AN ANALYSIS OF LINGUISTIC ERRORS IN SCIENTIFIC ARTICLES OF INDONESIAN LANGUAGE EDUCATION STUDENTS

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Abstract

This study examines linguistic errors in scientific articles written by students from the Indonesian Language Education Study Program at Universitas Malikussaleh. The primary objective is to identify, categorize, and analyze common mistakes that compromise the clarity, coherence, and quality of student writing. Employing a descriptive qualitative approach, the research focuses on errors in morphology, syntax, spelling, and punctuation. The data comprises four student-authored scientific articles published in Jurnal Kande, selected through purposive sampling based on criteria such as academic supervision and thematic relevance to Indonesian language education. The analysis reveals recurring issues, including grammatical inaccuracies, improper sentence structures, misused terminology, and spelling and punctuation errors, which diminish the clarity of arguments and affect the credibility of students' scientific communication. By identifying error patterns through content analysis, the study provides insights into their causes and effects, contributing to the existing knowledge of linguistic error analysis. The findings offer practical recommendations for enhancing students' scientific writing skills, which are essential for academic success and future professional growth. In conclusion, this study emphasizes the need for targeted linguistic training and mentorship to improve the quality of scientific writing and highlights the importance of continuous support systems in academic settings to address persistent language errors. It advocates for the implementation of specialized educational strategies to enhance students' writing clarity, accuracy, and professionalism.

Keywords: Linguistic Errors; Scientific Article; descriptive qualitative

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INTRODUCTION

The composition of scientific articles is a key measure of students' academic abilities and proficiency in scientific communication. In academic settings, particularly within the Indonesian Language Education Study Program at Universitas Malikussaleh, the quality of scientific writing is often seen as a benchmark for evaluating the success of language and literature education. However, in practice, many student-written scientific papers contain linguistic errors that potentially compromise the quality and clarity of the arguments presented. These errors undermine the validity of the content and negatively affect the writer's credibility within the academic sphere.

Common issues in student scientific writing include grammatical errors, such as incorrect sentence structures, spelling mistakes, and imprecise word choices that fail to

align with scientific language (Wati et al., 2022). According to Wati, although seemingly minor, these errors significantly affect how readers perceive and understand the work. One frequently overlooked aspect is maintaining consistency with academic standards, which involves proper punctuation, appropriate word selection, and constructing sentences that avoid being overly complex or too simplistic, which can obscure the intended message.

Given this, analysing linguistic errors in student scientific writing is essential. Such analysis provides valuable insights into the most common types of errors and offers a framework for identifying and addressing them. This paper aims to identify and categorise linguistic errors in scientific articles written by students from the Indonesian Language Education Study Program at Universitas Malikussaleh. By examining these mistakes, practical solutions can be developed to improve the overall quality of student writing while contributing to the broader body of literature on linguistic error analysis in academic contexts.

One recurring issue is the incorrect use of sentence structures that adhere to scientific standards. Many students struggle to construct effective sentences, leading to unclear or difficult-to-understand ideas. For example, overly long and complex sentences often cause readers to lose focus on the main argument (Syahriandi et al., 2023). On the other hand, excessively simplistic or incomplete sentences frequently appear, reducing the depth of the scientific ideas being conveyed. This issue is further compounded by the misuse of terminology, especially when students attempt to use "scientific-sounding" terms that are inappropriate for the context or meaning they wish to express.

Moreover, spelling and punctuation errors remain fundamental weaknesses in student writing. Improper punctuation often leads to misinterpretations of the intended meaning. For instance, incorrect placement of commas or periods can alter a sentence's overall sense, affecting the message's clarity. Linguist Agkris (2023) observed that spelling mistakes are particularly common with technical terms or loanwords from foreign languages (Agkris & Simorangkir, 2023). This suggests that students frequently fail to proofread their work thoroughly, manually or with automated tools like spell-checkers.

Upon closer examination of these errors, several critical elements stand out. First, grammatical errors, including subject-verb agreement issues, improper preposition usage, and inappropriate word choices. Second, ineffective or incorrect sentence structures that fail to follow standard language conventions, such as incomplete sentences, overly complex compound sentences, or sentences that lack logical flow (Juwita & Hapsari, 2021). Third, spelling and punctuation errors compromise sentence clarity and interpretation. Finally, the misuse of scientific terminology involves inconsistent or incorrect usage throughout the article.

This article aims to comprehensively analyse the linguistic errors found in student scientific articles from the Indonesian Language Education Study Program at Universitas Malikussaleh. By doing so, it is hoped that the most frequently occurring errors can be identified, providing a clear understanding of common weaknesses that must be addressed. Furthermore, the article offers practical recommendations for students and instructors to enhance scientific writing skills. In the long term, the findings from this analysis could serve as a reference for designing more effective language learning strategies, focusing not only on teaching theory but also on fostering accurate and effective scientific writing practices (Sudrajat et al., 2018).

From an argumentative perspective, improving the quality of student scientific writing is essential. A well-written scientific article is not only about presenting ideas but also about communicating those ideas coherently and in line with academic standards. If linguistic errors are not addressed, students will struggle to present convincing arguments, diminishing their competitiveness in academic and professional contexts. Additionally, high-quality scientific writing reflects intellectual discipline and meticulousness in organising ideas and language. Therefore, proficiency in scientific writing is crucial for academic evaluation and an essential skill that supports students' future careers.

The significance of this study extends beyond merely identifying linguistic errors in student writing. By offering a structured, data-driven approach to improving scientific writing, this research provides valuable contributions to educators and students in the language education field (Ifutia et al., 2021). The findings can inform curriculum development, enabling educators to design targeted interventions that address specific linguistic errors commonly observed in student work. This approach improves the quality of scientific writing at the individual level and raises the overall academic standards within the program.

Furthermore, this research's broader implications lie in its potential to influence teaching practices across other language education programs. This study contributes to the broader discourse on enhancing scientific writing skills in higher education by offering a replicable model for error analysis and pedagogical improvement. It emphasises the importance of integrating linguistic precision into academic training, ensuring students are equipped with the necessary tools to communicate their ideas effectively in both academic and professional settings.

Ultimately, this study underscores the critical role of language proficiency in academic success and professional advancement, highlighting the need for comprehensive teaching strategies that bridge the gap between linguistic theory and practical application. This contribution could be a foundation for future research to refine pedagogical methods and improve language education across disciplines.

A key innovation of this paper lies in identifying linguistic errors and presenting a distinctive, data-informed pedagogical framework for enhancing scientific writing. By aligning specific error types with targeted instructional strategies, the study introduces a novel approach that can be integrated into curriculum development, effectively bridging the divide between theoretical linguistic knowledge and practical writing skills. This contribution could serve as a benchmark for other language education programs seeking to improve their students' proficiency in scientific writing.

RESEARCH METHODOLOGY

The study employs a descriptive qualitative approach to investigate linguistic errors in scientific articles written by students of the Indonesian Language Education Study Program at Universitas Malikussaleh. According to Abdussamad (2022), this approach is highly suitable for this type of analysis because it allows the researcher to systematically identify and describe various kinds of linguistic errors present in the data (Abdussamad, 2022). By focusing on the descriptive aspect, the researcher can comprehensively map out different errors, offering not just surface-level observations but also providing a deeper

understanding of the underlying causes of these errors and their potential implications for the quality of the articles (Kuantitatif, 2016).

A descriptive qualitative method is particularly advantageous in this context, as it emphasizes the importance of observing linguistic phenomena as they naturally occur within the data, without manipulation or intervention (Ramaniyar, 2017). This method supports detailed data exploration, allowing for a thorough classification of errors, which can be grouped into categories based on established linguistic frameworks. Through this process, the researcher can trace patterns in student writing that may reflect common linguistic challenges or areas for improvement in academic writing skills. Moreover, the approach provides an opportunity to explore the broader impact of these errors, such as how they affect the clarity, coherence, and overall credibility of the students' academic arguments.

In this case, the study employs purposive sampling to select the scientific articles to be analyzed (Kuantitatif, 2016). Purposive sampling was chosen because the researcher aims to focus on articles that meet specific criteria related to the research objectives (Deriyanto & Qorib, 2019). The criteria for selecting the articles are as follows: a) articles written in Indonesian, b) articles that have undergone academic supervision and are ready for evaluation, and c) articles that cover various themes related to Indonesian language education.

Four articles were purposively selected from the twelve published in Volume 5, Number 1 (2024) of "Jurnal Kande". These articles represent diverse linguistic challenges commonly encountered in the final assignments submitted by students of the Indonesian Language Education Study Program at Universitas Malikussaleh. Due to their relevance and availability for a thorough examination, the chosen articles were considered appropriate for analyzing linguistic errors.

The data collection process employed documentation techniques, as the data were derived from written documents, specifically student-authored scientific articles. The steps involved in data collection included gathering the four selected articles, conducting a preliminary review to ensure all articles met the criteria for analysis, and preparing them for a detailed examination of linguistic errors, following the guidelines for language research proposed by Zaim (Ginting & Candrasari, 2024). Afterwards, the data were analyzed using content analysis techniques. This method is suitable for investigating linguistic errors in scientific writing, as it allows for the systematic categorization of mistakes, each of which can significantly impact the overall quality of the written work (Ginting & Azis, 2023).

This study employs content analysis to categorize linguistic errors and examine their influence on clarity, argumentation, and the writer's academic credibility. As Zaim (2014) notes, the findings from this analysis can inform strategies for improving the teaching of scientific writing, particularly in addressing common linguistic challenges students face.

RESULT

After collecting data from four articles published in volume 5, issue 1 of "Jurnal Kande" in 2024, the researcher identified the language errors in these four articles, which are as follows:

1) Article 1, titled "The School Literacy Movement in Enhancing the Reading Interest of Students at SMPS Betania Medan" (Alifia et al., 2024).
2) Article 2, titled "Implementation of Learning Reflection in Indonesian Language at SMA Negeri 3 Banda Aceh" (Rahmatillah et al., 2024).
3) Article 3, titled "The Tradition of 'Seumapa' Pantun Exchange in Acehnese Marriage Customs" (Ernita et al., 2024).
4) Article 4, titled "Character Analysis of the Main Character in the Novel "172 Days" by Nadzira Shafa: A Literary Psychology Study" (Rahmi et al., 2024).

Afterwards, the researcher conducted an analysis and discussion of the four articles above, with the following results:

1. Language Errors in Article 1 titled "School Literacy Movement in Enhancing the Reading Interest of Students at SMPS Betania Medan"

The following are some forms of language errors found in the journal, along with their corrections:

a. Sentence: "Pemerintah dengan segala upayanya berusaha untuk meningkatkan minat baca dan kemampuan literasi membaca untuk anak usia sekolah salah satunya dengan mengeluarkan kebijakan baru yaitu Gerakan Literasi Sekolah."
Error: "baru yaitu"
Correction: "baru, yaitu"
Explanation: Intra-sentence conjunctions such as "yaitu" must precede a comma.

b. Sentence: "Gerakan Literasi Sekolah (GLS) dilaksanakan dalam tiga tahap yakni tahap pembiasaan, tahap pengembangan, dan tahap pembelajaran."
Error: "tahap yakni"
Correction: "tahap, yakni"
Explanation: The conjunction "yakni" requires a comma before it.

c. Sentence: "Lokasi Sekolah ini terletak di lingkungan yang terdampak pengaruh buruk terhadap penyalahgunaan narkotika dan obat-obat terlarang, sehingga peserta didik yang menempuh pendidikan di sekolah ini sebagian besar anak-anak yang terdampak pengaruh buruk lingkungan sekitar."
Error: "terlarang, sehingga"
Correction: "terlarang sehingga"
Explanation: The word "sehingga" is a subordinating conjunction and does not require a comma before it.

d. Sentence: "Monica (2023:104) mengatakan bahwa literasi merupakan kemampuan dasar memecahkan masalah dalam kehidupan sehari-hari sebagai pondasi untuk kecakapan atau keterampilan."
Error: "pondasi"
Correction: "fondasi"
Explanation: The word "pondasi" is a non-standard form of "fondasi."

e. Sentence: "Berdasarkan pendapat di atas dapat disimpulkan bahwa literasi adalah kemampuan manusia membaca, menulis, menafsirkan, untuk berbicara, untuk

menghitung, juga untuk mengenali memahami isi bacaan dengan baik dalam bentuk teks, video, gambar atau apapun orang lain di mana kemampuan hasil dapat digunakan pekerjaan dan kehidupan pribadi pemimpin atau masyarakat."

Error: "apapun"

Correction: "apa pun"

Explanation: "Apapun" is a non-standard form of "apa pun."

f. Sentence: "Literasi numerasi adalah pengetahuan dan kecakapan untuk: dapat memperoleh, menginterpretasikan, menggunakan, dan mengkomunikasikan berbagai macam angka dan simbol matematika untuk memecahkan masalah praktis dalam berbagai macam konteks kehidupan sehari-hari; dan dapat menganalisis informasi yang ditampilkan dalam berbagai bentuk (grafik, tabel, bagan, dsb.) untuk mengambil keputusan."

Error: "mengkomunikasikan"

Correction: "mengomunikasikan"

Explanation: The word "mengkomunikasikan" does not follow the correct morphological rules in Indonesian, which should be "mengomunikasikan."

g. Sentence: "Salah satu kegiatan di dalam gerakan tersebut adalah kegiatan 15 menit membaca buku non pelajaran, sebelum waktu belajar dimulai."

Error: "pelajaran, sebelum"

Correction: "pelajaran sebelum"

Explanation: The word "sebelum" in this context does not require a comma before it.

h. Sentence: "Dari beberapa pendapat diatas, dapat disimpulkan bahwa gerakan literasi sekolah adalah upaya yang dilakukan untuk meningkatkan kemampuan membaca dan memahami suatu bacaan, dan sekolah yang menjadi wadah untuk menggerakkan kegiatan tersebut agar dapat terjalankan dengan maksimal."

Error: "diatas"

Correction: "di atas"

Explanation: "Diatas" is a non-standard form of "di atas."

i. Sentence: "Untuk menumbuhkan serta mengembangkan budi pekerti peserta didik melalui kegiatan gerakan literasi sekolah yaitu kegiatan membaca buku selama 15 menit."

Error: "yaitu kegiatan"

Correction: "yaitu, kegiatan"

Explanation: The word "yaitu" must be preceded by a comma.

j. Sentence: "Dengan memberikan kesadaran kepada semua peserta didik bahwa dengan membaca wawasan kita akan semakin bertambah."

Error: "semakin"

Correction: "makin"

Explanation: The word "semakin" is a non-standard form of "makin."

The summary of language errors in the journal titled "Gerakan Literasi Sekolah dalam Meningkatkan Minat Baca Peserta Didik SMBP Betania Medan" highlights several common writing mistakes. These errors include the incorrect usage of conjunctions without a following comma, such as "yaitu" and "yakni," as well as the improper placement of commas before subordinating conjunctions like "sehingga." Additionally, non-standard word forms were identified, including "pondasi" instead of the correct "fondasi," "apapun" instead of "apa pun," and "mengkomunikasikan" instead of "mengomunikasikan."

Although these may seem minor, such errors significantly affect grammatical accuracy and clarity in scientific writing. Addressing these mistakes will enhance the overall language quality and improve the presentation of information, ensuring adherence to standard Indonesian language conventions.

2. Language Errors in Article 2 titled "The Application of Reflection in Indonesian Language Learning at SMA Negeri 3 Banda Aceh"

    The journal "The Application of Reflection in Indonesian Language Learning at SMA Negeri 3 Banda Aceh" outlines several language errors that require correction to ensure accuracy and compliance with proper Indonesian language rules. A detailed list of the mistakes and their corresponding corrections is provided below:

a. Sentence: "Berdasarkan rumusan penelitian dan tujuan penelitian ini maka dapat disimpulkan bahwa penerapan refleksi di SMP Negeri 3 Banda Aceh belum terlaksanan dengan baik."

   Error: "ini maka"

   Correction: "ini, maka"

   Explanation: The conjunction "maka" should be preceded by a comma.

b. Sentence: "Maka dari itu, guru diharapkan dapat menerapkan refleksi pembelajaran sesuai dengan modul ajar, sehingga guru dapat mengetahui manfat dari refleksi pembelajaran tersebut."

   Error: "ajar, sehingga"

   Correction: "ajar sehingga"

   Explanation: The conjunction "sehingga" does not require a comma before it.

c. Sentence: "Selanjutnya, untuk merancang perangkat pembelajaran diperlukan kompetensi pedagogik."

   Error: "pedagogik"

   Correction: "pedagogis"

   Explanation: "Pedagogik" is a non-standard form of "pedagogis."

d. Sentence: "Apakah peserta didik mampu berpikir kreatif dengan baik?"

   Error: "apakah"

   Correction: "Apakah"

   Explanation: The first letter must be capitalized because it starts a sentence.

e. Sentence: "Analisis Refleksi Pada Pembelajaran: review reasearch" hasilnya dapat disimpulkan bahwa "refleksi" di Indonesia belum cukup familiar. Selanjutnya, penelitian dengan judul "Refleksi Diri Guru Bahasa Indonesia dalam Pembelajaran Berdiferensiasi di Sekolah Penggerak" yang dilaksanakan oleh Jatmiko di SMA Negeri 1 Gapura, Kabupaten Sumenep, pada tahun 2017."

   Error: "familiar"

   Correction: "familier"

   Explanation: "Familiar" is a non-standard form of "familier."

f. Sentence: "Jatmiko mengatakan bahwa refleksi guru bahasa Indonesia dalam pembelajaran berdiferensiasi banyak mengalami kendala bahkan terdapat kegiatan yang diluar dari ketentuan kurikulum merdeka."

   Error: "diluar"

   Correction: "di luar"

   Explanation: "Diluar" is a non-standard form of "di luar."

g. Sentence: "Berbeda halnya dengan penelitian yang telah dilaksanakan oleh Intan Safitri di MTs Negeri 1 Kotamobagu (2020) yaitu, "Home Visit sebagai Refleksi Kurikulum Darurat Covid-19: Kesiapan Guru, Respon Siswa, Materi dan Hasil Belajar di Madrasah Tsanawiyah" refleksi perlu adanya perancangan media pembelajaran yang dilakukan oleh guru, yang harus mampu menjawab pertanyaan: bagaimana bentuk materi yang disampaikan, kegiatan belajar seperti apa yang akan siswa lakukan."
    Error: "(2020) yaitu,"
    Correction: "(2020), yaitu"
    Explanation: The conjunction "yaitu" must be preceded by a comma.

h. Sentence: "Berbeda halnya dengan penelitian yang telah dilaksanakan oleh Intan Safitri di MTs Negeri 1 Kotamobagu (2020) yaitu, "Home Visit sebagai Refleksi Kurikulum Darurat Covid-19: Kesiapan Guru, Respon Siswa, Materi dan Hasil Belajar di Madrasah Tsanawiyah" refleksi perlu adanya perancangan media pembelajaran yang dilakukan oleh guru, yang harus mampu menjawab pertanyaan: bagaimana bentuk materi yang disampaikan, kegiatan belajar seperti apa yang akan siswa lakukan."
    Error: "Respon"
    Correction: "Respons"
    Explanation: "Respon" is a non-standard form of "respons."

i. Sentence: "Dapat diambil kesimpulan bahwa kualitas penerapan refleksi pembelajaran bahasa Indonesia oleh guru kelas VII SMP Negeri 3 Banda Aceh masih kurang."
    Error: "dapat"
    Correction: "Dapat"
    Explanation: The first letter must be capitalized because it starts a sentence.

j. Sentence: "Kedua guru lainnya mendapat skor cukup. Hal tersebut dibuktikan dengan skor hasil pelaksanaan refleksi dalam skala 1-5 atau dalam kategori cukup."
    Error: "kedua"
    Correction: "Kedua"
    Explanation: The first letter must be capitalized because it starts a sentence.

Correcting the identified errors in the journal will significantly enhance the quality of writing and ensure adherence to the proper rules of Indonesian grammar. The summary of language errors in the journal "The Application of Reflection in Indonesian Language Learning at SMA Negeri 3 Banda Aceh" points out several areas needing revision. These include incorrect comma placement, particularly before conjunctions like "maka" and "yaitu," the use of non-standard word forms such as "pedagogik," which should be "pedagogis," and "familiar," which should be "familier." Additionally, the summary highlights inconsistent capitalization at the beginning of sentences and incorrect word separation, such as "di luar," which should be written as two separate words. Addressing these issues will improve the journal's linguistic precision and overall clarity, ensuring it aligns with standard Indonesian language conventions.

3. Language Errors in Article 3 titled "The Tradition of Exchanging Pantun 'Seumapa' in the Wedding Customs of Acehnese Society"

      This analysis highlights several common language errors such as incorrect punctuation usage, non-standard word forms, and spacing errors in prepositions. The following is a detailed description of the language errors found in the journal titled "The Tradition of 'Seumapa' Pantun Exchange in Acehnese Marriage Customs":

a. Sentence: "Penelitian ini bertujuan untuk mendeskripsikan tradisi berbalas pantun Seumapa dan makna yang terkandung pada pantun dalam adat perkawinan masyarakat Aceh di Kabupaten Bireuen yakni gampông Alukupula."

    Error: "Bireuen yakni"

    Correction: "Bireuen, yakni"

    Explanation: The intra-sentence conjunction "yakni" must be preceded by a comma.

b. Sentence: "Tradisi ini masih dilestarikan karena Seumapa merupakan alat menyampaikan pesan atau nasehat pada acara-acara tertentu dalam budaya masyarakat Aceh."

    Error: "nasehat"

    Correction: "nasihat"

    Explanation: "nasehat" is a non-standard form, the correct form is "nasihat."

c. Sentence: "Nyan masalah kitab hana meupikiran kitab alquran kadang jeut geubôh makna."

    Error: "alquran"

    Correction: "Al-Qur'an"

    Explanation: The spelling "alquran" is non-standard and should be written as "Al-Qur'an."

d. Sentence: "Kitab al-quran na keumah dibaca."

    Error: "al-quran"

    Correction: "Al-Qur'an"

    Explanation: Similar to the above, "al-quran" should be written as "Al-Qur'an."

e. Sentence: "Bahkan dalam lima tahun terakhir ini hanya dilakukan dua kali saja."

    Error: "Bahkan"

    Correction: "Bahkan,"

    Explanation: The inter-sentence conjunction "Bahkan" must be followed by a comma.

f. Sentence: "Masyarakat di sini sangat antusias dan gembira menyambut akan digelarnya tradisi tersebut, dikarenakan sudah lama sekali masyarakat tudak melihat akan hal tersebut."

    Error: "tudak"

    Correction: "tidak"

    Explanation: "tudak" is a typographical error of "tidak."

g. Sentence: "Tradisi berbalas pantun di desa ini sangat unik sekali, mereka menyampaikan berbagai macam nasehat dalam rumah tangga, berbakti kepada orang tua dan amanat melalui bait-bait pantun. Disamping itu, Syeh juga harus berpikir secara cepat untuk membalas pantun dari syeh pertama agar tidak kalah".

    Error: "Disamping"

    Correction: "Di samping"

    Explanation: "Disamping" is non-standard and should be written as "Di samping."

h. Sentence: "Tradisi berbalas pantun di desa ini sangat unik sekali, mereka menyampaikan berbagai macam nasehat dalam rumah tangga, berbakti kepada orang tua dan amanat melalui bait-bait pantun. Disamping itu, Syeh juga harus berpikir secara cepat untuk membalas pantun dari syeh pertama agar tidak kalah."
Error: "dimana"
Correction: "di mana"
Explanation: "dimana" should be written as "di mana" according to proper grammatical conventions.

i. Sentence: "Tradisi berbalas pantun ini juga mendapat dukungan dari masyarakat setempat, dimana masyarakat tersebut mengatakan bahwa tradisi berbalas pantun ini seharusnya diterapkan di setiap desa agar tradisi tersebut tidak hilang."
Error: "respon"
Correction: "respons"
Explanation: "respon" is non-standard; the correct form is "respons."

j. Sentence: "Dukungan dan respon dari masyarakat sangat baik, masyarakat yang ada di Kabupaten Bireuen pun sudah ramai yang mengadakan adat Seumapa pada saat acara pesta perkawinan. Mulai dari Banda Aceh sampai dengan Aceh Tamiang sudah sering menerapkan tradisi ini, saya juga berharapagar masyarakat disini tidak mengikut budaya luar sehingga melupakan budayanya sendiri dan tetap mempertahankan adat Aceh yang sudah ada dari zaman dulu, agar adat dan budaya yang ada di kalangan masyarakat Aceh ini tetap berkembang."
Error: "disini"
Correction: "di sini"
Explanation: "disini" is non-standard and should be written as "di sini."

This analysis reveals several common language errors, including improper punctuation, non-standard word forms, and incorrect spacing in prepositions. The summary of the language errors in the journal titled "The Tradition of 'Seumapa' Pantun Exchange in Acehnese Marriage Customs" identifies a range of common mistakes, such as the improper use of commas after intra- and inter-sentence conjunctions, the use of non-standard words like "nasehat" instead of "nasihat" and "respon" instead of "respons," as well as improper formatting of words like "alquran" which should be written as "Al-Qur'an," and "dimana," which should be written as "di mana."

4. Language Errors in Article 4 titled "Character Analysis of the Main Character in the Novel *172 Days* by Nadzira Shafa: A Literary Psychology Study".

The following are revisions to the analysis of language errors found in the journal "Character Analysis of the Main Character in the Novel "172 Days" by Nadzira Shafa: A Literary Psychology Study":

a. Sentence: "Sementara itu, di sisi pengarang karya sastra dapat memberikan pengalaman untuk bisa menghasilkan suatu karya, karena setiap orang dapat menuangkan segala isi hati dan isi pikiran mereka yang kemudian dituangkan kedalam bentuk sebuah tulisan."
Error: "karya, karena"
Correction: "karya karena"
Explanation: "karena" is a subordinating conjunction that does not require a preceding comma.

b. Sentence: "Salah satu cara untuk mengkaji sebuah karya sastra yaitu melalui pengkajian psikologi sastra. Psikologi sastra memandang sebuah karya sastra sebagai hasil dari karya kreativitas dari pengarang Endraswara (dalam Ladola, 2022:1)."

Error: "sastra yaitu"

Correction: "sastra, yaitu"

Explanation: The intra-sentence conjunction "yaitu" must be preceded by a comma.

c. Sentence: "Pertama, karena di dalam novel tersebut terdapat karakter tokoh utama yang dapat diteladani dalam kehidupan para pembaca."

Error: "Pertama, karena"

Correction: "Pertama karena"

Explanation: "karena" is a subordinating conjunction that does not require a preceding comma.

d. Sentence: "Chand Parwez (dalam Nurrijal, 2023:1) juga menggungkapkan bahwa novel 172 Days mengajarkan kita untuk ikhlas bahwa takdir itu ada."

Error: "apapun"

Correction: "apa pun"

Explanation: "Apapun" is a non-standard form and should be written as "apa pun."

e. Sentence: "Nadzira Shafa mengungkapkan bahwa dalam pre-order pertamanya saja novel 172 Days tersebut sudah terjual sampai 4000 eksemplar."

Error: "pre-order"

Correction: "preorder"

Explanation: "Pre-order" should be written as "preorder" as a compound word.

f. Sentence: "Di antaranya adalah (1) perjuangan menjadi superior (2) pengamatan subyektif (3) kesatuan kepribadian (4) minat sosial (5) gaya hidup (6) prinsip kreatif."

Error: "subyektif"

Correction: "subjektif"

Explanation: "Subyektif" is a non-standard form and should be written as "subjektif."

g. Sentence: "Menurut Sugiyono (2014:9) pendekatan kualitatif merupakan suatu pendekatan penelitian yang digunakan untuk meneliti objek yang alamiah, dimana peneliti sebagai instrument kunci, teknik pengumpulan data yang dilakukan secara gabungan, analisis data bersifat induktif, dan hasil penelitian kualitatif lebih menekankan makna dari pada generalisasi."

Error: "dimana"

Correction: "di mana"

Explanation: "Dimana" is non-standard and should be written as "di mana."

h. Sentence: "Menurut Sugiyono (2014:9) pendekatan kualitatif merupakan suatu pendekatan penelitian yang digunakan untuk meneliti objek yang alamiah, dimana peneliti sebagai instrument kunci, teknik pengumpulan data yang dilakukan secara gabungan, analisis data bersifat induktif, dan hasil penelitian kualitatif lebih menekankan makna dari pada generalisasi."

Error: "dari pada"

Correction: "daripada"

Explanation: "Dari pada" is non-standard and should be written as "daripada."

i. Sentence "Beberapa masalah dan kejadian yang ia lalui saat itu membuat kesehatan mentalnya terganggu sehingga membuat ia nekat bunuh diri akibat frustasi yang ia alami, namun usahanya itu tidak berhasil."
   Error: "frustasi"
   Correction: "frustrasi"
   Explanation: "Frustasi" is a non-standard form and should be written as "frustrasi."

j. Sentence: "Gak apa-apa, bang. Ini masalah takdir lagian walau menikah bukan berarti abang punya adek seutuhnya."
   Error: "adek"
   Correction: "adik"
   Explanation: "Adek" is a non-standard form and should be written as "adik."

The revisions to the analysis of language errors in the journal article "Character Analysis of the Main Character in the Novel *172 Days* by Nadzira Shafa: A Literary Psychology Study" highlight several grammatical and lexical mistakes, with corresponding corrections provided. Significant issues include the incorrect placement of commas before subordinating conjunctions like "karena," which should not be preceded by a comma, and errors in conjunctions within sentences, such as "yaitu," which requires a comma before it. Lexical mistakes, such as the improper use of "apapun" and "subyektif," were corrected to "apa pun" and "subjektif," ensuring conformity with standard Indonesian language conventions. Furthermore, corrections were made to prepositions and compound words, such as changing "dimana" to "di mana" and "pre-order" to "preorder." These revisions improve the grammatical precision and clarity of the text, following established language norms.

Discussion

This study demonstrates a strong connection to previous research on linguistic errors in academic writing. Its primary aim is to identify and analyze common language errors made by students, which are a critical factor in improving the quality of their scientific writing.

A significant focus of this research is on spelling and punctuation errors. Mulyati (2022) found frequent mistakes in using capital letters and punctuation in student writing, which align with errors observed in students' scientific articles (Mulyati, 2022). Similarly, research by Rohmah, Arsanti, and Wardani (2020) categorized spelling errors in student compositions, linking them to linguistic elements such as phonology, morphology, and syntax (Rohmah et al., 2020). These findings are consistent with those of Pranata (2023), who emphasized the importance of addressing spelling errors in instructional materials due to their impact on students' academic writing, particularly in scientific contexts (Pranata et al., 2023).

In addition, Wati (2022) highlighted the prevalence of language errors in students' essays and assignments, including incorrect usage of capital letters and punctuation. These findings suggest that language errors are widespread across various forms of academic writing (Juwita & Hapsari, 2021). Yusdarwati and Herni (2023) further supported this by identifying linguistic errors in students' short stories, demonstrating that such issues are common across multiple writing genres (Yusdarwati & Herni, 2023).

Understanding the challenges students face is crucial for improving scientific writing. Salamah and Darmalaksana (2021) revealed that students often struggle with writing scientific articles due to a lack of proper structure and formatting (Salamah & Darmalaksana, 2021). This aligns with the research of Darmalaksana and Busro (2021), which suggests that collaboration among academics from different disciplines can offer broader and more in-depth perspectives to address these challenges (Darmalaksana & Busro, 2021).

Furthermore, training and mentoring in scientific writing have proven effective in enhancing students' skills. Latuconsina, Atrisia, and Kurniawati (2023) demonstrated that students can significantly improve their understanding and abilities in scientific writing with proper guidance (Latuconsina et al., 2023). This underscores the importance of educational interventions in reducing linguistic errors in academic writing.

Another contributing factor to linguistic errors in scientific writing is the limited awareness among many authors regarding standard Indonesian language conventions, such as "Ejaan yang Disempurnakan" (EYD), formal terminology, and the proper structure of academic sentences. Many authors are not well-versed in using standardized language and formal writing conventions. This lack of knowledge extends to scientific terminology, where authors may not be familiar with the precise and context-appropriate terms required in academic discourse. Moreover, many struggle with sentence construction, often failing to grasp the syntactical and grammatical requirements of formal scientific writing. This frequently misuses punctuation, non-standard forms, and improper organization of ideas within sentences and paragraphs, all of which reduce their work's clarity and academic rigour. These challenges and a lack of sufficient guidance on the structural norms of scientific writing highlight the need for educational interventions to improve writers' familiarity with formal language standards. Addressing these gaps through specialized training and mentorship is essential to elevating the quality of academic writing and ensuring adherence to established linguistic and structural norms.

The findings of this study indicate that linguistic errors in students' scientific articles represent a complex and multifaceted issue. Drawing on various previous studies, it can be concluded that these errors are not solely due to a lack of knowledge but are also influenced by factors such as insufficient training and support. Therefore, ongoing research and development in this field are essential to improving students' scientific writing skills.

The essential findings of this study reveal that language errors in students' scientific articles are not isolated incidents but part of a broader pattern observed across various forms of academic writing. This research offers new insights by highlighting persistent spelling, punctuation, and Syntax issues that align with previous studies but are contextualized specifically within scientific writing. The novelty of this study lies in its comprehensive analysis, which confirms existing findings and emphasizes the need for targeted interventions, such as specialized training and mentorship, to address these challenges. It suggests that linguistic errors are not simply the result of inadequate knowledge but are compounded by a lack of formal guidance and structured support systems in academic settings. Therefore, further development of educational strategies is critical to improving the accuracy and quality of students' scientific writing, ultimately contributing to more effective academic communication.

CONCLUSION

The analysis of the four articles from Volume 5, Issue 1 of "Jurnal Kande" (2024) provides a comprehensive examination of linguistic errors, revealing the pervasive nature of these issues in academic writing. The articles consistently exhibit spelling, punctuation, and sentence structure errors, indicating that many writers struggle with the standards of the Indonesian language, including "Ejaan yang Disempurnakan" (EYD), formal terminology, and proper sentence construction. This study's novelty lies in contextualizing these errors within scientific writing, illustrating that such mistakes transcend specific types of academic outputs. The detailed analysis reveals that these linguistic errors arise from gaps in knowledge, insufficient training, and a lack of institutional support. The persistent misuse of conjunctions and non-standard word forms across the articles underscores the urgent need for systematic educational interventions. The findings have significant theoretical implications, as they enhance our understanding of the relationship between language proficiency and academic performance, while practically advocating for educational institutions to prioritize the enforcement of language standards. Institutions should provide practical resources such as writing workshops, targeted feedback, and language editing services, integrating continuous language training into curricula to bridge the gap between theory and application. This will not only prepare students for high-quality scientific writing but also foster long-term development as proficient academic communicators. In conclusion, this research underscores the necessity of targeted linguistic training and mentorship, highlighting the critical need for continuous support systems in academic settings to address the complex nature of language errors. By developing specialized strategies in language education, we can enhance clarity, accuracy, and professionalism in students' scientific writing, ultimately contributing to their academic and professional success.

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