



Analysis of Errors in the Use of the Enhanced Spelling System in the Undergraduate Theses of 2020 Cohort PJKR Students at Tadulako University

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Article Info	Abstract
Received: 2026 - 06- 01 Revised: 2026 06-18 Accepted: 2026 06-30	<i>In academic writing, spelling accuracy plays a crucial role as it directly impacts the clarity of ideas, text readability, and the quality of information delivery. Repeated spelling errors can hinder the effective communication of the writing's content to the reader. This study aims to describe the types of spelling errors found in the undergraduate theses of students from the Physical Education, Health, and Recreation Study Program (Class of 2020) at Tadulako University. A qualitative approach with a descriptive method was employed. Data were sourced from the students' theses, specifically focusing on Chapter 1 (Background). Data collection involved documentation, observation, and note-taking techniques. Data analysis utilized the Miles and Huberman model, comprising data reduction, data display, and conclusion drawing. The results indicate that the most frequent errors occurred in letter usage 72 instances, specifically involving capital letters 60 and italics 12. Additionally, there were 52 errors related to word writing, covering base words 28, derivative words or affixes 10, prepositions 8, and numerals/numbers 6. Punctuation errors totaled 31, specifically involving periods 6, commas 19, and hyphens 6. Five errors regarding loanwords were also identified. The findings suggest that the understanding and application of spelling rules in students' academic writing require more intensive attention.</i>
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1. Introduction

Misspelling is one of the linguistic problems that are still often found in writing student scientific papers (Alifya et al., 2024). In academic writing skills,

spelling accuracy has an important role because it is directly related to the clarity of ideas, readability of the text, and the quality of information delivery. Repeated spelling mistakes can cause the content of the writing not to be conveyed effectively to the reader. In addition, the inaccuracy of the use of spelling can also indicate that the author's understanding of the rules of written language is still not optimal.

Spelling is a set of rules or conventions used in written language so that the text can be understood by the reader and the meaning conveyed according to the author's intention (Yana et al., 2022). Through good spelling, writing can reflect the writer's thoughts and feelings more completely, so that the reader can capture the intention to convey without doubt (Gantamitreka & Sokha, 2016). Thus, spelling not only functions as a technical aspect in writing, but also becomes an important element in building the clarity, accuracy, and science of a text.

In the context of higher education, the ability to apply spelling correctly is an important part of scientific writing skills. The use of spelling in accordance with the rules of the Indonesian language is necessary so that the information conveyed can be understood clearly, effectively, and does not cause double interpretation. Therefore, every scientific paper written by students needs to refer to the applicable Indonesian Spelling Rules, especially EYD Edition V.

Although it is important, the application of spelling according to the rules is still a challenge for some students. Based on initial observations of the scientific work of students of the Physical Education, Health, and Recreation Study Program class of 2020 Tadulako University, various spelling errors were still found. These errors include the use of incorrect capital letters, mistakes in distinguishing the writing of prefixes and suffixes, incorrect use of punctuation, and inaccuracies in the writing of absorption elements. This condition shows that students' understanding of the rules of Indonesian spelling still needs to be improved.

Misspelling cannot be considered a purely technical problem. These errors can affect the quality of writing because they reduce the clarity of the presentation of ideas and interfere with the readability of the text. Therefore, an analysis of spelling errors needs to be carried out to find out the forms of errors that still often appear as well as factors that indicate that the application of spelling rules in student writing is not optimal (Tarigan, 2021). The results of the analysis can be used as evaluation material in an effort to improve written language skills in accordance with the rules of good and correct Indonesian language. In addition, the results of spelling error analysis can also develop learning methods or strategies to minimize errors (Asrianti, 2022).

Research on spelling errors in student writing has been conducted by several researchers before. Talentia et al. (2025) in a study entitled "Analysis of Errors in the Use of Capital Letters in PJKR Student Paper Assignments" found that mistakes in the use of capital letters still occur in student paper assignments. These mistakes include the use of capital letters at the beginning of sentences, writing people's names, place names, and writing titles. These findings show that students still have

difficulty in applying the rules of using capital letters consistently in academic writing.

Another study was conducted by Arya Syahrizal et al. (2025) with the title "Mistakes in the Use of Punctuation in Student Theses of FIK State University of Medan". The results of the study show that the misuse of punctuation marks is still a common problem in student writing. The study found 65 punctuation errors. These findings show that punctuation is one of the aspects of spelling that is prone to errors in writing scientific papers.

Based on previous research, it can be seen that misspelling is still a problem in students' academic writing. However, previous research has tended to focus on one particular aspect of spelling, such as the use of capital letters or the use of punctuation. In fact, spelling includes various aspects that are interrelated, namely the use of letters, the writing of words, the use of punctuation, and the writing of absorption elements. Therefore, research that examines spelling errors more comprehensively based on EYD Edition V still needs to be done.

This research is focused on the analysis of the use of spelling in Chapter I of the background of scientific work of students of the Physical Education, Health, and Recreation Study Program class of 2020 Tadulako University. The selection of the background section is based on the consideration that it contains a relatively long and complex description that allows for various forms of spelling errors. The preparation of this section requires the use of language that is easy to understand so that the objectives of the research can be conveyed well and can convince the reader (Putriyanasari et al., 2025). In addition, the background section is one of the most widely used parts to convey ideas, arguments, supporting data, and descriptions of research problems so that the accuracy of the use of spelling is very necessary to maintain the clarity of the information conveyed.

Based on this description, this study aims to describe and analyze the forms of misspelling in Chapter I of the background scientific work of students of the Physical Education, Health, and Recreation Study Program class of 2020 Tadulako University. The aspects analyzed included misuse of letters, word writing, punctuation, and writing of absorption elements. The results of this study are expected to provide an overview of the level of student understanding in applying the rules of Indonesian spelling and become evaluation material in an effort to improve the quality of the use of written language in accordance with applicable rules.

2. Method

This study uses a descriptive qualitative approach. The research data was in the form of spelling errors which included errors in the use of letters, word writing, punctuation usage, and writing absorption elements. The source of this research data is the thesis of students of the Physical Education, Health, and Recreation

Study Program class of 2020 Tadulako University. Of the 223 theses, 20 theses were selected as data sources through simple random sampling techniques.

Data collection techniques are carried out through documentation as well as reading and recording techniques. Documentation is used to obtain student thesis documents, while reading and taking notes techniques are used to identify, mark, and classify spelling errors based on their type. The data was analyzed using the Miles and Huberman model, namely data reduction, data presentation, and conclusion drawn.

3. Results

Based on the results of the analysis of the thesis of students of the Physical Education, Health, and Recreation Study Program, spelling errors were found that were divided into four categories, namely, (1) letter writing errors, (2) word writing errors, (3) punctuation errors, and (4) errors in writing absorption elements. Details of the fault can be seen in Table 1 below.

Table 1. Frequency of Misspellings

Error Categories	Number of Errors
Use of Letters	72
Word Writing	52
Use of punctuation marks	31
Writing Absorption Elements	5
Total Amount	160

Table 1 shows that the most common errors are the use of letters as many as 72 errors. The second order that occupies is the writing of words as many as 52 errors. The third order is the use of punctuation as many as 31 errors. Meanwhile, there were 5 errors in the writing of absorption elements. For a more specific picture, each category is further grouped into several subcategories as presented in Table 2.

Table 2. Subcategory of Spelling Errors

No.	Subcategory of Spelling Errors	Number of Errors
1.	Capital Letters	60
2.	Italics	12
3.	Root Words	28
4.	Derivative Words or Remuneration	10
5.	Preface	8
6.	Numbers and Numbers	6
7.	Dot (.)	6
8.	Commas (,)	19

9.	Hyphens (-)	6
10.	Unsur Absorption	5
Total Amount		160

Table 2 presents a breakdown of spelling errors classified by subcategory. The most common errors were found in the subcategory of capital letters, which were as many as 60 errors. Furthermore, capital errors were found as many as 28 errors, followed by 19 errors in the use of commas. The italics subcategory also recorded a significant number, namely 12 errors. There are 10 errors in writing derivative words or affixes, while there are 8 errors in writing prepositions. Meanwhile, the writing of numbers and numbers, periods, and hyphens amounted to 6 errors each. The least absorption element writing errors were found, which was as many as 5 errors.

4. Discussion

Use of Letters

a. Use of Capital Letters

Data 1: "Man himself goes through the process of Education from birth to adulthood and then to old age."

Writing "*Education*" according to the provisions in EYD edition V, the use of capital letters is not required for words that are not personal names and are in the middle of a sentence. Specifically, the EYD edition V stipulates that capital letters are used for the first letter at the beginning of a sentence, the name of the person, the name of geography, the name of the institution, the honorary title, and the name of religion. The correct form is "Man himself goes through the process of education from birth to adulthood and then to old age".

Data 2: "The role of health care teachers in tackling student delinquency at SMP Negeri 1 Lore Timur."

The writing of "*penjasorkes*" should begin with capital letters because the acronym of personal name consisting of a combination of letters and syllables or a combination of syllables from a series of words begins with a capital letter. The correct form is "The role of Penjasorkes teachers in overcoming student delinquency at SMP Negeri 1 Lore Timur".

Date 3: "... Coming from Donggala Regency who is conducting a study."

Writing "*District*" and "*Donggala*" The word should begin with a capital letter because it is a geographical name. The correct form is "... from Donggala Regency who is conducting a study."

Date 4: "... who are studying at Tadulako University." That is why

Writing "*University*" and "*Stuart O'Neill*" does not use capital letters at the beginning of the word, even though the phrase includes the name of the institution/institution that is obliged to use capital letters at the beginning of the word. The correct form is "... who are studying at Tadulako University."

Date 5: "... in the game of basketball, among others: (a) Coach, (b) Training Method, (c) *Dribbling Ability*, (d) Physical Condition, (e) Facilities and Infrastructure."

Writing "*Coach, Training Methods, Dribbling Ability, Physical Condition, and Facilities and infrastructure*." It doesn't need to start with a capital letter because capital letters are not used for words in the middle of a sentence or in a list of details. If the breakdown element is just a phrase or group of words, capital letters are not required.

The correct form is "... in the game of basketball, among others: (a) coaches; (b) training methods; (c) dribbling ability; (d) physical condition and (e) facilities and infrastructure".

Students' understanding of Improved Spelling edition V in writing personal names, institution names, geographical names, using capital letters in the middle of sentences, and official terms are the main causes. This finding is in line with Darmawan's (2019) research which shows that students' theses still often make mistakes with capital letters and word writing.

b. Use of italics

Data 6: "Webster's dictionary, briefly formulates that to implement."

On the phrase "*to implement*" is an error in the use of italics. The phrase should be written in italics because it is a foreign word. According to EYD edition V, the names of books, magazines, and scientific or foreign words are written in italics. The correct form is "Webster's Dictionary, formulating briefly that *to implement* (implement)."

Data 7: "So it is necessary to master basic techniques which include serves, passing, smash, and blocks."

The writing "*passing, smash, and block*" was found not to use italics, even though those that are in accordance with the spelling rules must use italics for foreign writing. The correct form is "Then it is necessary to master basic techniques which include serves, *passing, smash, and blocks*".

Data 8: "While delinquency that often occurs outside of learning includes being rude, mocking friends, and bullying to friends."

The word "*bullying*" is a mistake in the use of italics. The writing of the word "*bullying*" should use italics because it is a foreign word. The correct form is "While delinquency that is often outside of learning includes speaking disrespectfully, mocking friends, and *bullying* friends."

Data 9: "In the accuracy of *the smash* where _the timing of the players is still not right."

The word "*timing*" is a mistake in the use of italics. Supposedly, the word "*timing*" uses italics in its writing because it is a foreign word. The correct form is "In the precision of *the smash* where the *timing* of the player is still not right."

Low understanding of the function of italics to distinguish foreign terms or emphasis, which can affect the clarity and professionalism of scientific papers. This

research is in line with yulianti (2020) which states that student reports often contain errors in the use of italics, especially for foreign terms and titles.

Word Writing Mistakes

a. Basic Word Writing

Date 10: "... It is not just related to the mechanism for elaborating decisions."

The word "*mere*" is a mistake in writing an inappropriate root word. These root words are non-standard root words. According to EYD edition V, the root word is a form of the word that has not received an addition in its writing, the root word must be written according to its standard form and not separated by the appropriate root word, which is just. Correct Form Writing is "... is not just related to the mechanism for elaborating decisions".

Data 11: "So as to master the benefits of activities for improving the quality of life."

The word "*activity*" is a mistake in writing an inappropriate root word. The appropriate root word, namely *activity*. The correct form is "So as to master the benefits of activities for improving the quality of life".

Data 12: "Soccer is the most popular doubles game in the world."

The word "*popular*" is a mistake in writing an inappropriate root word. Appropriate root words, i.e. *popular*. The correct form is "Football is the most popular team game in the world".

It is very clear that students still make mistakes in writing basic words when writing scientific papers, as the data above and the number of errors found in writing each basic word shows. Students also do not read every word carefully during the thesis writing stage. In line with the opinion of Darmawan (2019) who shows that student thesis still often makes mistakes in using capital letters and writing words, especially in writing basic words.

b. Writing Derivative Words or Remuneration

Date 16: "... help the material taught by the teacher."

In the writing "*taught*" is a mistake in writing derivative words or suffixes. The word "*taught*" comes from the basic word teaching and is then given an affix in - and -kan so that the writing must be assembled. According to the applicable spelling rules, a derivative word or remuneration is a word that has received remuneration such as a prefix, suffix, insert, or combination. If used in writing, the suffix should be coupled with the root word. The correct form is "... help the material taught by the teacher".

Data 17: "Volleyball is a series of activities or movements to put the ball into the opponent's area."

The word "*insert*" is a mistake in writing derivative or remuneration. The word "*enter*" comes from the root word enter and is then given the suffix me- and -kan so that the writing must be assembled. The correct form is "Volleyball is a series of activities or movements to put the ball into the opponent's area."

Data 18: "These problems include poverty, unemployment, illiteracy, food insecurity and the enforcement of democracy."

The word "*Problem*" is a mistake in writing a derivative word or suffix. The word "*Problem*" comes from the root word of the problem to which the suffix *per-* has been added. To make the meaning clearer, the suffix *-an-* should be added. The correct form is "These problems include poverty, unemployment, illiteracy, food insecurity and the enforcement of democracy."

The findings indicate that students still do not understand the rules regarding suffixes in the applicable spelling rules. Suffix (prefix, insert, and suffix) must be written in unison with the base word. Thus, this finding is in line with the research of Suryani (2021) which found hundreds of spelling errors in student thesis, especially in the writing of prepositions and derivative words.

c. Preface Writing on, to, and from

Date 19: "... The ball is bouncing over the net."

The word "*above*" is a preposition writing error. In EYD Edition V "*in*" should be written separately from the next word. Therefore, when a preposition is used to denote a relationship of meaning such as place, direction, and, origin, it should be written separately from the next word, in accordance with the applicable spelling rules. The correct form is "... the ball is bouncing over the net".

Data 20: "Reflecting a ball into the air"

In the word "*air*" is a preposition mistake. In the rules of language "*to*" It should be written separately from the next word. The correct form is "Bounce the ball into the air".

With these findings, it can be concluded that students have not fully understood the difference between prepositions and suffixes. This is in line with Gunawan's (2021) research that writing prepositions is a form of spelling mistakes that often appear in scientific papers.

d. Writing numbers and numbers

Data 21: "The survey will be conducted in 5 junior high schools in the district of Mantikulore."

The number "*5*" is a mistake in writing numbers and numbers. The writing of the number 5 should be written in letters because according to the rule that numbers that can be expressed in one word are written with letters. The correct form is "The survey will be conducted in five junior high schools in Mantikulore District".

Data 22: "According to Mahatmasari (2018), football is a game consisting of 2 teams and played by 11 people on each team."

The above quote is in the form of a mistake in writing numbers and numbers. The numbers "*2*" and "*11*" should be written in letters. Numbers in text that can be expressed by words are written in letters, unless used sequentially or details are

written using numbers. The correct form is "According to Mahatmasari (2018), football is a game that consists of two teams and is played by eleven people on each team".

The findings show that some students do not fully understand the writing of numbers and numbers, which should be written in letters and written in numbers. In line with Andi Nurfaizah (2022) revealed that mistakes in writing numbers and numbers are often found in student theses.

Punctuation Errors

a. Punctuation Punctuation Writing

Data 23: "Indonesian football has great potential in building a sense of nationalism for every citizen"

The above quote contains a misuse of punctuation marks. Periods are used in the sentence of the statement. The quotation must end with a punctuation mark because it is a statement sentence. The correct form is "Indonesian football has great potential in building a sense of nationalism for every citizen."

Date 24: "... which is carried out in Poso Regency."

In the above quote there is an error in the use of punctuation marks. The writing of the word "Kab" should be periodized because the abbreviations commonly used in address writing are periodized. The correct form is "...which is carried out in Poso Regency."

Date 25: "... society and the State. (Erica et al., 2019)"That is why

In the above quote there is an error in the use of punctuation marks. The use of semicolons should be after the parentheses are closed because the source information is still part of the sentence. A period is used to end a sentence in the form of a statement or news. The correct form is "... society and the State (Erica et al., 2019)."

b. Comma Punctuation Writing

Data 26: "In addition, Education also means an element that cannot be separated from humanity."

The quote above contains a mistake in the use of commas. The expression "*In addition*" should be punctuated because it is a link between sentences that must be followed by a comma. According to EYD edition V, comma punctuation marks function as a pause marker in sentences as well as a tool to clarify the relationship between language elements so that meaning does not cause ambiguity. Commas do not simply indicate "pause" as in spoken language, but have the meaning of systematic rules in sentence structure. The correct form is "In addition, education also means an element that cannot be separated from humanity".

Data 27: "Therefore schools have an important role"

In the quote above, there is an error in the use of comma. The writing of the phrase "*Therefore*" must be followed by a comma because it is a link between

sentences that must be followed by a comma. Commas do not simply indicate "pause" as in spoken language, but have the meaning of systematic rules in sentence structure. The correct form is "Therefore, schools have an important role".

Date 28: "... with the status of the perpetrator who is still a student. Meanwhile, if viewed from the perspective of psychology."

The above quote shows an error in the use of comma punctuation marked by the separation of two clauses using a hyphen before the word "*while*". In accordance with the Indonesian spelling rules, "*while*" acts as an intrasentence conjunction that connects two clauses that indicate a comparison or opposition, so it is not appropriate to use it to start a new sentence. The correct form is "... with the status of the perpetrator who is still a student, while if reviewed from the perspective of psychiatry".

c. Punctuation marks

Date 29: "...Central Sesulawesi .

The above quote contains a misuse of hyphens. The word "*Sesulawesi*" should be used with a hyphen. According to the EYD edition V, suffixes include bound forms that are usually written in unison with the word that follows them. However, there is a special rule if the suffix is followed by a personal name, name of region, person, institution, and so on, then the writing is not directly combined but uses hyphens. The correct form is "... throughout Central Sulawesi".

Data 30: "Human goals in exercise are different."

In the quote above there is an error in the use of hyphens. Supposedly, different words use hyphens because the word is a repetition or reduplication word that must be written with a hyphen. In repetition the word must be written with a hyphen to indicate that the form is a reduplication. The correct form is "Human purposes in exercise vary".

The findings show a lack of students' understanding of the function of punctuation in a sentence, which is in the form of punctuation marks as the end of the sentence of the statement, punctuation marks as a pause or connection in the middle of the sentence, and punctuation marks as a connector of elements of rewords and syllables that are truncated at the end of the line. In line with the research of Kurniasih (2021) who emphasized that misuse of punctuation marks is the main finding in student thesis analysis and in the research Astuti (2022) revealed that misuse of punctuation marks is still often found in student theses.

Absorption Element Writing Error

Date 31: "... One of them is a penalty kick."

In the quote above, there is an error in the writing of the absorption element. *Penalty* no longer uses its original form because it has been absorbed into Indonesian. According to EYD edition V, absorption elements are words or terms that enter the Indonesian language from foreign languages or regional languages. The correct form is "... One of them is a penalty kick".

Date 32: "... delinquency that occurs outside of learning likes to bully."

In the quote above, there is a mistake in writing the absorption element. The term *bullying* has entered the Indonesian language, the term no longer uses its original form in English. The correct form is "...delinquency that occurs outside of learning to like to bully"

The findings show the mistakes of students in adjusting the spelling of absorption elements into Indonesian. In line with the research, Wahyudi & Hamidah (2020) reported that the writing of absorption elements from foreign languages is often not in accordance with the EYD rules.

5. Conclusion

Based on the results of the analysis of the thesis of students of the Physical Education, Health, and Recreation Study Program class of 2020 Tadulako University, it was concluded that spelling errors are still found in scientific papers, namely thesis. The most common errors were found in the use of letters, which were 72 cases which included capital letters in 60 cases and italics in 12 cases. Furthermore, word writing errors ranked second with 52 cases which included root words in 28 cases, derivative words or suffixes in 10 cases, prepositions in 8 cases, and numbers and numbers in 6 cases. In the category of punctuation use, 31 cases were found, especially in the case of semicolons 6 cases, commas 19 cases, and hyphens 6 cases. In the writing of the absorption element, 5 cases were found.

The results of this study show that misspelling is still one of the problems in writing scientific papers, namely thesis. Therefore, the results of this research can be used as evaluation material for students to pay more attention to the accuracy of spelling. For supervisors, the results of this research can be used as a consideration to increase attention to linguistic aspects during the thesis guidance process. Further research is recommended to use a larger sample number and cover the entire part of the thesis.

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