024), in their study of *Kebumen24.com* news, demonstrated that language errors occur not only in student writing or official letters but also in professional journalism. These mistakes indicate that spelling proficiency must be viewed as a fundamental competency for all writers, whether academic or non-academic. Sihotang (2025) also found that online news platforms like *Tribunnews.com* still contain numerous language errors, particularly in spelling and sentence structure. This study was conducted in response to these conditions, aiming to analyze in depth the types of punctuation and capitalization errors found in students' writings on wall magazines at Madrasah Tsanawiyah. Wall magazines were chosen as the object of study because they serve as a natural and representative medium for students' writing skills. Through this analysis, it is hoped that common error patterns and their underlying factors can be identified, thus forming a basis for the development of more contextual, practical, and effective Indonesian language learning strategies. Differences in the study that we examined by comparing previous research by (Rizki, 2021) in their research on errors in writing newspapers caused by poor editing,

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

while our research focuses on errors in writing students' work on wall magazines, errors in writing students' work occur due to their lack of knowledge regarding the use of good and correct language rules that are guided by EYD and KBBI. In order to understand how language errors (Writing) occur and what are the examples, an analysis of language errors (Writing) is needed. Analysis of language errors in writing is needed so that existing errors can be detected and corrected (Anjarwati & Sabardilla, 2021)

In light of the aforementioned research, it can be concluded that punctuation and capitalization errors are serious language issues that occur widely-in education, government, and professional media. Our research also includes orthographic language errors, orthography is an error in the use of letters (Markhamah & Sabardilla, 2014). Therefore, this study aims to analyze such errors as found in students' writings on wall magazines in the Madrasah Tsanawiyah environment. The findings are expected to provide a concrete picture of the most common types of errors and serve as a foundation for educators in designing more effective Indonesian language teaching strategies. In addition, this study is expected to contribute to the development of applied linguistics, particularly in the field of language error analysis. By comparing the current findings with previous studies, continuity and the development of approaches to understanding and addressing punctuation and capitalization errors in Indonesian educational contexts can be seen. Through this mapping, educational institutions can design Indonesian language curricula and teaching methods that are more adaptive to the needs and challenges of the times.

Method

Based on the research objectives, this study employed a qualitative approach. The qualitative approach was applied to examine errors in the use of punctuation and letters in the school wall magazine at Madrasah Tsanawiyah. This type of research was chosen because the study focuses on analyzing the forms of language errors found in the magazine. The method used in this research is descriptive, as the data obtained are not presented in numerical form. The data consist of words and sentences containing language errors, specifically in the use of punctuation and letters, found in the displayed wall magazine. The data collection techniques used were reading and note-taking. The reading technique involved repeatedly reading the contents of the magazine columns, while the note-taking technique was used to record the identified language issues. In this case, note-taking refers to recording words or sentences that exhibit orthographic errors, such as incorrect punctuation or capitalization. The data were then analyzed and described based on the types of spelling errors, which include punctuation and the use of italics, and subsequently concluded through sentence corrections. A qualitative method was used because the data could not be quantified. The qualitative method applied in this study specifically utilized note-taking, which involves recording and classifying the data that had been identified (Shara, 2019). In presenting the data, the researcher used the informal method. The technique used is to observe and note, namely by observing data sources in the form of wall magazine photos and recording important information related to errors in the use of punctuation and letters contained. The data collected is then analyzed descriptively to identify existing errors. This technique was chosen because it is able to capture information in depth and contextually, and is appropriate for research purposes that focus on errors in the use of punctuation and letters. According to Sudaryanto (2019), the informal method refers to presenting data analysis results using ordinary language, without the use of special signs or symbols. The analysis results, including the cultural elements referred to by Koentjaraningrat, are presented verbally and expressed clearly.

Result and Discussion

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

Based on the research conducted on the wall magazine at Madrasah Tsanawiyah, several language errors were identified, particularly in the area of spelling, which includes the use of punctuation marks and capital letters. The following are the results and discussion:

Table 1. Punctuation Errors in the Wall Magazine of Madrasah Tsanawiyah

No	Type of Error	Quote
1	Kesalahan Penggunaan Koma	<ol style="list-style-type: none"> 1. “kemarin saya, pergi, ke rumah nenek saya membawa buah mangga pepaya dan pisang.” → “Kemarin saya pergi ke rumah Nenek. Saya membawa buah mangga, pepaya, dan pisang.” 2. "Kemarin sore, kami ber empat, pergi ke taman Balekambang untuk melihat hewan- hewan sekaligus foto foto." → "Kemarin sore kami ber empat pergi ke taman Balekambang untuk melihat hewan- hewan sekaligus foto foto."
2	Kesalahan Kapitalisasi	<ol style="list-style-type: none"> 1. “Adab Murid Terhadap Guru” → “Adab Murid terhadap Guru” 2. “kemarin saya, pergi, ke rumah nenek saya membawa buah mangga pepaya dan pisang.” → “Kemarin saya pergi ke rumah Nenek. Saya membawa buah mangga, pepaya, dan pisang.”
3	Kesalahan Penggunaan Titik Dua	<ol style="list-style-type: none"> 1. “Siswa yang bertugas piket hari ini adalah. Rudi, Dina, dan Tio.” → “Siswa yang bertugas piket hari ini adalah: Rudi, Dina, dan Tio.” 2. Guru yang bertugas hari ini yaitu. Bu Laila, Bu Dila , dan Pak Indra. → Guru yang bertugas hari ini yaitu: Bu Laila, Bu Dila, dan Pak Indra.
4	Kesalahan Penggunaan Titik Koma	<ol style="list-style-type: none"> 1. “Kegiatan hari ini; senam pagi, kerja bakti, dan rapat kelas.” → “Kegiatan hari ini: senam pa gi, kerja bakti, dan rapat kelas.” 2. Yang disiapkan saat masak; bumbu, bahan dan alat. → Yang disiapkan saat masak: bumbu, bahan, dan alat. 3. Yang harus dibawa saat piknik; tas, alat pribadi, dan obat pribadi.

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

5	Kehilangan Koma pada Tanggal	<p>→ Yang harus dibawa saat piknik: tas, alat pribadi, dan obat pribadi.</p> <p>1. “Upacara bendera akan dilaksanakan pada Senin 3 Juni 2025.” → “Upacara bendera akan dilaksanakan pada Senin, 3 Juni 2025.”</p>
6	Kehilangan Tanda Kutip pada Judul	<p>1. “Tema lomba mading bulan ini adalah Gotong Royong di Sekolah.” → “Tema lomba mading bulan ini adalah ‘Gotong Royong di Sekolah.’</p>
7	Kehilangan Tanda Kutip pada Ucapan Langsung	<p>1. “Guru berkata Kita harus semangat belajar menghadapi ujian.” → “Guru berkata, ‘Kita harus semangat belajar menghadapi ujian.’”</p> <p>2. Bapak berkata Kita harus mengepel lantai itu. → Bapak berkata, “Kita harus mengepel lantai itu.”</p>
8	Penyalahgunaan Tanda Seru dan Tanda Elipsis	<p>1. “Selamat kepada para juara lomba baca puisi... Kalian luar biasa!” → “Selamat kepada para juara lomba baca puisi! Kalian luar biasa!”</p>
9	Penyalahgunaan Tanda Seru yang Berlebihan	<p>1. “Ayo, semangat belajar menghadapi ujian akhir!!!” → “Ayo, semangat belajar menghadapi ujian akhir!”</p>
10	Penyalahgunaan Garis Miring	<p>1. “Tahun Pelajaran /2023/2024” → “Tahun Pelajaran 2023/2024”</p>

No	Type of Error	Quote
1	Comma Usage Error	<p>3. “Yesterday I went to my grandmother’s house and brought mangoes, papayas and bananas.” → “Yesterday I went to my grandmother’s house. I brought mangoes, papayas and bananas.”</p> <p>4. “Yesterday afternoon, the four of us went to Balekambang park to see animals and take photos.” → “Yesterday afternoon the four of us went to Balekambang park to see animals and take photos.”</p>

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

2	Capitalization Error	3. “Students’ Manners Towards Teachers” → “Students’ Manners Towards Teachers”
3	Colon Usage Error	3. “Yesterday I went to my grandmother’s house bringing mangoes, papayas and bananas.” → “Yesterday I went to my grandmother’s house. I brought mangoes, papayas and bananas.”
4	Semicolon Usage Error	4. “The students on duty today are Rudi, Dina and Tio.” → “The students on duty today are Rudi, Dina and Tio.”
5	Missing Comma in Date	2. The teachers on duty today are Mrs. Laila, Mrs. Dila and Mr. Indra. → The teachers on duty today are Mrs. Laila, Mrs. Dila and Mr. Indra.
6	Missing Quotation Marks in Title	2. “The theme of this month’s wall magazine competition is Mutual Cooperation at School.” → “The theme of this month’s wall magazine competition is ‘Mutual Cooperation at School.’”
7	Missing Quotation Marks for Direct Speech	“The teacher said We must be enthusiastic in studying for the exam.” → “The teacher said, ‘We must be enthusiastic in studying for the exam.’”
8	Misuse of Exclamation and Ellipsis Marks	2. The father said We must mop the floor. → The father said, “We must mop the floor.”
9	Excessive Use of Exclamation Marks	2. “Congratulations to the winners of the poetry reading competition... You are amazing!” → “Congratulations to the winners of the poetry reading competition! You are amazing!”
10	Incorrect Use of Slashes	2. “Come on, be enthusiastic in studying for the final exam!!!” → “Come on, be enthusiastic in studying for the final exam!”

This study shows that there are language errors in the use of punctuation and letters in the wall magazine of the junior high school. Errors in the form of the use of commas, colons, capital letters. The results of this study are relevant to the research conducted by Katarina (2024). The results of Katarina's (2024) study showed that language errors were in commas, while vocabulary errors reached 40%. The difference in the results of the study was that no errors in capital letters were found.

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

A relevant study on this topic was conducted by Arman (2018), who examined *"Linguistic Errors in Official Letters within the Baraniya Village Government."* The results of the study revealed various errors in spelling, sentence structure, and punctuation usage, which were attributed to the letter writers' limited mastery of Indonesian language rules. Another study was conducted by Saddhono et al. (2014), titled *"Language Errors in Official Letters of the Jladri Village Office."* The findings showed that the dominant errors were in the use of capital letters as well as punctuation marks such as periods and commas. A similarity between both studies lies in their shared focus on language errors found in official correspondence originating from village government institutions.

A related analysis was carried out by (Halawa, 2024) in her study titled *"An Analysis of Errors in Capitalization and Punctuation in Outgoing Letters at the Orahili Fondrako Village Office, Ulususua District, Year 2022."* The results indicated frequent errors in the use of commas and identified four distinct types of punctuation errors. This study is highly relevant in enriching the field of language error analysis in official documents, particularly due to its specific object of study, qualitative descriptive approach, and different local context compared to previous research. Another relevant study by (Yunita, 2021), *"Punctuation and Vocabulary Errors in Descriptive Writing,"* found that students made errors in punctuation at the following rates: 25% in periods, 31% in commas, and 4% in hyphens. The most frequent error involved the comma, while vocabulary errors accounted for 40%. In total, student errors amounted to less than 55%, indicating the need for more serious guidance and instruction in the use of spelling and vocabulary so that students can produce more accurate descriptive texts, especially regarding the use of periods, commas, hyphens, and appropriate word choice.

An additional relevant study was conducted by (Purnamasari, A. M., Magdalena, I., & Rosnaningsih, 2020), titled *"Analysis of Capitalization and Punctuation Usage in Descriptive Paragraphs of Fourth-Grade Students at SDN Binong II, Tangerang Regency."* Their study analyzed 49 student writings, identifying 403 errors in capitalization and 72 punctuation errors. A related study focusing on language error analysis was carried out by (Ruslan, 2023), titled *"An Analysis of Language Errors in Indonesian Language Learning Interactions among Grade X Science Students at SMAN 1 Bantaeng."* The findings revealed 52 sentences containing errors, which included (1) 30 pronunciation errors caused by the influence of the Makassar dialect-such as phoneme changes, omissions, and additions, (2) 8 diction errors resulting from inaccurate word choices, and (3) 14 sentence structure errors due to limited vocabulary and difficulties in conveying proper and coherent sentences.

Another relevant study was conducted by (Rezgina, 2023), who highlighted stylistic language errors in captions and comments on Instagram. Her study showed that violations of Indonesian language rules are not limited to formal writing but also occur in informal communication. Therefore, training in the use of proper written language should cover all forms of communication, both formal and informal. In this regard, school media such as wall magazines can function as a bridge between the academic world and students' everyday lives.

Research conducted by (Ayundhasari, C. D., & Nasucha, 2024) on spelling errors in news in the mass media also shows that errors in the use of capital letters are still common, even when the news is written by journalists and not by students. The authors agree that errors in the use of capital letters are often caused by misunderstandings in the context of use. However, there is a big difference between the person who writes and the media they use.

Conclusion

Based on the results of the research conducted on wall magazines in Madrasah Tsanawiyah, it can be concluded that numerous errors in the use of punctuation and capital letters are still found in

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

students' writings. The most common errors include incorrect use of commas, neglecting to use capital letters at the beginning of sentences or for proper nouns, improper placement of colons, and failure to use quotation marks for direct speech and titles. These errors generally occur due to students' limited understanding of the functions and rules of punctuation, as well as a lack of guidance in writing practices that adhere to Indonesian spelling conventions.

These findings indicate that more intensive language training is urgently needed in teaching and learning activities, particularly in Indonesian language classes. Teachers need to develop practical and context-based instructional methods to help students apply spelling rules accurately. In addition, wall magazines-as a medium of student expression-should be optimally utilized to foster the habit of using correct and standardized written language. This study also contributes to the development of applied linguistics and can serve as a reference for designing language learning curricula that are more responsive to students' needs.

Reference

- Amalia. (2022). Analisis Kesalahan Ejaan Dan Tanda Baca Pada Salah Satu Judul Berita “Bukan Lagi Ferdi Sambo, Putri Candrawathi Adalah Otak Sebenarnya Di Balik Penembakan Brigadir J” Pada Surat Kabar Tvonenews. Com edisi 22 oktober 2022. *Inspirasi Dunia: Jurnal Riset Pendidikan Dan Bahasa*, 1(4), 133–147. <https://doi.org/https://doi.org/10.58192/insdun.v1i4.243>
- Anjarwati, L., & Sabardilla, A. (2021). *Analisis Kesalahan Berbahasa pada Karangan Siswa Sekolah Menengah Pertama*.
- Ayundhasari, C. D., & Nasucha, H. Y. (2024). *Analisis Kesalahan Ejaan dalam Teks Eksplanasi Siswa Kelas XI Sma Negeri 1 Polanharjo*.
- Bahrum, E. A., Zain, S., Ecca, S., & Kasman, N. (2021). Analisis Kesalahan Penggunaan Tanda Baca Pada Teks Biografi Siswa. *Cakrawala Indonesia*, 6(1), 14–20.
- Fitriani, A. Y. R., & Rahmawati, L. E. (n.d.). Analisis Kesalahan Penggunaan Tanda Baca Dan Huruf Miring Dalam Teks Berita Online Detiknews Dan Tribunnews. *Bahastra*. <https://doi.org/https://doi.org/http://dx.doi.org/10.26555/bahastra.v40i1.14695>
- Fitriani, D., Silitonga, I. A., Utari, P., Pulungan, U. A., Surbakti, Y. S., Pulungan, K. I., ... & Jakaria, J. (2025). Analisis Kesalahan Berbahasa Pada Berita Online cakaplah. Com: Studi Deskriptif. *Journal Research and Education Studies*, 5(1), 647–654. <https://doi.org/https://doi.org/10.56832/mudabbir.v5i1.869>
- Halawa. (2024). Analisis Kesalahan Penggunaan Huruf Kapital dan Tanda Baca pada Surat Keluar di Kantor Desa Orahili Fondrako Kecamatan Uulusua Tahun 2022. *KOHESI: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 4(2), 43–53. <https://doi.org/https://doi.org/10.57094/kohesi.v4i2.1570>
- Markhamah, Sabardilla, A. (2014). *Analisis Kesalahan & Karakteristik Bentuk Pasif*. Muhammadiyah University Press.
- Mulyati. (2022). Kemampuan siswa dalam penggunaan huruf kapital dan tanda baca pada penulisan karangan deskripsi. *Jurnal Basicedu*, 6(2), 2495–2504.
- Purnamasari, A. M., Magdalena, I., & Rosnaningsih, A. (2020). Analisis Penggunaan Huruf Kapital Dan Tanda Baca Pada Paragraf Deskriptif Siswa Kelas 4 Sdn Binong Ii Kabupaten Tangerang. *Indonesian Journal of Elementary Education (IJOEE)*, 1(1). <https://doi.org/http://dx.doi.org/10.31000/ijoe.v1i1.2564>
- Rezgina. (2023). Analisis kesalahan gaya berbahasa pada sosial media Instagram dalam caption dan komentar. *Simpati: Jurnal Penelitian Pendidikan Dan Bahasa*, 1(2), 137–149.
- Rhomaningtias, I., wardah, S. (2025). Analisis kesalahan penggunaan ejaan pada postingan media

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

- sosial instagram@ fasilkom. Upnvjatim. *Nivedana: Jurnal Komunikasi Dan Bahasa*, 6(1), 147–162. <https://doi.org/https://doi.org/10.53565/nivedana.v6i1.1575>
- Ripaldo. (2024). Analisis kesalahan berbahasa pada berita kebumen24. Com. *Metafora: Jurnal Pembelajaran Bahasa Dan Sastra*, 11(2), 347–352. <https://doi.org/https://doi.org/10.30595/mtf.v11i2.23903>
- Rizki. (2021). Analisis kesalahan penggunaan tanda baca pada koran radar Cirebon edisi 22 juli 2021. In *Prosiding Seminar Nasional Pendidikan*, 3, 668–676.
- Rusanti, r., F. (2022). Analisis kesalahan penggunaan huruf kapital dan tanda baca siswa sekolah dasar. *Jurnal Ilmu Sosial Dan Pendidikan (Jisip)*, 6, 2.
- Ruslan. (2023). Analisis kesalahan berbahasa dalam interaksi pembelajaran bahasa Indonesia pada siswa kelas X MIPA I SMAN 1 Bantaeng. *Journal on Education*, 6(1), 7582–7588. <https://doi.org/https://doi.org/10.31004/joe.v6i14068>
- Shara. (2019). Analisis Kemampuan Menentukan Huruf Kapital Dan Tanda Baca Pada Karangan Deskripsi Siswa Kelas V Sd Negeri 161 Pekanbaru. *Jurnal PAJAR (Pendidikan Dan Pengajaran)*, 3(2), 346–352.
- Sihotang. (2025). Analisis kesalahan berbahasa Indonesia pada media berita daring: tribunnews. Com. *Jurnal Intelek Insan Cendikia*, 2(3), 5622–5629.
- Yunita. (2021). Kesalahan Penggunaan Tanda Baca dan Kosakata dalam Penulisan Karangan Deskripsi. *Diskursus: Jurnal Pendidikan Bahasa Indonesia*, 3(2), 121–129.