The Use of Indonesian Language Rules in Scientific Articles of UIN Raden Intan Lampung Lecturer

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ABSTRACT

Research scientific articles are made using language as a tool. Therefore, lecturers as writers must understand and implement language rules. Both in terms of the use of spelling, diction, effective sentences, and paragraphs. The formulation of the problem in this study is how the form of errors in the use of spelling, diction, effective sentences, and paragraphs in the scientific articles of UIN Raden Intan Lampung lecturers for the 2021 Fiscal Year. Related to this, this study aims to describe the forms and number of errors in the use of Indonesian language rules in a scientific article by a lecturer at UIN Raden Intan Lampung for the 2021 Fiscal Year. The method used in this research is qualitative. Data were taken from 48 scientific articles researched by UIN Raden Intan Lampung lecturers for the 2021 Fiscal Year. The results showed that there were 537 errors in the use of Indonesian language rules in the research articles by UIN Raden Intan Lampung Lecturers for the 2021 Fiscal Year. The details are 1) 247 spelling errors, which include: errors in the use of capital letters, errors in prepositions in and to, errors in the use of punctuation marks, and errors in writing absorption elements; 2) there were 215 errors found related to diction; 3) there are 67 errors found related to effective sentences; and 4) there were 8 errors found related to paragraphs.
Key Words: Indonesian Language Rules; Lecturers; Scientific Articles

INTRODUCTION

Scientific articles from research are made with language as a tool. In making these research scientific articles, of course, lecturers use one of the language skills, namely writing skills which are very dominant in use. Thus, lecturers must have qualified writing abilities or skills in writing scientific articles from research so that the author's thoughts can be conveyed clearly to readers. Guided by the demands mentioned above, the use of Indonesian rules becomes a must to publish the results of lecturer research in national journals. Therefore, lecturers as writers must understand and implement the rules. Both in terms of the use of the General Guidelines for Indonesian Spelling (PUEBI), the use of diction (word choice), effective sentences, and the use of paragraphs.

But unfortunately, the expectations mentioned above have not been implemented perfectly. Based on observations made by the author on several draft scientific articles from research by UIN Raden Intan Lampung lecturers for Fiscal Year 2021, it turns out that there are still lecturers who have not been able to apply Indonesian

rules correctly. There are some lecturers who are not right in the use of spelling, there are some lecturers who have not been able to use words correctly, found ineffective sentences, and there are even still some drafts of scientific articles from lecturer research that do not pay attention to the rules of writing correct paragraphs.

The problems expressed above are evident from the pre-research that the author conducted in the room of the Research and Publishing Center (Puslitbit) of the Institute for Research and Community Service (LP2M) UIN Raden Intan Lampung by seeing and reading draft scientific articles from lecturer research for Fiscal Year 2021. In the scientific article, there are several errors in Indonesian rules, (1) errors in the use of spelling: such as capital letters, punctuation, and affixes; (2) errors in diction or word choice; (3) less effective sentences; and (4) paragraphs that are not complete and the cohesion (continuity) of paragraphs with each other.

Errors are incorrect sides of students' speech or writing. These are parts that deviate from the standard norms of language performance. According to Ellis (in Tarigan and Tarigan, 1990:68) "Error analysis is a working procedure, commonly used by researchers and language teachers." In this case, error analysis includes sample collection, identification of errors contained in the sample, explanation of the error, classification of errors based on their causes, and evaluation of the error. Through error assessment activities, various things can be revealed about mistakes made or made by students (Tarigan & Tarigan, 1990). Thus, it can be concluded that this error analysis has a high pedagogical value which is one of the efforts to find and correct mistakes made by language learners.

Speaking of language error analysis problems, the main focus is focused and directed on the facts of student error and student performance for the understanding of the processes underlying B2 acquisition (Tarigan & Tarigan, 1990). Mistakes are what a speaker (B2) says who is not aware that he made a mistake, so he cannot correct his own mistakes and the mistakes are systematic. These errors can only be corrected by B2 teachers, native speakers, or people who are further apart between languages. In this case, according to Tarigan and Tarigan (1990: 75) that "Errors are caused by competency factors, that is, students do not understand the linguistic system of the language they use." Based on the explanation above, there are four skeleton models used in analyzing language errors in this study, namely spelling, diction, sentences, and paragraphs. The above four types of analysis are one severe.

LITERATURE REVIEW

Spelling is a provision that regulates a person in describing language sounds and using punctuation marks in writing (KBBI in Tussolekha, 2019: 36). The sounds of the language referred to in the statement above, include the use of letters and the use of words. Currently regulating the use of language sounds and punctuation marks in Indonesia is PUEBI (General Spelling Guidelines Indonesian). In PUEBI, it is not only the use of letters and the use of words that are described, but also the use of punctuation and absorption elements. However, in this study, the spelling

discussed was only in the form of the use of capital letters and italics, as well as the use of words and punctuation. Although it seems simple, the use of spelling and punctuation is the basic thing that determines whether a piece of writing can be said to be good and correct writing. In addition, when a writer pays attention to spelling in his writing, it means that he will make it easier for readers to interpret the right text.

The next thing that becomes the study of this research is a sentence. The existence of sentences is important in determining the success of communication. Especially in written language, good and correct sentences will make it easier for readers to understand the thoughts of the writer. Moreover, sentences are the only means of communication between writer and reader in written language. Therefore, there needs to be an effective sentence to represent the author's thoughts correctly. Effective sentences are sentences that are able to express the author's thoughts / ideas simply, but still realize the understanding of thoughts / ideas with the reader (Sasangka, 2013: 187). Furthermore, in accordance with the statements of Arifin and Amran (2010: 97), effective sentence analysis in this study includes, commensurability, parallelity, cohesiveness, thrift, accuracy, firmness, and logic.

The last analytical framework model in this study, namely paragraphs. In simple terms, a paragraph is a combination of several sentences that form a unity of ideas / ideas. Paragraphs are said to be good if they are projected clearly, not verbose, related, and show a unity of meaning between sentences. Paragraphs like this will be useful for readers in understanding the writing, as well as other benefits, namely time efficiency in reading it. There are two conditions for a paragraph to be considered a good paragraph, namely cohesion and coherence (Azmi and Rajab, 2018: 152). Cohesion is the unity of ideas in a paragraph. On the other hand, coherence, that is, there is continuity between sentences in the paragraph.

METHOD

This research was conducted using a qualitative approach included in linguistic research. Boydan and Taylor (through Moleong, 2006: 4) said that a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words of people and observable behavior. The qualitative approach was chosen because the problem under study is in the form of data (articles) which are more precisely explained using words. Based on the data collection technique used in this study, namely documentation techniques, the sample data source was obtained from research articles by UIN Raden Intan Lampung lecturers for Fiscal Year 2021 totaling 48 articles. In addition, in this study, the main instrument is the researcher himself or "human instrument", namely by collecting data as needed through correcting errors in the use of Indonesian rules in research articles by UIN Raden lecturers.

In analyzing the data, researchers applied the following steps. First, researchers determined a sample of scientific articles from research by UIN Raden Intan

Lampung lecturers for Fiscal Year 2021 to be studied. Then, after the sample has been determined, researchers begin to correct Indonesian language errors (spelling, word choice, effective sentences, and paragraphs) in the article. In correcting these errors, researchers refer to references that are in accordance with research indicators and research guidelines applicable at UIN Raden Intan Lampung in 2021. This is to adjust the rules applied to the article writing period of that year. The correction will be recorded by the researcher in a way that is described completely, clearly, and accurately by taking into account the level of objectivity. So, the researcher writes the errors contained in the article as they are based on four aspects of assessment, namely: 1).

RESULT AND DISUSSION

Based on the results of spelling errors research in articles researched by UIN Raden Intan Lampung lecturers, 247 errors were obtained, which included: (1) errors in the use of capital letters totaling 8 errors, (2) preposition errors in and to totaling 30 errors, (3) punctuation errors totaling 199 cases of errors and (4) errors in writing absorption elements totaling 10 errors. The following is a table of the frequency and percentage of types of spelling errors in research articles by UIN Lecturer Raden Intan Lampung. Spelling errors in essays are caused by the misuse of capital letters. In this study, there are 8 errors in the use of capital letters in research articles by UIN Lecturer Raden Intan Lampung. Errors in the use of capital letters in the thesis include lack of understanding in using capital letters. These errors include the misuse of capital letters in the first letter of the word at the beginning of a sentence, elements.

There are still some lecturers who are not precise in distinguishing between di- and to- as affixes and in, to, and from as prepositions. The affixes di- and to - as affixes are matched with verbs and written in conjunction with the root word. Meanwhile, the prepositions in, to, and from correspond to nouns and indicate places. In this study there were 30 errors in the use of affixes in-, to, and prepositions in, to, and from, consisting of 28 errors in prepositions in, 2 errors in the use of prepositions to, while writing prepositions from, affixes in - and to- found no errors. There are still many errors in the use of punctuation marks contained in research articles by UIN Lecturer Raden Intan Lampung because they do not match the context of the sentence. In this study there were 199 punctuation errors, including 24 period punctuation errors (.), 163 comma punctuation errors (,), 1 hyphen usage error (-), 4.

In relation to the findings of diction errors, there were 215 errors found related to diction. Inaccurate use of diction found includes the use of inappropriate vocabulary, improper affixes, selection of conjunctions, and use of non-standard words. There were 67 errors found related to diction. Errors in the use of sentences are described based on the characteristics of effective sentences, namely commensurability, cohesiveness, thrift, and firmness. There were 8 errors found

related to paragraphs. Errors in the use of paragraphs are described based on good paragraph requirements, namely unity (cohesion) and cohesiveness (coherence).

CONCLUSION

Based on the results of the study, it can be concluded that the error in the use of Indonesian rules in the research articles of UIN Raden Intan Lampung Lecturers for Fiscal Year 2021 amounted to 537 items. The details are as follows. Based on the results of spelling errors in research articles by UIN Raden Intan Lampung lecturers, 247 errors were obtained, which included: (1) misuse of capital letters, (2) prepositions in and to, (3) punctuation errors, and (4) absorption element writing errors. According to this data, spelling errors are the most common type of error. There were 215 errors found related to diction. Inaccurate use of diction found includes the use of inappropriate vocabulary, improper affixes, selection of conjunctions, and use of non-standard words. There were 67 errors found related to diction. Errors in the use of spelled sentences.

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