An Analysis of Errors in the Indonesian Enhanced Spelling System (EYD) in Students' Explanatory Writing

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Abstract: Writing ability is an essential component of primary education, as it enables students to develop communication skills, critical thinking, and the capacity to express ideas effectively. This study aims to analyze errors in the use of the Indonesian Enhanced Spelling System (EYD) in explanatory text writing among fifth-grade students at SD Negeri Manyaran 01. A descriptive qualitative approach was employed to objectively and systematically describe the observed phenomena. The research participants consisted of 28 students from class VB. Data were collected through observation, interviews, and documentation. Data trustworthiness was ensured through source triangulation, method triangulation, peer debriefing, and repeated reading of the data. The findings indicate that the most frequent errors involve the incorrect use of capital letters that do not comply with EYD conventions. These errors are attributed to students' limited understanding of spelling rules, lack of regular writing practice, and low reading interest. The findings emphasize the importance of improving writing instruction strategies and strengthening language literacy at the primary level so that students can write accurately in accordance with standard Indonesian language conventions.

Abstrak: Kemampuan menulis menjadi salah satu hal yang penting dalam jenjang pendidikan dasar yang dapat membantu peserta didik mengembangkan kemampuan komunikasi, berpikir kritis, dan mengekspresikan ide. Penelitian ini bertujuan untuk menganalisis kesalahan penggunaan Ejaan yang Disempurnakan (EYD) dalam penulisan teks eksplanasi kelas V SD Negeri Manyaran 01. Penelitian ini menggunakan pendekatan kualitatif deskriptif untuk menggambarkan fenomena secara objektif dan rinci. Subjek penelitian berjumlah 28 peserta didik dari kelas VB. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Untuk memastikan keabsahan data, dilakukan uji validitas melalui triangulasi sumber, triangulasi metode, pemeriksaan teman sejawat, dan pembacaan berulang. Hasil analisis menunjukkan bahwa jenis kesalahan yang paling banyak adalah penggunaan huruf kapital yang tidak sesuai kaidah EYD. Penyebab kesalahan ini diduga berasal dari rendahnya pemahaman peserta didik terhadap kaidah EYD, kurangnya latihan menulis secara rutin, dan minat baca yang masih rendah. Temuan ini menegaskan bahwa perlu adanya perbaikan strategi pembelajaran menulis dan penguatan literasi kebahasaan sejak dini agar peserta didik mampu menulis sesuai dengan kaidah bahasa Indonesia yang baik dan benar.

A. Introduction

Good and correct Indonesian language skills are an essential foundation in education, especially at the elementary school level. One language skill that is very important but difficult for students to master is writing (Rahmawati, 2023). According to Fitria (2019), students must master four language skills, namely listening, speaking, reading, and writing, where writing is the most complex skill because it requires the ability to express ideas in a structured and logical manner. Unfortunately, in practice, many students still experience difficulties in writing, especially in writing explanatory texts. This is evidenced by the large number of students whose scores have not reached the Minimum Completion Criteria (KKM). This difficulty arises because students still struggle to understand the structure of explanatory texts, given that this material is new and has only been taught in fifth grade since the 2013 Curriculum was implemented. This is further reinforced by the results of an interview conducted on Wednesday, January 22nd, 2025, with Mrs. Fransiska Niken, the homeroom teacher of class VB at Manyaran 01 Public Elementary School. Based on the interview results, several students still cannot compose and use Indonesian sentences in writing explanatory texts in accordance with the Enhanced Spelling System (EYD).

Therefore, the ability to write explanatory texts must continue to be developed through appropriate learning. Explanatory texts are one of the types of texts taught in the 2013 Curriculum and have a structure consisting of a general statement, a series of explanations, and a conclusion (Nasrillah et al., 2019). This text is factual and explains the cause-and-effect relationship of a phenomenon. However, due to the complexity of the structure and language, many students find it challenging to write explanatory texts fully and correctly. Yulistiani & Indihadi (2020) state that even though some students can recognize the structure of explanatory texts, they still have difficulty conveying ideas in their own words—meanwhile, the use of non-EDY written language results in unclear meaning and ineffective communication. Therefore, errors in EYD writing must be studied in more depth.

Based on these conditions, this researcher proposes analyzing language errors in students' explanatory texts as a reflective approach to identify students' weaknesses in understanding EYD rules. The analysis of language errors is based on a theoretical framework that holds that analysis is a method for solving problems by revealing the truth about a phenomenon. In addition, this approach enables teachers and students to recognize errors and correct them immediately, in line with contemporary reflective learning theory (Permana et al., 2023).

Previous studies on explanatory text writing skills show similar results: explanatory texts are more complex than other types of texts. Therefore, it is not surprising that many students experience difficulties when writing explanatory texts (Yulistiani & Indihadi, 2020). This difficulty is also caused by the fact that explanatory text material is still relatively new, so the ability to write such texts needs to be continuously developed. It is stated that most students can already identify the structure of explanatory texts, but they still have difficulty conveying ideas and thoughts in their own words. Meanwhile, research by Setiawan et al

(2019) published in a journal shows an increase in students' ability to write explanatory texts after implementing the Read, Answer, Discuss, Explain, and Create (RADEC) learning model. Research by Permana et al (2023) also shows the same: the Canva application falls into the perfect category for supporting students' understanding of explanatory texts. Looking again at the results of the research conducted by Ramadini et al (2021), the study found that the RADEC learning model effectively improved students' ability to write explanatory texts at SD Negeri 06 Payung. Research conducted by Damayanti (2022) found that explanatory text writing skills were in the moderate range, with an average achievement of 70.67%. In addition, research shows an increase in the use of explanatory text assisted by serial images (Salfera, 2017). Similarly, a study by Albania et al (2023) found that the Contextual Teaching and Learning (CTL) model improved explanatory text summary writing skills. Based on previous studies, few have analyzed EYD errors in a structured manner in the context of explanatory texts written by elementary school students. Therefore, this study conducted an in-depth analysis of various forms of EYD errors, based on the latest EYD guidelines (fifth edition), which have not been studied at the elementary school level.

Unlike most previous studies that primarily examine explanatory text writing through learning models or instructional media without systematically identifying spelling errors, this study explicitly fills this research gap by introducing a structured and comprehensive error classification framework based on the fifth edition of the Indonesian Enhanced Spelling System. This novelty lies in the detailed categorization of EYD errors encompassing capital letters, seven punctuation marks, diction, and standard words, combined with a diagnostic analysis that uncovers the underlying causes of these errors through data triangulation involving observations, interviews, and documentation. Consequently, this study moves beyond descriptive reporting and contributes a diagnostic perspective that has not been adequately addressed in previous elementary language learning research.

The main theories that form the basis of this study are the theory of language error analysis (Johan, 2018) and (Nazwari, 2025), the theory of Indonesian spelling, and the qualitative research approach to language education (Moleong, 2014) and (Sugiyono, 2021), and the theory of learning model application (Vania et al., 2024). These theories provide a strong conceptual basis for developing a data analysis framework and interpreting research results.

Based on this background, this study is guided by the following research questions: what types of errors in the use of the Indonesian Enhanced Spelling System are found in the explanatory texts written by fifth-grade students at Manyaran 01 Public Elementary School, how the use of non-standard language affects the effectiveness of students' written communication, and what factors contribute to the occurrence of these errors. Accordingly, the general objective of this study is to identify and examine the forms of errors in the use of Enhanced Spelling in students' explanatory writing, to analyze the impact of non-standard language on written communication effectiveness, and to explore the underlying

factors that influence these errors. The findings of this study are expected to contribute theoretically to the development of language education research, particularly in spelling error analysis at the elementary level, and practically to inform the design of more effective instructional strategies for improving students' writing skills in accordance with standard Indonesian language rules.

B. Method

This study uses a qualitative descriptive method to describe the explanatory text-writing skills of fifth-grade students at Manyaran 01 Public Elementary School, with a focus on the appropriateness of using Enhanced Spelling (EYD). According to Wekke et al (2019), this method aims to develop theory through direct observation without manipulating variables. The researcher acted as an observer who recorded and analyzed the use of EYD elements such as capital letters, standard words, diction, and punctuation in the students' explanatory texts. According to Moleong (2014), qualitative research consists of three main stages: the pre-field stage, the fieldwork stage, and the data analysis stage. This research was conducted at Manyaran 01 Public Elementary School, located at Jl. WR. Supratman No. 178-180, Kel. Manyaran, Kec. Semarang Barat, Kota Semarang, Prov. Jawa Tengah. This location was chosen because it has the facilities and infrastructure to support basic learning and is related to the discussion in this research paper.

The research subjects here are people who provide the data needed for this study. This is in accordance with the opinion (Surokim et al., 2016) that the research subject refers to the focus of the study, which can be an individual, an object, or an institution. Class VB of Manyaran 01 Public Elementary School has 28 students, the subjects of this study. The 28 students are divided into 14 males and 14 females. The primary data source for this study is the explanatory text written by students in class VB at Manyaran 01 Public Elementary School. Information from this primary source is then used as secondary research objects, involving the homeroom teacher as a secondary source and documentation of the learning process to enrich the research data (Surokim, 2016).
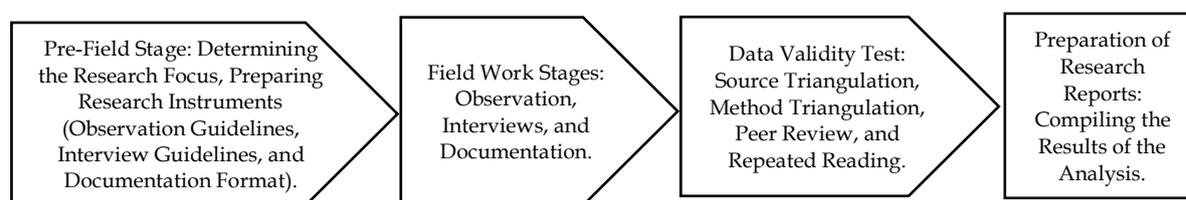

Figure 1. Steps of Qualitative Research on the Analysis of EYD Errors in Writing Explanatory Texts

The data collection techniques used in this study were interviews, observation, and documentation. The measurement tools or research instruments used to collect data included: first, EYD errors in writing explanatory texts, which consisted of several components, namely the use of letters, including capital letters; the use of standard words; accuracy of diction; and the use of several punctuation marks. Second, open-ended

interview guidelines that include a list of questions to help researchers obtain valid data. Third, a list of documents in the form of explanatory texts written by students in class VB of Manyaran 01 Public Elementary School. The data validity techniques applied in this study included source triangulation, method triangulation, peer review, and repeated reading. According to Sugiyono (2021), qualitative research involves collecting data from various sources using diverse and continuous techniques until saturation is reached, thereby producing a high degree of data variation. The data analysis steps presented using the Miles and Huberman model involve three main activities, namely data reduction, data display, and conclusion drawing/verification.

C. Result

The research, conducted from January 2025 to May 2025, systematically followed a series of stages, from instrument preparation and data collection to the in-depth analysis of students' writings. To ensure data validity, this study employed triangulation techniques, including source and method triangulation. In addition, data validity was also examined through discussions with peers to obtain additional objective perspectives, as well as repeated checks of the data to maintain consistency in the analysis results. In this study, the data analysis process followed the Miles and Huberman model, comprising three main stages: data reduction, data presentation, and conclusion drawing. The following is the explanation:

1. Data Collection

   The initial stage began with interviewing the fifth-grade homeroom teachers and observing the learning outcomes in the fifth grade. In addition, the researcher also collected data in the form of explanatory texts written by fifth-grade students at Manyaran 01 Public Elementary School.

2. Data Reduction

   The researcher screened the data by selecting items that met the criteria for appropriate explanatory text structure and clear writing. Of the 28 explanatory texts collected, 17 met these criteria. The researcher then identified and grouped the types of errors in EYD writing. In this study, ten types of writing errors found in students' texts were analyzed; the data reduction focused on key elements aligned with the research objectives.

3. Data Presentation

   The researcher identified and grouped error types in the Enhanced Spelling System (EYD) writing based on students' writing results. In this study, ten types of EYD errors found in students' explanatory texts were analyzed. The ten types of errors included: (1) errors in the use of capital letters, (2) errors in the use of diction, (3) errors in the use of standard words, (4) errors in the use of periods, (5) errors in the use of commas, (6) errors in the use of hyphens, (7) errors in the use of question marks, (8) errors in the use of parentheses, (9) errors in the use of slashes, and (10) errors in the use of underscores. Each type of error was analyzed in detail based on the findings in each student's text, to identify the most dominant error patterns and provide a comprehensive overview of the

students' mastery of linguistic rules in accordance with the fifth edition of the Enhanced Spelling System. `

4. Drawing Conclusions

After all the data was analyzed and presented, the researcher drew conclusions based on the findings. To maintain data validity, the researcher used verification techniques, including peer review and rereading the data and analysis results. This verification ensured that the conclusions were based on strong, reliable data. The final result of this process is a conclusion on the types of EYD errors most frequently found in students' explanatory texts, as well as the factors that Influence them.

After this entire process was carried out on 17 explanatory texts written by fifth-grade students at Manyaran 01 Public Elementary School, the analysis focused on language errors using the fifth edition of the Enhanced Spelling Rules (EYD). The results of the analysis were summarized by error type, with each category accompanied by a single student data sample for discussion and illustration.

This analysis covers various aspects, namely errors in the use of capital letters, standard words, diction, periods, commas, question marks, hyphens, parentheses, slashes, and underlines. Every error found in the students' texts was recorded, grouped, and counted to determine its frequency. The following is the overall table.

Table 1. Number of Errors According to Type of Error

No	Form of Error	Number of Errors
1	Use of Capital Letters	48
2	Use of Standard Words	10
3	The Use of Diction	3
4	Use of the Period	17
5	The Use of Commas	14
6	Use of Question Marks	0
7	Use of Hyphen	4
8	Use of Parentheses	0
9	Use of Slashes	0
10	Use of Underline	2
	Total Overall	**98**

The data from the table show that incorrect use of capital letters was the most common error found in all students' explanatory texts. One example is taken from the writing of student VAB, entitled "Flooding in Semarang and Its Impact.
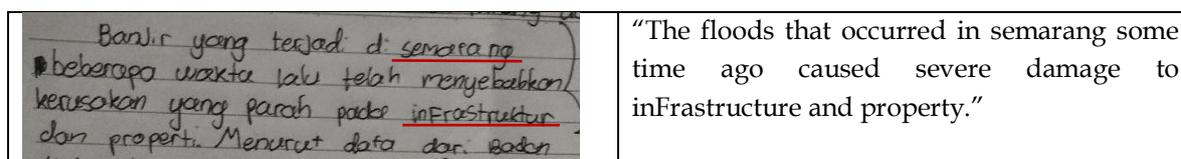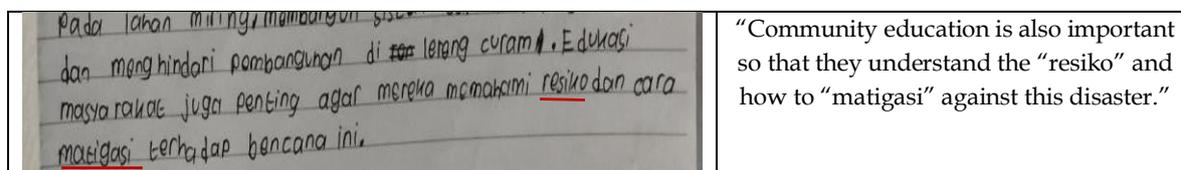

"The floods that occurred in semarang some time ago caused severe damage to inFrastructure and property."

Figure 2. VAB Students

In the explanatory text, the sentence "The floods that occurred in Semarang some time ago caused severe damage to infrastructure and property." has a capitalization error. In this sentence, the name of the place is not capitalized, namely the city of "Semarang." This can also be seen in the spelling of the word "infrastructure," where the letter 'f' should not be capitalized because it is in the middle of the word. Therefore, the corrected sentence should read, "The flood that occurred in Semarang some time ago caused severe damage to infrastructure and property."

Table 2. Sentence Errors and Corrections VAB

Type of Error	Error Sentence	Justification Sentence	Explanation
Use of Capital Letters	"The floods that occurred in semarang sometime ago have caused severe damage to inFrastructure and property."	"The floods that occurred in Semarang sometime ago have caused severe damage to infrastructure and property."	Writing that indicates the name of a place or region must begin with a capital letter, and letters in the middle of the word must not be capitalized.

	"Community education is also important so that they understand the "resiko" and how to "matigasi" against this disaster."

Figure 3. BAC Students

There were ten instances of standard language errors found in the analysis of the entire explanatory text. Examples of standard language errors were taken from the writing of student BAC entitled "Landslides." In the text, there is a sentence that reads, "Educating the public is also important so that they understand the 'resiko' and ways to 'matigasi' this disaster." The use of the words "resiko" and "matigasi" in the text does not conform to the KBBI's standard usage. The words that conform to the rules of correct Indonesian are "risiko" and "mitigasi." Therefore, the sentence should be corrected to "Educating the community is also important so that they understand the risk and ways to mitigate this disaster."

Table 3. Sentence Errors and Corrections BAC

Type of Error	Error Sentence	Justification Sentence	Explanation
Standard Word Error	"Public education is also important so that they understand the "resiko"	"Public education is also important so that they understand the "risiko"	Writing that indicates the name of a place or region must begin with a capital letter, and letters in the

and how to "matigasi" this disaster."	and how to "mitigasi" this disaster."	middle of the word must not be capitalized.

	"A landslide is a geological event that occurs when a "masa" of soil and "bantuan" moves down a slope due to slope instability."

Figure 4. BAC Students

	"There are two types of earthquakes tectonic and volcanic."

Figure 5. AKA Students
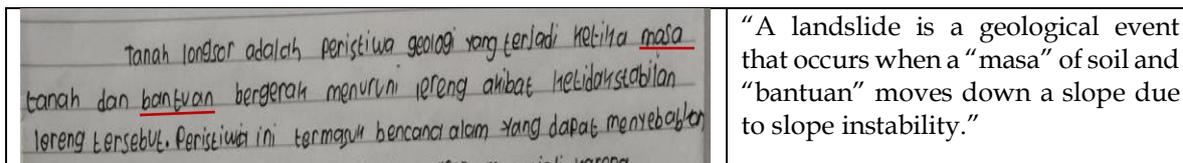
	"However, the most common is the pressure from the earth's moving plates. Two tectonic plates that are moving in different directions will collide, and this collision is what produces earthquake vibrations."

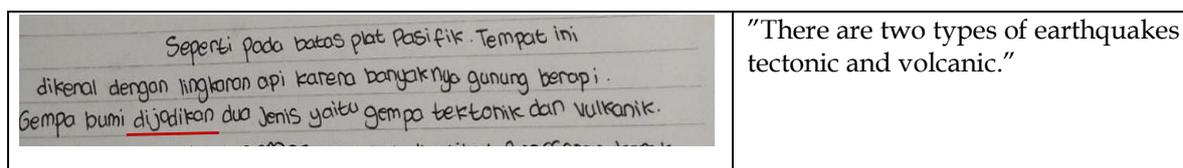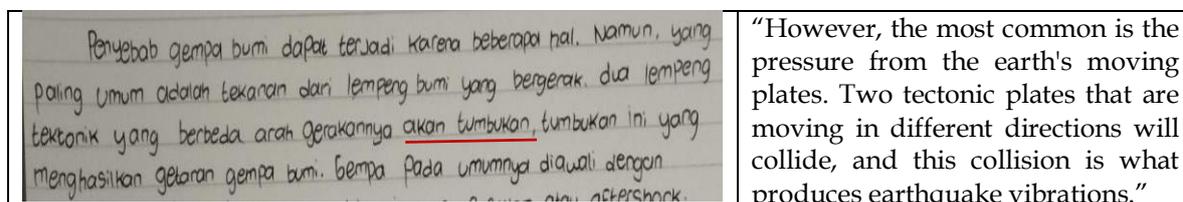**Figure 6.** MAA Students

There were three instances of incorrect word usage in the entire explanatory text analyzed. These errors occurred in the texts written by BAC students, AKA students, and MAA students. The first error in the writing of BAC students was found in the sentence "A landslide is a geological event that occurs when soil, 'masa,' and 'bantuan' move down a slope due to the instability of the slope." The word "masa tanah" in this sentence should refer to the weight or amount of soil material. If written with an "s," it refers to a period of time, such as "the future." Therefore, the correct spelling is "soil mass." In addition, the word 'bantuan' in the sentence is incorrect; it should be written as "batuan" (rocks).

Table 4. Sentence Errors and Corrections BAC

Type of Error	Error Sentence	Justification Sentence	Explanation
Mistake of Word Usage	"A landslide is a geological event that occurs when "masa" of soil and "bantuan" move down a slope due to the instability of that slope."	"A landslide is a geological event that occurs when "massa" of soil and "batuan" move down a slope due to the instability of that slope."	The term "mass of soil" in this sentence should indicate the weight of the quantity of soil material. If written as "masa" with a single "s", it refers to a period of time, for example, "future time".

The second error in the AKA students' writing is found in the sentence "Earthquakes are classified into two types, namely tectonic and volcanic earthquakes." The use of the word 'dijadikan' in this sentence is inappropriate because the word "dijadikan" is usually used to change something into something else, not to indicate classification or grouping. In the context of this sentence, the intention is to state that something is being described or grouped. Therefore, the correct word is "divided." The complete sentence should be written as "Earthquakes are divided into two types, namely tectonic earthquakes and volcanic earthquakes." The word "into" needs to be added to the complete sentence because the verb "to divide" or 'divided' requires the complement "into" to express the result of the division.

Table 5. Sentence Errors and Corrections AKA

Type of Error	Error Sentence	Justification Sentence	Explanation
Mistake of Word Usage	"Earthquakes are categorized into two types: tectonic and volcanic."	"Earthquakes are categorized into two types: tectonic and volcanic."	The use of the word "dijadikan" in that form of a sentence is incorrect because "dijadikan" is usually used to transform something into something else, not to indicate classification or grouping.

Third, an error occurred in the writing of MAA students in the sentence "two tectonic plates moving in different directions will collide, and this collision will produce earthquake vibrations." The phrase "will collide" is incorrect because the word 'collision' is a noun, so it is not appropriate to precede it with the auxiliary verb "will," which is usually followed by a verb. It should use verbs such as "collide" or "collide with each other." The repetition of the word 'collide' also makes it feel wordy. Therefore, a more effective sentence would be: "Two tectonic plates moving in different directions will collide with each other and produce earthquake vibrations."

Table 6. Sentence Errors and Corrections MAA

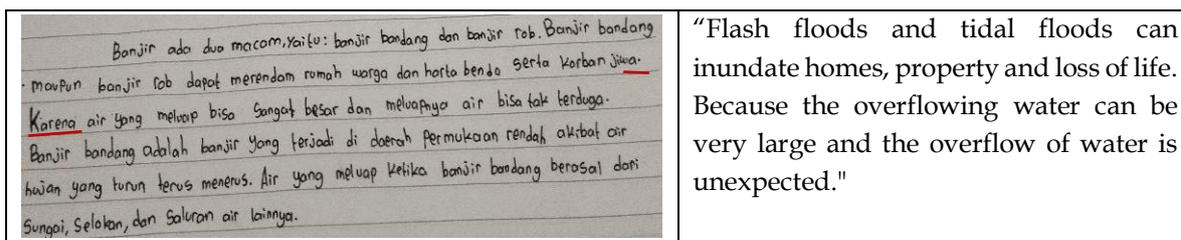| Type of Error	Error Sentence	Justification Sentence	Explanation
Mistake of Word Usage	"Two tectonic plates moving in different directions will collide, this collision generates seismic vibrations."	"Two tectonic plates moving in different directions will collide and produce vibrations of an earthquake."	The phrase "will collision" is incorrect because the word "collision" is a noun, so it is not appropriate to be preceded by the auxiliary verb "will, which is usually followed by a verb.

	"Flash floods and tidal floods can inundate homes, property and loss of life. Because the overflowing water can be very large and the overflow of water is unexpected."

Figure 7. ATU Students

The error in the use of periods occurred in the writing produced by ATU students. The error is found in the sentence "Flash floods and tidal floods can submerge residents' homes and property and cause loss of life. This is because the overflowing water can be huge and unexpected." The period before the word "because" is misplaced, rendering the clause after it a subordinate clause without a main clause and structurally incomplete. Therefore, the period should be removed and the sentence should be corrected to read: "Flash floods and tidal floods can submerge residents' homes and property and cause loss of life because the overflowing water can be extensive and the overflowing water is unpredictable."

Table 7. Sentence Errors and Corrections ATU

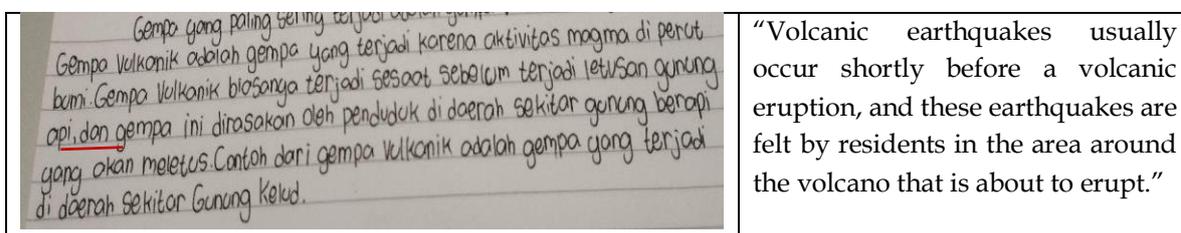| Type of Error	Error Sentence	Justification Sentence	Explanation
Mistake in the Use of Periods	"Flash floods and tidal floods can submerge residents homes and belongings as well as cause loss of life. This is due to the overflowing water being potentially very large and the flooding accurring unexpectedly."	"Flash floods and tidal floods can submerge residents homes and belongings as well as cause loss of life bacause the water overflow can be very large and the overflow of water in unpredictable."	The period before the word "because" is cut off improperly, rendering the clause after it a subordinate clause lacking a main clause and structurally incomplete.

	"Volcanic earthquakes usually occur shortly before a volcanic eruption, and these earthquakes are felt by residents in the area around the volcano that is about to erupt."

Figure 8. ABA Students

Errors in the use of commas occur in explanatory texts written by ABA students, particularly in the explanatory text entitled "Earthquakes." One example of such an error is found in the sentence "Volcanic earthquakes usually occur shortly before a volcanic eruption, and these earthquakes are felt by residents in the area surrounding the volcano that is about to erupt." The use of a comma before the conjunction "and" in this sentence does not comply with the Enhanced Spelling Rules (EYD) because the word "and" in this sentence does not connect two independent clauses, but instead connects parts of a sentence that form a single unit. Errors in the use of commas were found 14 times

in the entire text analyzed, indicating that students did not yet understand the rules for the proper use of commas in writing explanatory texts.

Table 8. Sentence Errors and Corrections ABA

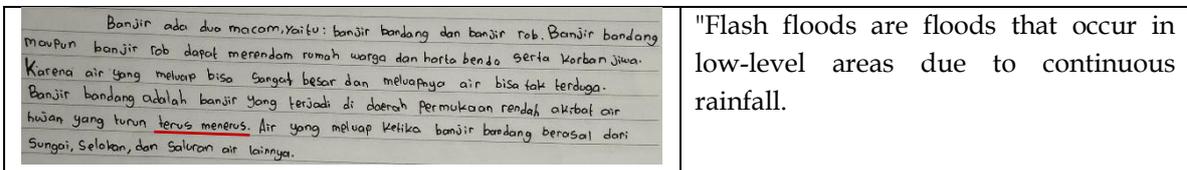| Type of Error	Error Sentence	Justification Sentence	Explanation
Mistake in the Use of Commas	"Volcanic earthquakes usually occur just before a volcanic eruption, and these earthquakes are felt by the residents in the areas around the volcano that is about to erupt."	"Volcanic earthquakes usually occur just before a volcanic eruption and these earthquakes are felt by the residents in the areas around the volcano that is about to erupt."	The use of a comma before the conjunction "and" in that sentence does not comply with the rules of the Enhanced Spelling System (EYD) because the word "and" in that sentence does not connect two independent clauses, but instead connects parts of a sentence that form a single unit.

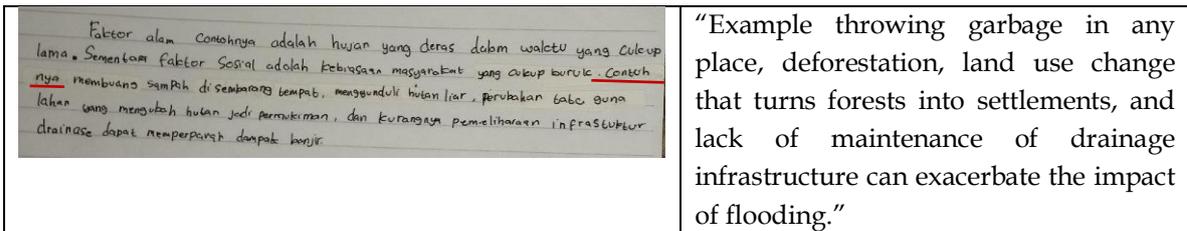|	
	"Flash floods are floods that occur in low-level areas due to continuous rainfall.

Figure 9. ATU Students

	"Example throwing garbage in any place, deforestation, land use change that turns forests into settlements, and lack of maintenance of drainage infrastructure can exacerbate the impact of flooding."

Figure 10. ACS Students

	"The photosyn thesis occurs in the chloroplast, an organelle found in plant cells."

Figure 11. ANS Students

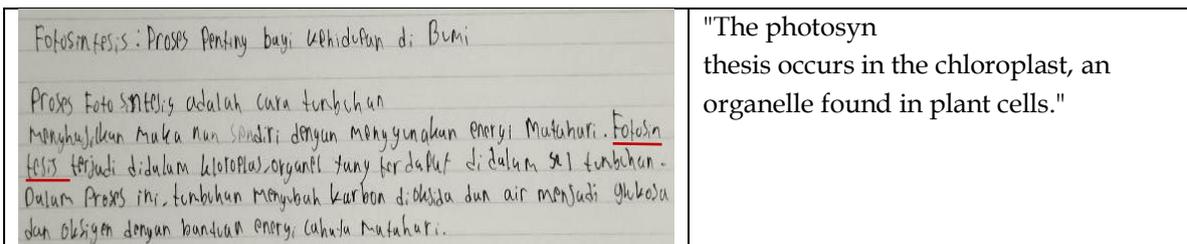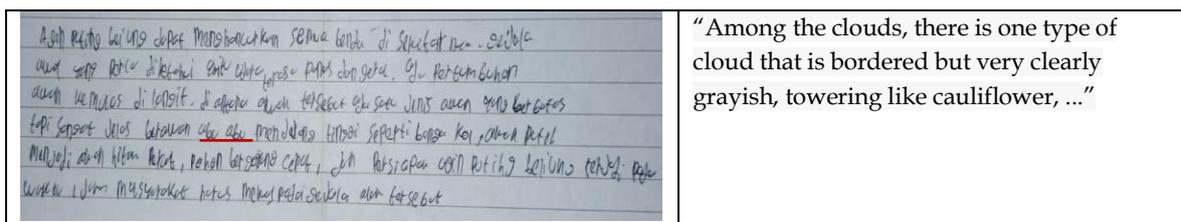|	
	"Among the clouds, there is one type of cloud that is bordered but very clearly grayish, towering like cauliflower, …"

Figure 12. MDA Students

There were four instances of incorrect hyphen use, including: First, the error made by ATU students was found in the sentence "Flash floods are floods that occur in low-lying areas due to continuous rainfall." In this sentence, the word "continuous" should be written with a hyphen as 'continuous' because "continuous" is a repeated word with a singular meaning.

Second, ACS students also made the same mistake in writing an explanatory text entitled "Floods." The mistake was found in the second paragraph, in the sentence "Examples include littering, deforestation, land use changes that convert forests into settlements, and lack of maintenance of drainage infrastructure, which can exacerbate the impact of flooding."

Third, an example of an error can be seen in the explanatory text written by ANS students entitled "Photosynthesis: An Important Process for Life on Earth." The error is found in the first paragraph in the sentence "Photosynthesis occurs in chloroplasts, organelles found in plant cells." This sentence contains an error in the spelling of the word "photosynthesis," which is miswritten as "photosynthesis."

Fourth, an example of an error made by MDA students in their writing entitled "Angin Puting Beliung" (Tornado). The error in the use of hyphens is found in the sentence "Among these clouds, there is one type of cloud that is limited but very clearly gray, towering like cauliflower, ...". The word "abu abu" should be written with a hyphen to become "abu-abu", because this word is a repetition that forms a single meaning, namely, color.

Table 9. Sentence Errors and Corrections ATU, ACS, ANS, MDA

Name	Type of Error	Error Sentence	Justification Sentence	Explanation
ATU	Error in Using Hyphens	"Flash flood is a flood that accurs in low-lying areas due to continuous rain."	"Flash flood is a flood that accurs in low-lying areas due to continuous rainfall."	In that sentence, the phrase "terus menerus" should be written with a hyphen as "terus-menerus" because "terus-menerus" is a reduplicated word form that has a singular meaning.
ACS	Error in Using Hyphens	"For example, throwing waste in random places,	Examples include littering in any place, deforesting wild	In the rules of Indonesian spelling, if a word does not fit in one line and has to be

Name	Type of Error	Error Sentence	Justification Sentence	Explanation
		deforesting wild forest, changes in land use that convert forest into settlements, and the lack of maintenance of drainage infrastructure can worsen the impact of floods."	forests, changes in land use that convert forests into residential areas, and a lack of maintenance of drainage infrastructure, which can exacerbate the impact of floods."	split, the division must be accompanied by a hyphen at the end of the first syllable. Without a hyphen, the reader may mistakenly interpret that the two parts are two different words.
ANS	Error in Using Hyphens	"Photosyn thesis occurs in the chloroplasts, organelles found within plant cells."	"Photosynthesis occurs in the chloroplasts, organelles found within plant cells."	In the rules of Indonesian spelling, if a word does not fit in one line and has to be split, the division must be accompanied by a hyphen at the end of the first syllable. Without a hyphen, the reader may mistakenly interpret that the two parts are two different words.
MDA	Error in Using Hyphens	"Among the clouds, there is one type of cloud that is bordered but very clearly grayish, towering like cauliflower, …"	"Among the clouds, there is one type of cloud that is bordered but very clearly gray, towering like cauliflower, …"	The term "abu abu" should be written with a hyphen, becoming "abu-abu", because it is a reduplication that forms a singular meaning: color.

D. Discussion

From the data table above, the most common error is the use of capital letters, with 48 errors. In general, this occurs because students do not yet fully understand the proper use of capital letters. This is supported by Nazwari (2025) previous research on the factors that cause errors in the use of capital letters. First, it is noted that the leading cause of this problem is a lack of understanding of the General Guidelines for Indonesian Spelling (PUEBI), now known as Enhanced Spelling (EYD). These guidelines cover various provisions regarding the use of capital letters. However, not all writers can master or remember these rules well, especially novice writers or those not accustomed to writing in an academic setting. This lack of understanding can lead to repeated errors in the use of capital letters when writing papers. Second, a lack of thoroughness is one of the causes of errors in the use of capital letters, especially in writing sentences and titles. Many writers rush when composing sentences or creating titles, thereby neglecting the rules for the careful use of capital letters. Third, writing in informal contexts, such as text messages or social media, often does not follow the rules of capitalization. In such situations, writers tend to ignore the use of capital letters at the beginning of sentences or in names because they are

accustomed to writing quickly and practically. This habit then carries over into academic writing, leading to errors in capitalization in papers and other formal writing.

Errors in the use of standard words are also evident in some students' explanatory texts. This is supported by a similar study on the causes of errors in the use of standard words (Sugiarto et al., 2024). First, the cause is that mistakes are made to attract the public's attention as target consumers. Second, these mistakes are considered more modern and prestigious. Third, these mistakes occur because the words are more common in society. Fourth, these Indonesian language mistakes are common, so the words are considered correct. Low awareness of writing quality leads them to consider mistakes to be normal. In addition to the two factors above, students' limited vocabulary is also a cause of errors. Students with limited vocabulary will find it challenging to choose the right words to express their ideas. This limitation is generally caused by a lack of interest and a lack of reading habit, even though reading plays a significant role in enriching one's vocabulary.

Errors in diction were also found three times in the students' explanatory texts. These three errors were caused by hasty writing and inappropriate word choice. Errors in word usage can also occur for other reasons, as stated by Johan (2018): the Influence of previously mastered languages, limited vocabulary in Indonesian, and the surrounding environment.

Errors in the use of periods were the second most common error in the analysis of explanatory texts in grade 5. This occurred due to two factors: students did not put periods at the end of sentences, and they may not have understood the proper use of periods and commas to make each sentence easier for readers to understand. According to the analysis results (Hasrianti, 2021), the most common error in the use of periods was students not using them at the end of declarative sentences.

Errors in the use of commas are also quite common in the texts that have been written. The most frequent errors occur because students may forget to pause in the sentence, do not use commas in a detailed element, and do not use commas after conjunctions to introduce additional information. This is also supported by Hasrianti (2021), who states that errors in comma usage are often found in students' writing, including the use of commas at the end of declarative sentences that should end with a period. In addition, students often do not use commas in detailed elements, omit commas after words or connecting phrases at the beginning of a sentence, do not insert commas to enclose additional information, and ignore the use of commas after the initial information in a sentence, which can lead to misinterpretation.

Errors in the use of hyphens in the overall analysis of students' explanatory texts occurred, among other things, because writing in notebooks could not accommodate the entire word. In addition, students did not use hyphens to connect repeated words. This was also found in a previous study by Leksono (2019), which stated that errors in hyphen use occurred due to incorrect placement.

Errors in underlining were also found twice. This occurred because students did not underline scientific names to emphasize that they needed to be remembered and understood

well. This was also found in previous research, which found errors in the writing of foreign languages that were not underlined (Perangin-Angin et al., 2022).

Errors in the use of question marks, parentheses, and slashes were not found in all of the explanatory texts that were analyzed. This is because the use of question marks and parentheses was found only once, and there were no errors, while errors in the use of slashes were not found because none of the explanatory texts used hyphens as punctuation marks in the writing of the text. In a study conducted by Solehah et al (2023), the results showed that there was one error in the use of question marks.

E. Implication

The benefits of this research are divided into theoretical and practical benefits. Theoretically, this research contributes to the development of language learning theory, particularly in the analysis of Enhanced Spelling Errors (EYD) in explanatory texts. This research also increases understanding of EYD errors, which, in turn, can help design more effective learning strategies and identify patterns of EYD errors to develop learning materials that suit students' needs. In practice, this research provides benefits to various parties. For teachers, this research helps identify the types of EYD errors that often occur, design appropriate learning strategies, and provide effective feedback to students. For students, this research can improve their ability to write explanatory texts in accordance with EYD rules, reduce errors, broaden their understanding of EYD, and develop language skills. Meanwhile, for schools, the results of this study help improve the quality of Indonesian language learning, developing a more relevant curriculum, increasing teaching staff's capacity to analyze language errors, and creating more effective learning programs. For researchers, this study offers opportunities to expand knowledge of EYD error analysis, produce high-quality scientific work, and encourage further research that enriches theory in language education.

F. Limitation and Suggestion for Further Research

This study has several limitations that need to be considered. First, the study was conducted in only one class, namely class VB at Manyaran 01 Public Elementary School, with 28 students. After screening based on the established criteria, 17 analysis texts met the requirements for further analysis. This limited data set affects the findings, as they cannot be generalized to other elementary schools. Second, the study focused solely on analyzing errors in Enhanced Spelling (EYD) in explanatory texts, and did not cover other types of texts, such as narrative, descriptive, or procedural texts, that are also taught at the elementary school level. Third, the language aspects analyzed were also limited, covering only spelling, punctuation, capitalization, and some sentence structure. In contrast, other important aspects such as paragraph cohesion and coherence, diction, and logical thinking were not examined in depth. Fourth, the research period, which only lasted from January 2025 to May 2025, was also a limitation, as the relatively short time frame could affect the

diversity of the data obtained and the potential for errors that may not have been fully revealed.

Given these limitations, future research should expand the scope of the subject and the study location to make the findings more representative and generalizable. Future research should also not be limited to explanatory texts. However, it should include other text types, such as narrative, expository, and procedural texts, to provide a more comprehensive picture of EYD errors across writing contexts. In addition, the research approach can be developed using mixed methods, combining qualitative and quantitative methods to yield a more thorough and robust analysis. It is also recommended that future research develop innovative learning media or strategies, such as EYD learning modules or interactive media specifically designed to address writing errors. Finally, further research can also explore social and psychological factors, such as learning motivation, family environment, and anxiety in writing, that affect students' writing skills and their ability to apply EYD rules appropriately.

G. Conclusion

This study aims to analyze the forms of errors in Enhanced Spelling (EYD) in the writing of explanatory texts by fifth-grade students at Manyaran 01 Public Elementary School, identify the Influence of non-standard language, and find the leading causes of these errors. Based on the results of the research, it can be concluded that EYD errors remain very prevalent in students' writing, especially in the use of capital letters, punctuation, and the writing of standard words and appropriate diction.

Errors in the use of capital letters are the most common errors. The use of non-standard Indonesian in writing explanatory texts causes the meaning to be unclear, confuses readers, and does not comply with scientific writing rules. This shows that students have a weak command of correct language structure.

The EYD errors that occur are influenced by several leading causes, namely the students' lack of understanding of linguistic rules, especially EYD, low interest in reading and writing, lack of systematic writing practice at school, lack of appropriate learning strategies or methods from teachers in teaching linguistic material, and limited guidance in practicing correct writing according to the Enhanced Spelling Rules.

Overall, this study shows that students' explanatory text writing skills still need improvement, especially in language use, according to EYD. Therefore, it is necessary to improve writing instruction strategies, increase literacy, and conduct regular evaluations to identify and correct language errors early.

Acknowledgment

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