

# Analysis of language errors in student thesis

Nirwana Rasyid<sup>a,1,\*</sup>, Syahru Ramadan<sup>a,2</sup>

<sup>a</sup> Institut Agama Islam Negeri Bone, Jl. HOS Cokroaminoto, Bone, Indonesia

<sup>1</sup> nirwanar.iainbone@gmail.com\*; <sup>2</sup> syahru.ramadan.iain@gmail.com

\* Korespondensi Penulis

## ARTICLE INFO

### Article history

Received June 26, 2022

Revised June 26, 2022

Accepted June 27, 2022

Available Online June 27, 2022

### Keywords

language errors

Student Thesis

## ABSTRACT

This study aims to describe the forms of spelling errors in the thesis of IAIN Bone students. In addition, it also describes the form of improvement and efforts to reduce language errors. This research is a qualitative descriptive. The subject of this research is the thesis of PGMI Study Program Student, IAIN Bone who graduated in 2020. The free speech technique and note-taking technique were used in collecting research data. Then, the data were analyzed using the Miles and Huberman analysis model which consisted of three stages, namely data reduction, data display, and verification. This study resulted that the spelling errors found in the student's thesis were grouped into three types, namely: a) typographical errors, that included capitalization and italics; b) incorrect use of comma punctuation; and c) word writing errors, which include writing prepositions di- and ke-, non-standard words, affixes di-, word combinations, words with affixes, numbers, and particle -pun. These errors can be reduced by a) providing understanding to students regarding good and correct Indonesian language rules in Indonesian General Courses; b) improving the understanding of the supervisors regarding the rules of the Indonesian language; and c) fostering a positive attitude towards the Indonesian language.

This is an open access article under the [CC-BY-SA](#) license.



## 1. Introduction

Thesis is a scientific paper which is a prerequisite for obtaining a bachelor's degree in tertiary institutions. As scientific writing, the preparation of the thesis must follow the provisions of scientific writing. These provisions include objective characteristics, use scientific principles, and use good and correct Indonesian language rules.

The two initial conditions for writing a thesis can basically be met by students. However, the third provision often escapes the attention of students. As a result, the thesis produced does not use good and correct Indonesian grammar. In several studies, for example, it was found that student thesis often found many language errors in it, both at the level of spelling, choice of words, sentences, and paragraphs (Kotikhah & Suwardo, 2015; Sukmawaty, 2017; Hardjono, 2018; Shalima & Wijayanti, 2020; Maulida, 2021). This is caused by a lack of mastery of the Indonesian language, a lack of understanding of correct spelling, and a lack of concern for using good and correct Indonesian language rules. Students think it is not important.

These findings are in line with the facts that the author encountered while being a lecturer at IAIN Bone, especially in the Madrasah Ibtidaiyah Teacher Education Study Program (PGMI). When looking at the thesis of PGMI IAIN Bone students, there are still many errors in the use of language. These errors are repetitive and systematic. This error occurs because students do not know the rules of good and correct Indonesian. Tarigan (1990) states that it belongs to the form of errors in language or language errors.

Furthermore, language errors are deviations from the rules of language, both spoken and written (Suwandi, 2010). Language error (error) is different from language error (mistake). Language errors occur due to the ignorance of language users about language rules, while language errors occur due to forgetfulness, emotional pressure, fatigue of language users (Ramaniyar, 2017). Therefore, language errors are repetitive and consistent, while language errors are incidental.

To be able to see and find language errors, an analysis is needed which is called language error analysis. Analysis of language errors is a study conducted with the aim of finding language errors, classifying them, explaining their causes, and correcting these errors (Dhari, 2020). Analysis of language errors boils down to providing understanding to language users regarding the proper and correct use of Indonesian, especially in the formal field, such as in scientific papers, theses, journals, and others (Aprilia, et al, 2020).

Referring to the explanation at the beginning that students in the PGMI IAIN Bone Study Program still make language mistakes in preparing their thesis. Departing from that, the writer intends to conduct research by analyzing language errors in the thesis. In this study, the authors used the analytical framework model developed by Kelvin (2010) which includes spelling, diction, sentences, and paragraphs. However, in this research, the writer focuses on the analysis of language errors in spelling. This was done because this research was the initial study of a series of studies analyzing language errors in the IAIN Bone environment.

## 2. Method

### 2.1. Types of Research

This research is qualitative descriptive research. This was adjusted to the needs of research that wanted to describe forms of language errors in the field of spelling in the thesis of the Student of the Madrasah Ibtidaiyah Teacher Education Study Program (PGMI), IAIN Bone. In addition, steps that can be taken to reduce these errors in the future are also described.

### 2.2. Time and Place of Research

This research was carried out at the PGMI Study Program, IAIN Bone in December 2020-February 2021. The subjects of this research were the theses of PGMI students who graduated in 2020, namely 30 pieces. The selection was made with a specific purpose, namely wanting to see the quality of theses completed during the early days of the Covid-19.

### 2.3. Instruments

The research instrument was the researcher himself (human instrument). Researchers have the task of collecting and analyzing data. Researchers process and clarify data as accurately as possible

(Moleong, 2005). In this study, the parameter of spelling correctness is based on the Indonesian Spelling Rules (EBI) which govern the writing of letters, words and punctuation.

#### 2.4. Research Procedures

Research on language error analysis belongs to the qualitative type. In this study, data were collected in the form of words or sentences in student thesis which contained language errors. After that, the data is grouped into types of language errors in the spelling field. After that, the data were analyzed for errors and their improvements. Finally, the results of the analysis are summed up.

#### 2.5. Data Analysis Techniques

In this study, data were obtained using free listening techniques. That is, the researcher reads carefully (listens) the contents of the student's thesis and looks for language errors in the field of spelling. The term listening is not limited to the use of spoken language, it can also be used in written language (Mahsun, 2005). In addition to the free speaking technique, note-taking techniques are also used by recording data on language errors in the data corpus. Then, the research data were analyzed using analytical techniques from Miles and Huberman (1992) which consisted of three stages, namely data reduction (sorting and selecting the elements studied in the form of language errors in the field of spelling), data verification (analyzing the forms of language errors and their corrections), and drawing conclusions.

### 3. Results and Discussion

#### 3.1. Result

Based on the research objectives, namely, to describe forms of language errors and forms of improvement in the field of spelling contained in the thesis of PGMI Study Program Students, IAIN Bone, the following is the explanation. After analyzing thirty PGMI Study Program students' theses, several forms of language errors were found in the field of spelling. These errors are grouped into three types, namely errors in writing letters, punctuation marks, and writing words. The number of language errors can be seen in the following Table 1.

**Table 1.** Recapitulation of Language Errors in Student Thesis

Type of Error	Indicator	Frequency	Total
Letters	Capital	86	157
	Italics	71	
Punctuation	Comma	133	133
Prepositions	at-	97	560
	Prepositions	62	
	Non-standard words	112	
	Affixes at-	91	
	Words combined	58	
	Affixes	51	
	Writing numbers	20	
	Particles -pun	69	
Total			850

Based on the table, the number of language errors found in the writing section is 157 errors, consisting of 86 capital letter writing errors and 71 italic writing errors. Then, in the punctuation section found 133 errors using comma punctuation. Then, in the word section, 560 errors were found consisting of 97 errors in writing prepositions in-, 62 errors in writing prepositions to-, 112 errors in the use of non-standard words, 91 errors in the use of affixes in-, 58 errors in writing combined words, 51 errors affixed word writing, 20 number writing errors, and 69 writing particle errors -pun.

##### 3.1.1 Errors in Writing Letters

Errors in writing letters are found in the writing of capital letters and italics. Errors in writing capital letters can be seen in the following examples of data.

*The Islamic perspective on character building actually already exists ... (thesis 2, p. 8)*

*... is a type of Active Learning that functions ... (thesis 4, p. 5)*  
*... is one of the Islamic Elementary Schools that in Amali sub-district ... (thesis 9, p. 3)*  
*Research entitled "The Influence of Traditional Games on the Motoric Ability of Group B Children at Kindergarten Al-Ikhlas Lamhom Lhoknga Aceh Besar" ... (thesis 18, p. 8)*

In the thesis data 2 page 8 there is an error in writing the word Islam. The word should start with a capital letter because it refers to a particular religion. This is in accordance with the Indonesian Spelling Rules (EBI) which states that writing names of religions, holy books, and God must begin with a capital letter. Thus, the correct writing of the data is:

*"The Islamic perspective on character building actually already exists ..."*

Then, in the thesis data 4 page 5 there is an error in writing the phrase Active Learning. The phrase should not be written with an initial capital letter. In EBI rules, certain terms that do not refer to names of religions, ethnicities, nations, people, geography, bodies, organizations, honorary titles, and direct greetings are not written with a capital letter prefix. Thus, the correct writing of the data is:

*"... is a type of active learning that functions ..."*

Furthermore, in the thesis data 9 page 3 there is an error in writing the phrase Madrasah Ibtidaiyah and the word subdistrict. Phrase Madrasa Ibtidaiyah should not start with a capital letter because it is not followed by the name of the madrasah. Likewise with the word district. It should start with a capital letter because it is followed by the name of the district. This is in line with EBI rules. Thus, the correct writing of the data is:

*"... is one of the Islamic elementary schools in Amali District ..."*

In the thesis data 18 page 8 there is an error in writing the word Against. In the EBI rules, writing a title must use a capital letter at the beginning of each word, except for assignment words. In this data, the word Against is one of the assignment words. Thus, the word is not written with a capital letter. The correct writing of the data can be seen below.

*The research entitled "The Influence of Traditional Games on the Motoric Ability of Group B Children at Kindergarten Al-Ikhlas Lamhom Lhoknga Aceh Besar"*

In addition to errors in writing capital letters, there were also errors in writing in italics. This can be seen in the following examples of data.

*... as well as qada and qadar ... (thesis 12, p. 10)*  
*... a team quiz strategy is very important to be applied in learning ... (thesis 20, p. 20)*  
*... such as reading books, sharing with fellow teachers, and socializing more ... (thesis 23, page 47)*

In the thesis data 12 pages 10, 20 pages 20, and 23 pages 47 there are errors in writing the terms qada, qadar, quiz team, and sharing. These terms are not Indonesian. The terms qada and qadar are of Arabic origin. Meanwhile, the terms team quiz and sharing come from English.

In the EBI rules, the use of foreign terms or words originating from outside the Indonesian language must be written in italics. Thus, the correct writing of these data is:

*... as well as qada and qadar ... (thesis 12, p. 10)*  
*... strategy the team quiz is very important to be applied in learning ... (thesis 20, p. 20)*  
*... such as reading books, sharing with fellow teachers, and socializing more ... (thesis 23, p. 47)*

### 3.1.2 Errors in Writing Punctuation

Errors in writing punctuation marks were found in PGMI Student Thesis, IAIN Bone. Errors in the use of punctuation found are errors in the use of punctuation commas. This can be seen in the following examples of data.

*So active student learning is an activity that is carried out ... (thesis 3, p. 4)*

*... so that it takes place in an orderly, effective and efficient manner ... (thesis 5, p. 5)*  
*... IPS is a difficult and boring subject, because the teacher is not creative enough ... (thesis 24, p. 3)*

In the thesis data 3 page 4, there is a comma punctuation error. The word so is a liaison between sentences. In accordance with EBI rules, a comma must be placed after the connecting expression between sentences. Thus, the correct writing of the data is:

*"So, student learning activeness is an activity carried out ..."*

In the thesis data 5 page 5 there is a comma punctuation error. In EBI rules, punctuation marks are used between the elements of detailing or numeration. The words orderly, effective, and efficient are the details of the previous sentence. Therefore, between these words must be punctuated by commas. The correct writing of the data is:

*... so that it takes place in an orderly, effective and efficient manner*

On thesis data 24 page 3, there is an error in the use of comma punctuation that is placed before the word because. According to EBI rules, commas do not need to be placed before the word because. This is because the word is a conjunction that connects the main clause of social studies which is a difficult and boring lesson clauses less creative teacher. If the main clause precedes the subordinate clause, then there is no need to put a comma between them. On the other hand, if the clause precedes the main clause, a comma must be punctuated between them. Thus, the correct writing of the data is:

*... IPS is a difficult and boring lesson because the teacher is not creative enough ...*

### 3.1.3 Errors in Writing Words

Errors in writing words are found in the thesis of PGMI students, IAIN Bone. These errors consist of errors in writing prepositions in-, prepositions to-, non-standard words, affixes in, word combinations, writing numbers, and writing particles-pun. Errors in writing the preposition di- found in student thesis. This can be seen in the following data.

*From the picture above, it can be understood that this framework ... (thesis 11, p. 14)*  
*Wijaya stated that the growth of creativity among teachers is influenced by several things, including ... (thesis 17, p. 33)*

In thesis data 11 page 14, the word above is wrong in writing. The word uses the preposition in-. According to EBI rules, the preposition di- must be written separately from the word that follows it. Thus, the correct writing is:

*From the picture above it can be understood that the framework ...*

In the thesis data 17 page 33, there are errors in writing words among and among them. Both words use the preposition di-. According to EBI rules, the preposition di- must be written separately from the word that follows it. Thus, the correct writing is:

*Wijaya said that the growth of creativity among teachers is influenced by several things, including...*

preposition the- were found in the following data.

*...this explains that when humans are born into the world, they do not yet possess a science ... (thesis 12, p. 2)*  
*... continually and practice their own abilities in order to lead to a better direction ... (thesis 13, p. 46)*

In thesis data 12 pages 2 and 13 pages 46, errors were found in writing the words kedunia and kedunia. In this word there is a preposition to-. In accordance with EBI rules, writing the preposition to- must be written separately from the word that follows it. Thus, the correct writing is:

*... this explains that when humans are born into the world they do not yet possess a science...*  
*... continually and train their own abilities in order to lead to a better direction.*

Errors in writing non-standard words were found in some research data. This can be seen in the following examples.

- ... based on the author's analysis that the main issues contained in the proposal ... (thesis 16, p. 9)*
- ... and dare to make decisions and accept the risks ... (thesis 21, p. 50)*
- ... by practicing it directly in the field ... (thesis 25, p. 51)*

In the thesis data 16 pages 9, 21 pages 50, and 25 pages 51 errors were found in writing non-standard words. The words analysis, riskand practice are non - standard forms of the words analysis, riskand practice. Thus, the correct writing is:

- ... based on the author's analysis that the main issues contained in the proposal ...*
- ... and have the courage to make decisions and accept the risks.*
- ... by practicing it directly in the field ...*
- ... Errors in writing the affix di- were found in some research data. Here are some examples.*
- ... and usually the lesson is dominated by the teacher ... (thesis 22, p. 3)*
- ... because the list of questions is prepared in advance by the researcher. (thesis 1, p. 21)*

In thesis data 22 pages 3 and 1 page 21, an error was found in writing the affixes in-. In accordance with EBI rules, the affix in- is written in series with the word that follows it. This is different from writing the preposition di- which is written separately from the word that follows it. Thus, the correct writing is:

- ... and usually the lesson is dominated by the teacher ... (thesis 22, p. 3)*
- ... because the list of questions is prepared in advance by the researcher ... (thesis 1, p. 21)*

Errors in writing combinations of words were found in some research data. Here are some examples of the data.

- ... in order to mature the muscles and nerves by exerting all the abilities of their five senses ... (thesis 7, p. 2)*
- ... each student must have the intention to cooperate with other members ... (thesis 10, p. 3)*
- To avoid misunderstanding in understanding this research variable, the following will be presented ... (thesis 15, p. 4)*

In thesis data 7 page 2, an error was found in writing the word combination of the five senses. In this combination of words there is a bound element, namely the word panca. In accordance with EBI rules, bound elements are written in series with the elements that follow them. Therefore, the combination of these words must be written in series. The correct writing of the data can be seen below.

- ... in order to mature the muscles and nerves by exerting all their sensory abilities.*

On thesis data 10 page 3, an error was found in the combination of the words cooperate. The combination consists of the basic words work and sama. The combination gets an affix in the form of a prefix be-. In the EBI rules, writing a combination of words that get affixes in the form of a prefix or suffix only, then the series is written separately. Thus, the compound words cooperate should be written separately as work sama. The correct writing of the research data is:

- ... each student must have the intention to cooperate with other members.*

On thesis data 15 page 4, found an error in writing the word combination of misunderstanding. This combination of words, if it is adjusted to the EBI rules, must be written in series because it gets affixes in the form of a prefix -and a suffix -an. Thus, the correct writing of the data is:

- To avoid misunderstandings in understanding this research variable, the following will be presented ...*
- Errors in writing affixes were found in some research data. Here are some examples of the data.*

*... studying materials well and combining them with strategies ... (thesis 23, p. 32)*  
*Attitude is an inner state or mental and emotional readiness that affects a person in ... (thesis 9, p. 6)*

On thesis data 23 pages 32 and 9 page 6, there is an error in writing the words combine and influence. Both words come from the basic word's combination and influence. In the EBI rules, if a root word that starts with the letters K, T, S, or P gets an affix in the form of a prefix, then the base word will be dissolved or lost. The word combines when it gets the prefix will become combine. Likewise, the word influence when it gets the prefix me will become influence. Thus, the correct writing of the data is:

*... learning materials well and combining them with strategies ...*  
*Attitude is an inner state or mental and emotional readiness that influences a person in ...*  
*Errors in writing numbers are found in some research data. Here are some examples of the data.*  
*The sample of this study was 15 people ... (thesis 21, p. 16)*  
*32 students were used as samples in this study, namely 17 boys and 15 girls. (thesis 30, p. 20)*

On thesis data 21 page 16, an error was found in writing the number 15. In accordance with EBI rules, numbers or numbers consisting of one or two words are written in letters. If the number is more than two words, it is written in numbers. From this explanation it can be concluded that the number 15 in the thesis data 21 page 16 should be written in letters. Thus, the correct writing of the data is:

*The sample of this study is fifteen people ...*

In the thesis data 30 page 20, found an error in writing the number 32 at the beginning of the sentence. In the EBI rules, writing numbers may not be placed at the beginning of a sentence. So, to correct the error, the sentence editor needs to be changed. The correct writing of the data can be seen as follows.

*The sample of this research was 32 students, consisting of 17 male students and 15 female students.*  
*Particle writing errors -also found in some research data. Here are some examples of the data.*  
*... student activity in learning is very lacking ... (thesis 4, p. 3)*  
*If polytheists or people who doubt ... (thesis 9, p. 5)*

In thesis data 4 page 3 and 9 page 5, it is found Particle typo -pun. In accordance with EBI rules, the particle -also be written separately from the word that precedes it, except for words that function as conjunctions or connecting words. The word learning and or in each of these sentences does not function as a conjunction. Therefore, writing should be separate. The correct writing of these data can be seen below.

*...student activity in learning is also lacking ...*  
*If polytheists or people who have doubts ...*

### 3.2. Discussion

Based on the results of the research, several forms of spelling errors were obtained in the thesis of PGMI Study Program Students, IAIN Bone. The language errors are grouped into three types, namely errors in writing letters, punctuation, and words. In more detail, typographical errors include capital and italic letters. Punctuation errors include comma punctuation. Word errors include the use of prepositions in-, prepositions to-, non-standard words, di-, word combinations, affixes, numbers, and the -punparticle.

Errors in writing letters that include capital letters and italics were found in student thesis. This can be seen in thesis data 2 page 8 and thesis data 20 page 20. In this data there are errors in writing the word Islam and time quiz. The word Islam in the data should start with a capital letter because it refers to the name of a particular religion. This is in accordance with the rules of Indonesian Spelling or EBI (Mustakim, et al, 2016) which states that the writing of names of religions, holy books, and God must

begin with a capital letter. Then, the word time quiz which is a foreign term must be written in italics. This is in accordance with EBI rules (Mustakim, et al, 2016) which states that foreign terms originating from outside the Indonesian language must be written in italics.

Then, errors in writing punctuation marks, especially commas, were found in PGMI student thesis, IAIN Bone. Errors in writing comma punctuation were found in writing details, conjunctions between sentences, and conjunctions between sentences. This can be seen in the thesis data 5 page 5, thesis 3 page 4, and thesis 24 page 3. In the thesis data 5 page 5 there are comma punctuation errors in the orderly, effective, and efficient section. This part is the detail of the previous sentence. Therefore, between the words orderly, effective, and efficient, a comma must be inserted. This is in line with the EBI rule (Mustakim, et al, 2016) and the view of Chaer (1993) which states that detailing elements must be enclosed in commas, including the second and last element before the word and. So, the thesis data 5 page 5 which was written in an orderly, effective, and efficient manner must be corrected to become orderly, effective, and efficient.

Then, in the thesis data 3 page 4 found a comma punctuation error that was not placed after the word so. In fact, the word so is a conjunction between sentences that is located at the beginning of a sentence. If using a conjunction between sentences, then after the conjunction must be marked with a comma. This is in line with the EBI rule (Mustakim, et al, 2016) which states that a comma must be placed after a conjunction between sentences. Then, in the thesis data 24 page 3 also found comma punctuation errors in the use of intra-sentence conjunctions, namely conjunctions because. Writing conjunctions cannot be preceded by a comma (Arifin, 2003; Mustakim, et al, 2016).

prepositions di- and ke- di- , standard words, word combinations, affixes, numbers, and -pun. The mistake of the prepositions in- and to- lies in the way they are written. In fact, the writing of the preposition should be separated from the word that follows it (Chaer, 2006; Mustakim, et al, 2016). This can be seen in the thesis data 11 page 14 and thesis 12 page 2. The data contains the above and kedunia wrong Those two words should have been written above and into the world. Then, in writing the prefix di- an error was also found. Students tend to write the affix di- with the word that follows it. In fact, the writing should have been in series (Chaer, 2006; Mustakim, et al, 2016). This can be seen in the thesis data 22 page 3, especially in the word dominated. The spelling of the word is wrong. Correct writing is dominated.

Then, in the writing of word combinations, errors were found in the form of writing in series or not in series. This can be seen in the thesis data 15 page 4 and thesis 7 page 2. In these data there are errors in writing misunderstandings and five senses. The word misunderstanding comes from the root word misunderstanding and understanding which gets the prefix -and the ending -an. If a combination of words has a prefix and an ending at the same time, then the writing must be in series (Chaer, 2006; Mustakim, et al, 2016). Likewise with the word five senses which have five-bound forms. If the combination of words has a bound form, then the writing must be in series (Chaer, 2006; Mustakim, et al, 2016). Thus, the two combinations of words should be filled with misunderstandings and senses.

Furthermore, errors in writing affixed words were found in the thesis of PGMI students, IAIN Bone. The error lies in failing to pass the first letter of the base word K, T, S, or P when getting the affix in the form of a prefix. In fact, when an affix meets a root word that starts with K, T, S, or P, the letter will melt. This can be seen in the example of the word broom where if you get the prefix me-, it will become sweeping, not mesapu (Mustakim, et al, 2016). In student thesis, especially in thesis data 23 page 32, there is an error in writing the word combining it. The word comes from a combination of preceded by the letter k. When you get the prefix me-, the letter k melts and becomes a combination.

Then, the mistake in writing numbers and particles -even in the thesis of PGMI students, IAIN Bone lies in numbers that are written as letters or numbers and particles -even if they are written in series or not with the word that precedes them. Numbers consisting of one or two words are written with letters, while numbers consisting of three words or more are written with numbers (Mustakim, et al, 2016). In the thesis data 21 page 16, there is an error in writing the number 15. The number consists of two words. In other words, the number must be written with letters, namely fifteen.

The writing of the particle -also must be separated from the word that precedes it because the particle -also a separate word and does not function as a conjunction (Arifin, 2003; Mustakim, et al, 2016). This can be seen in the thesis data 4 page 3, especially in the word studipun. The writing of the word is wrong, and it should be written as well.



By looking at the results of this study, it was found that language errors in the field of spelling were still relatively common in the thesis of PGMI students, IAIN Bone. If these language errors are left unchecked, it will cause students' understanding of good and correct Indonesian language rules to not increase, and even tend to decrease. This can lead to chaos in the Indonesian language which can affect the existence and appreciation of the Indonesian language (Sartini, 2014). Therefore, several efforts are needed to minimize or eliminate language errors in student thesis, especially for PGMI Students, IAIN Bone.

First, it is necessary to strengthen the understanding of good and correct Indonesian language rules in the General Indonesian Language Course. This course is taught in the first semester of lectures and aims to develop students' personalities in using good and correct Indonesian. In addition, the output of the course wants students to be able to understand the basic concepts of writing scientific papers (Palupi, 2015). By looking at this, it is only natural that the General Indonesian Language Course provides students with an in-depth understanding of the rules of good and correct Indonesian.

Second, developing good and correct quality of understanding Indonesian language rules for lecturers or educators, especially thesis supervisor lecturers. This is because thesis supervisors spend more time guiding students. The thesis supervisor, in addition to guiding the content and research methodology, must also guide regarding the correct writing procedures. Guidance related to writing procedures will not be able to run if the lecturer does not have an understanding regarding the rules for writing Indonesian which is good and correct. Therefore, lecturers need to develop the quality of their understanding of good and correct Indonesian language rules. What's more, they are the parties behind the scenes that determine the quality of student understanding (Ramadan & Mulyati, 2020).

Third, foster a positive attitude towards the Indonesian language. This can be done by socializing the correct Indonesian language in lecture halls, seminars, or when chatting with friends. It can be done by anyone, both lecturers and students. There is no need to feel inferior when you hear the ridicule of friends when reprimanding them for using the wrong Indonesian. Speakers must be confident to maintain the existence of correct Indonesian.

#### 4. Conclusion

Errors in spelling were found in thirty PGMI Student Thesis, IAIN Bone. These errors include spelling errors, punctuation errors, and word spelling errors. Errors in writing letters include 86 errors in capital letters and 71 errors in italics. Then, 133 errors were found in writing punctuation marks, especially comma punctuation. In writing the word including the preposition in- there were 97 errors. Writing the preposition to- found 62 errors. Writing non-standard words found as many as 112 errors. Writing affixes in- found as many as 91 errors. Writing combinations of words found 58 errors. There are 51 mistakes in writing affixed words. Writing numbers as many as 20 errors. Then, writing particles -even as many as 69 errors. If seen, the number of errors is quite a lot. This also raises concerns about the quality of student writing. Departing from this, it is deemed necessary to make several efforts to reduce or eliminate language errors in PGMI Student Thesis, IAIN Bone and maintain the existence of good and correct Indonesian. There are several efforts that can be made, including: a) giving students a strong understanding of good and correct Indonesian language rules in the General Indonesian Language Course; b) develop the quality of understanding of lecturers or educators regarding good and correct Indonesian language rules; and c) cultivating a positive attitude towards the Indonesian language.

#### Reference

- Aprilia, O., Y., dkk. (2020). Analisis Kesalahan Berbahasa Bidang Morfologi pada Portal Radar Solo Tema Covid-19. *Imajeri: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 3(1), 82–92.
- Arifin, Z. (2003). *Dasar-Dasar Penulisan Karangan Ilmiah*. Jakarta: Grasindo.
- Chaer, A. (1993). *Pembakuan Bahasa Indonesia*. Jakarta: Rineka Cipta.
- Chaer, A. (2006). *Tata Bahasa Praktis Bahasa Indonesia*. Jakarta: Rineka Cipta.
- Dhari, P. W. (2020). Analisis Kesalahan Berbahasa dalam Artikel Ilmiah Dosen STAIN Gajah Putih Takengon. *Jurnal As-Salam*, 4(1), 110–123.

- Hardjono, N. (2018). Kelaziman Kesalahan Berbahasa dalam Menulis Laporan Penelitian. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 8(3), 264–272.
- Kotikhah, R., & Suwardo, F.X. (2015). Analisis Kesalahan Berbahasa Indonesia dalam Skripsi Mahasiswa Program Studi Bimbingan dan Konseling dan Pendidikan Matematika Universitas Katolik Widya Mandala Madiun. *Educatio Vitae*, 2(2), 252–271.
- Mahsun. (2005). *Metode Penelitian Bahasa: Tahapan, Strategi, Metode, dan Tekniknya*. Jakarta: Raja Grafindo.
- Maulida, U. (2021). Sintaksis Skripsi Mahasiswa Program Studi PGMI Binamadani. *Dirasah*, 4(1), 24–34.
- Miles, M.B., & Huberman, A. M. (1992). *Analisis Data Kualitatif*. Terjemahan T. R. Rohidi. Jakarta: Penerbit Universitas Indonesia.
- Moleong, L. J. (2005). *Metode Penelitian Kualitatif (Revisi)*. Bandung: Remaja Rosdakarya.
- Mustakim, dkk. (2016). *Pedoman Umum Ejaan Bahasa Indonesia*. Jakarta: Badan Pengembangan dan Pembinaan Bahasa.
- Palupi, M. (2015). Analisis Kesalahan Berbahasa pada Karangan Argumentasi Mahasiswa Peserta Perkuliahan MKU Bahasa Indonesia di Universitas PGRI Yogyakarta. *Jurnal Skripta*, 1(1), 1–12.
- Ramadan, S., & Mulyati, Y. (2020). Makna Kata dalam Bahasa Indonesia (Salah Kaprah dan Upaya Perbaikannya). *Ranah: Jurnal Kajian Bahasa*, 9(1), 90.
- Ramaniyar, E. (2017). Analisis Kesalahan Berbahasa Indonesia pada Penelitian Mini Mahasiswa. *Edukasi*, 15(1), 70–80.
- Sartini, N. W. (2014). Revitalisasi Bahasa Indonesia dalam Konteks Kebahasaan. *Masyarakat, Kebudayaan dan Politik*, 27(4), 206–210.
- Shalima, I., & Wijayanti, A. (2020). Kesalahan Berbahasa dalam Skripsi Mahasiswa Prodi Pendidikan Bahasa dan Sastra Indonesia Universitas Tidar. *Indonesian Journal of Education and Learning*, 3(2), 374–386.
- Sukmawaty. (2017). Analisis Kesalahan Berbahasa Indonesia pada Skripsi Mahasiswa Program Studi Sistem Informasi Sekolah Tinggi Manajemen Informatika dan Komputer (STMIK) Kharisma Makassar. *Jurnal Retorika*, 10(1), 56–65.
- Suwandi, S. (2010). *Serbalinguistik (Mengupas Pelbagai Praktik Berbahasa)*. Surakarta: UNS Press.
- Tarigan, H. G. (1990). *Pengajaran Semantik*. Bandung: Angkasa.