

# PBSI Students' Competency Using Letters and Punctuation in Writing Research Proposal about Language and Literature Learning based Environment

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**Abstract.** This article aims to describe the results of research on competency in *Ejaan Yang Disempurnakan* (EYD) in research proposals for students of Indonesian language and literature education study program (PBSI) class of 2020. Specifically, the objectives are focused on two, namely competency in using letters and competency in using signs. read. This research method is descriptive, involving 80 research subjects. Data analysis was carried out quantitatively by calculating the average and percentage of competency for each student. The results obtained from this research illustrate that students' competence in using letter spelling is sufficient. Meanwhile, students' competence in using qualified punctuation marks is lacking. This proves that PBSI students class of 2020 still do not have the skills to apply spelling properly. Suggestions from the results of this research are that supervisors are expected to focus more on checking and reviewing the use of spelling in student research proposals. Apart from that, students need intensive guidance regarding the use of correct spelling in accordance with the spelling rules that apply in Indonesian.

## 1 Introduction

Improper use of Indonesian spelling rules, especially in written form, can affect the reader's understanding of an idea. This will influence the reader's understanding of the meaning. Readers will have difficulty understanding the meaning you want to convey. Therefore, it is necessary to have an understanding of Indonesian spelling, especially written language.

There have been many previous studies that have examined the mastery of spelling, such as that conducted by [1] who studied "Understanding the Use of Spelling on the Essay Writing Ability of Elementary School Students". Other research was conducted by [2] regarding "Mastery of Indonesian Spelling in New Students' Writing Ability as Material for Preparing the Indonesian Language MKU Syllabus at Universitas Swadaya Gunung Jati, Indonesia". Furthermore, [3] who looked at "The Relationship between Mastery of Spelling and Mastery of Morphophonemic Rules with Grades in Language Error Analysis Courses". Meanwhile, a study of spelling errors in student essays and student papers was carried out by [4, 5].

Students as Indonesian language users are often faced with academic tasks in the form of scientific work, especially when writing research proposals. Therefore, the ability to master Indonesian spelling is important to support the tasks assigned to him. The ability to use good and correct Indonesian spelling aims to make it easier for lecturers to assess academic tasks carried out by students.

## 2 Method

The work procedure in this research uses documentation techniques, namely by collecting research proposals that have been written by students. To measure students' competence in using spelling in the research proposal, the instrument used is in the form of an assessment rubric. This rubric functions to collect data in the form of scores. This form of assessment has been adapted to one of the objectives of the course. Referring to the opinion [6] which states that assessment scales are often used to measure various discourse and linguistic features in writing.

There are six work procedures in collecting data in this research. These six procedures can be described as follows. First, students are given the assignment to write a research proposal based on data collection instruments. Second, students are asked to write a research proposal within the time limit provided. Third, researchers monitor when students write their research proposals. If there is any doubt, they can ask questions and answers with the researcher during the lecture. Fourth, researchers collected the results of student proposals written at the end of the semester. Fifth, researchers select the

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research proposals that have been collected. Sixth, researchers read comprehensively to mark the parts of the writing that are the focus of the research.

Quantitative techniques used in analyzing research data. Quantitative data was obtained from the results of a study of spelling mastery in student research proposals in the Indonesian language learning research methodology course. The scores from the mastery results are calculated. Next, the score is processed into a percentage using the product moment formula [7]. The scores that have been obtained are then calculated to calculate the average using the formula [8] so as to get an overview of the competence in mastering spelling and punctuation in the research proposal that has been written by the student. To describe student competency, the assessment guidelines use the Five Scale PAP assessment system according to [9].

### 3 Result and Discussion

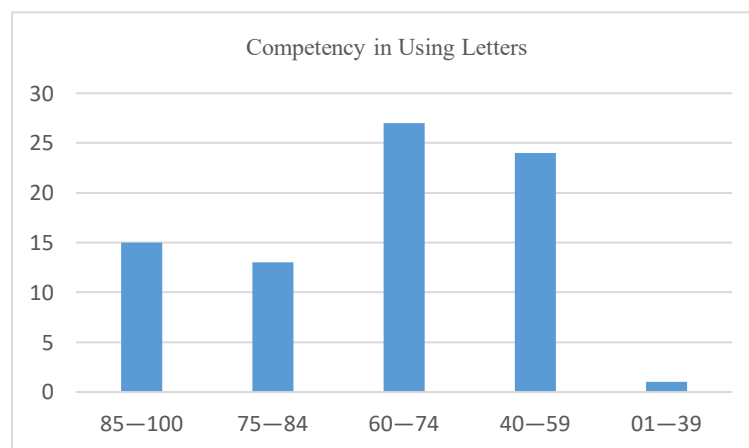
#### 3.1 Competency in Using Letters

There is quite a lot of competency in using letters in EYD. The results of this research are only limited to the use of capital letters, italics and bold letters. The following is a description of the competencies of PBSI students class of 2023 in their research proposals.

**Table 1.** Competency in Using Letters in PBSI Student Research Proposals

No.	Mastery Level	Frequency	Percentage
1	85—100	15	18.75%
2	75—84	13	16.25%
3	60—74	27	33.75%
4	40—59	24	30.00%
5	01—39	1	1.25%
Summary		80	<b>100.00%</b>

Based on this table 1, it can be illustrated that the percentage of mastery of the use of letters in the research proposals of PBSI Class of 2023 students is as follows. Mastery level 85—100 with a percentage of 18.75%. Mastery level 75—84 with a percentage of 16.25%. Mastery level 60—74 with a percentage of 33.75%. Mastery level 40—59 with a percentage of 30.00%. Mastery level 01—39 with a percentage of 1.25%. Furthermore, the competency qualifications for using letters can be described in the following diagram.



**Fig. 1.** Competency in Using Letters

Based on this fig. 1, it can be illustrated that the level of mastery of the use of letters in research proposals for PBSI Class of 2023 students is as follows. Mastery level 85—100 with A qualifications of 15 people. Mastery level 75—84 with B qualifications of 13 people. Mastery level 60—74 with C qualifications of 27 people. Mastery level 40—59 with D qualifications of 24 people. Mastery level 01—39 with qualification E as many as 1 person.

#### 3.2 Competency in Using Punctuation

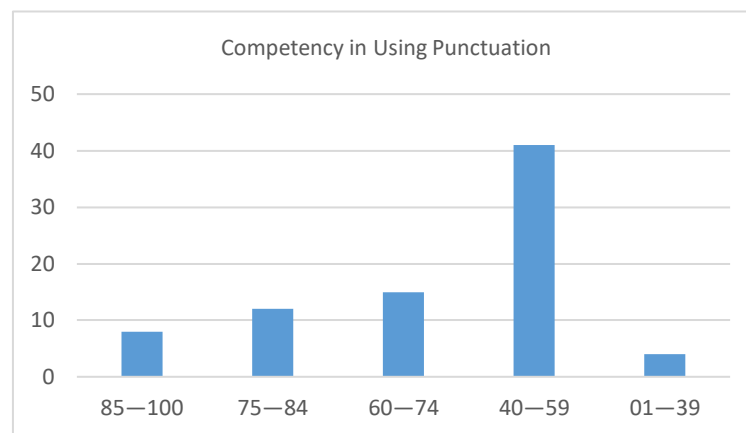
There is quite a lot of competency in using punctuation in EYD. The results of this research are fifteen punctuation marks that are regulated for use in EYD, such as dot (.), commas (,), semicolon (;), colon (:), hyphen (-), dash (—),

question mark (?), exclamation mark (!), ellipsis (...), quotation mark ("..."), single quotation marks ('...'), brackets (...), square brackets [...], forward slash (/), apostrophe ('). The following is a description of the competencies of PBSI students class of 2023 in their research proposals.

**Table 2.** Competency in Using Punctuation in PBSI Student Research Proposals

No.	Mastery Level	Frequency	Percentage
1	85—100	8	10,00%
2	75—84	12	15,00%
3	60—74	15	18,75%
4	40—59	41	51,25%
5	01—39	4	5,00%
Summary		80	100,00%

Based on this table, it can be illustrated that the percentage of mastery of the use of punctuation marks in research proposals for PBSI Class of 2023 students is as follows. Mastery level 85—100 with a percentage of 10%. Mastery level 75—84 with a percentage of 15%. Mastery level 60—74 with a percentage of 18.75%. Mastery level 40—59 with a percentage of 51.25%. Mastery level 01—39 with a percentage of 5%. Furthermore, the competency qualifications for using punctuation marks can be described in the following diagram.



**Fig. 2.** Competency in Using Punctuation

Based on this fig. 2, it can be illustrated that the level of mastery of the use of punctuation marks in the research proposals of PBSI Class of 2023 students is as follows. Mastery level 85—100 with A qualifications of 8 people. Mastery level 75—84 with B qualifications of 12 people. Mastery level 60—74 with C qualifications of 15 people. Mastery level 40—59 with D qualifications of 41 people. Mastery level 01—39 with qualification E as many as 4 people.

Students' ability to use letters, punctuation marks, words and absorption elements in research proposals is related to the knowledge in students' minds about Enhanced Spelling (EYD) and awareness of following these rules. EYD regulates the use of Indonesian in writing, starting from the use of letters, punctuation marks, words and absorption elements. These EYD rules are grammatical rules that make it easier for someone to understand language, especially written language. In writing such as scientific papers, one needs to pay attention to grammatical rules that enhance the scientific work. The perfection of written work includes when the scientific work is understood by its readers. Students must be aware of the use of EYD to write in a good and correct way.

If a student has used letters dan punctuation marks in accordance with EYD rules, the student is considered to have understood those rules and is used to following those rules. However, the results of this study show that some students have not been able to master spelling rules well. This is due to a lack of knowledge regarding the rules for using letters, punctuation marks, words and absorption elements in EYD. Apart from that, students are less accustomed to applying the rules for letters, punctuation, words and absorption elements in EYD in their research proposals. Therefore, supervisors need to pay attention to the correct use of spelling in their students' research proposals. Unfortunately, some lecturers pay little attention to students' writing results and do not provide guidance on the correct use of letters, punctuation, words and absorption elements. Thus, students make mistakes continuously because they do not know where the mistakes they made are. If the lecturer tells them about their mistakes, students will realize that they have to correct letters, punctuation, words and absorption elements. Students will avoid making spelling mistakes repeatedly.

Accuracy in using letters, punctuation marks, words and absorption elements can be seen in the research proposals made by students. A research proposal is the result of realizing someone's ideas in written language that can be read by other people [10]. However, due to the problem of students not being able to use letters, punctuation marks, words and

absorption elements completely, the description of their research proposal has not been conveyed well to the reader. In contrast to the results of students' performance in correctly using letters, punctuation marks, words, and absorption elements that they make, it can be said to be a correct proposal if it can be understood by the reader correctly.

According to [11] spelling is a rule that language speakers must adhere to for the sake of regularity and uniformity of form, especially in written language. The use of spelling rules is also intended so that speech is understood by other speakers. Compliance with spelling rules will have implications for accuracy and clarity of meaning. Like driving a vehicle, spelling is a traffic sign that every driver must obey. If drivers obey the existing signs, orderly and orderly traffic is created, which is roughly the form of the relationship between language users and spellers. The importance of the rules for using capital letters and punctuation are rules that must be obeyed by language users for uniformity and regularity of form in written language, especially research proposals.

## 4 Conclusion

It is stated that the competency in using letters and punctuation in PBSI student research proposals still needs improvement. This has been proven by the competency in spelling which is still considered sufficient. Many students make mistakes in using capital letters, such as writing names, positions, ranks, titles, greetings and geography. Italics are the same way. Many students do not write foreign terms in italics. Apart from that, competence in using punctuation is still relatively low. Abbreviations and titles generally experience errors in their writing. For commas, many students also use them incorrectly, causing the resulting sentences to be ineffective and tend to be ambiguous.

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