

The existence of PU EYD/EBI in the "Academic Writings" of Sasindo FIB Undip Students

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Abstract. Discussing PU EYD/EBI is mandatory to: be aware of, understand, adhere to, and implement in "written papers", because it is a government product that applies on a national scale. Even so, it turns out that there are still violations of errors as in the thesis of students of the S-1 Program, Sasindo Study Program, Faculty of Cultural Sciences Undip, so it is interesting to be studied. Data analysis is based on the presentation of the discussion in PU EYD/EBI, so the research method departs from the role of the text by basing it on listening/reading techniques (as is the case in linguistic research). The objectives to be achieved are: proof that there are still violations of errors in the existence of PU EYD/EBI. The stages of the research include: 1. data provision, 2. data classification and analysis, and 3. report writing. The results of the analysis of the data findings are related to: 1. incorrect use in the spelling writing system, 2. incorrect use in the the punctuation writing system, and 3. a combination of incorrect use in the use of the spelling writing system and in the use of the punctuation writing system.

1 Introduction

Discussing the existence of "Pedoman Umum (PU)", especially PU EYD/EBI" (2016), certainly correlates with our obligation to: be aware of, understand, comply with, and carry out the existing discussion as a basis for reference, so that it applies "binding" . Because violations, which lead to errors, affect the meaning of sentences (in written variety). Such a statement is in line with the meaning of the term "General Guidelines (PU)", namely 1. ka set of basic provisions that explain how something should be done, 2. things (principal) that form the basis (holdings, instructions, etc.). and the meaning of "general" is, "1. a. Regarding all or all; as a whole, not regarding the specific (certain) only. ...; 2. ..." (*Kamus Besar Bahasa Indonesia*, 2001).

Starting from the statement and presentation of the quotation above, it is clear that the existence of PU EYD/EBI is absolutely valid as a "general guideline" for writers when compiling "papers" for the content of the message to be conveyed to readers. Because the existence of PU EYD/EBI is an official government product that applies on a national scale.

Starting from the existing facts, it turns out that there are still many disobedience/violations against PU EYD/EBI by many authors in the "papers"; as contained in the undergraduate student thesis work, Sasindo Study Program, Faculty of Cultural Sciences, Undip. Even though he had actually received the "Indonesian Language" course, of course the existence of PU EYD/EBI as a basic/principal reference for writing purposes.

Facts that found violations against PU EYD/EBI implementation include: 1. Incorrect use in the use of the writing spelling system, 2. incorrect use in the use of the writing system for punctuation, and 3. a combination of incorrect use between the use of the writing system for spelling and the use of the writing system for punctuation. The objectives to be achieved are related to proving that there are still violations against the implementation of PU EYD/EBI, so that the facts that there are findings are interesting to discuss.

The writing method is based on the application of the script method (watch/read) as discussed in the reference sources (Djamaris, 2002; Muzakka, 2020), so that the analysis of violation data findings is returned to the presentation of the discussion in PU EYD/EBI. The basis for writing refers to the application of three stages, namely: 1. collecting/providing data, 2. classification and analysis of data, and 3. compiling/producing reports (as applies to the implementation of linguistic research (Sudaryanto, 1983).

Stage 1. collecting/providing data. Data acquisition focuses on secondary data, because it is sourced from written variety data, namely

the thesis "written work". Stage 2. Classification and data analysis. The classification is based on the facts of the three findings of violations (as mentioned above); while the analysis of data on violations of errors is based on the application of the watch/read method, then a cross check is carried out on the presentation of the discussion required in the PU EYD/EBI. Data analysis is based on Linguistic theory in the field of morphology and syntax, because what is called PU EYD/EBI is normative. Therefore, normative issues are related to the arrangement of language rules in written variety. The existence of PU EYD/EBI is parallel to the existence of *Tata Bahasa Baku Bahasa Indonesia* books, namely for the sake of "standardization". The data analysis techniques are based on replacement/substitution techniques (as applies to linguistic analysis techniques). Stage 3. preparation / preparation of reports. At this stage it ends with the preparation of writing a report on the results of the research implementation.

Evidence that the implementation of PU EYD/EBI is interesting to discuss, below is presented a reference source which discusses the significance of the existence of PU EYD/EBI in "written work".

The existence of PU EYD/EBI was inaugurated in 1972, Presidential Decree No. 57, August 16, 1972 the presentation includes: the use of letters, writing words, using punctuation marks, and writing absorption elements (Nugroho, et al., 2018), so their existence is important in the preparation of written variety.

The book entitled *Tata Bahasa Baku Bahasa Indonesia* (2010) attaches PU EYD. Appendix as a support, because both of them are a guide/reference (book) for all speakers of Indonesian.

Another book, titled *Bahasa Indonesia untuk Perguruan Tinggi* (Noor and Mulyo Hadi Purnomo (Ed.), 2008), in the final presentation also attached PU EYD/EBI, because its existence is related to the nature of "binding" in conveying ideas in writing.

Another source (Kurniawan, 2015) emphatically says that in PU EYD/EBI it prioritizes spelling issues in written variety, so understanding and writing spelling needs absolute attention, its existence in written variety is functional. Other sources agree that the existence of spelling does not only function for writing words (only clothes), but the existence of spelling also functions as a filter for writing words from foreign languages (Maimunah, 2011). Likewise, in another opinion, it is explicitly stated that there are still many errors in the application of PU EYD/EBI in student scientific work (Ernis, 2020).

2 Results and Discussion

Presentation of Results and Discussion is based on the results of data classification, which are related to: 1. incorrect use of spelling writing system, 2. incorrect use in the punctuation writing system, and 3. a combination of incorrect use between the spelling writing system and the punctuation writing system. Each result of data classification is discussed separately as the following presentation. The presentation of the discussion, as mentioned above, is valid as an effort to prove that there are still errors. The basis for justifying existing data errors is based on the existence of PU EYD/EBI.

2.1 Incorrect Use of Spelling Writing System

The findings of the data on `Incorrect Use of the Spelling Writing System` are relatively common, as is data (1).

(1) ... Yang ini *bagus*!

Data (1) on the word writing system *bagus* is wrong, because the word refers to "personal name", so it must be started with a capital letter.

(1a) ... Yang ini *Bagus*!

Another example is consistent with errors in data (1) as well as data (2).

(2) Siti *amat* cantik.

The correct system of data (2) is (2a), because of the word *amat* on data as words *bagus*, which both refer to "self-name (persona)".

(2a) Siti *Amat* cantik.

Word presence *amat* not as an addition (Ramlan, 1983) to a phrase *amat cantik*, which can be substituted with words *sangat*, *sekalinya*, or *sekali* as data (2b,c).

(2b) Siti *sangat/sekalinya* cantik.

(2c) Siti cantik *sekali*.

2.2 Incorrect Use of Punctuation Writing System

The findings of the data on `Incorrect Use of the Punctuation Writing System` as in data (3) regarding the use of double quotation marks ("...") in (type of) direct sentences.

(3) Ibu menyuruh adik: "Sapuluh halaman depan rumah kita!"

The writing system for using punctuation marks in data (3) is wrong, because it is related to the presentation (type) of direct sentences. The correct writing system is as (3a).

(3a) Ibu menyuruh adik, "Sapuluh halaman depan rumah kita!"

Punctuation after *ibu menyuruh adik* not a colon (:), but a comma (,). Another example is data (4).

(4) Dia memang masih berstatus sebagai siswa S.M.A.

The writing of the abbreviation S.M.A in data (4) is wrong, because the letters are written with a dot (.). The correct system as data (4a).

(4a) Dia memang masih berstatus sebagai siswa SMA.

2.3 Combination of Incorrect Use between the Use of the Spelling Writing System and the Use of the Punctuation Writing System

Based on the data on the combination of incorrect use between the use of the spelling writing system and the use of the punctuation writing system as in example (5).

(5) Koperasi "*simpan pinjam*" Mawar berdiri sejak tahun 2010.

The writing system "*simpan pinjam*" in data (5) is wrong, the correct writing system is "Simpan-Pinjam" as in data (5a).

(5a) Koperasi "Simpan-Pinjam" Mawar berdiri sejak tahun 2010.

Another example is data (6).

(6) Keberhasilan ... itu *diback-up* oleh

Writing system *diback-up* is a combination of affixes *Of-* with a (foreign) loanword *back-up*, so that the writing system *diback-up* in data (6) is wrong. Correct write system as data (6a).

(6a) Keberhasilan ... itu *di-back-up* oleh

The basic reason for writing affixes *di-* when joining words *back-up* is marked with a hyphen (-) and written in italics, while the writing system is an affix *di-* written upright. Because words *back-up* are loanwords in foreign languages whose authenticity is still accepted (Setyadi, 2010). In contrast to the writing system which consists of affixes *di-* which joins the word *lempar* in the word *dilempar* data (6). Because of the affix *di-* meet the original Indonesian words (Ramlan, 1983).

(7) Bola voli itu *dilempar* adik ke parit.

3 Conclusion

Starting from the presentation of the data analysis above, it can finally be concluded that the existence of PU EYD/EBI, although it is a government product that is "binding" on a national scale, has not yet

been implemented "properly and correctly", as from the data source written in the thesis S. -1. Sasindo Study Program, Faculty of Cultural Sciences Undip.

Findings of error violations included: 1. incorrect use in the spelling system, 2. incorrect use in the punctuation writing system, and 3. a combination of incorrect use between the spelling system and the punctuation writing system.

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