

**ABSTRAK**

Zalukhu, Artiba. 2006. *Kesalahan Ejaan Bahasa Indonesia pada Proposal Skripsi Mahasiswa Angkatan 2001, Program Studi Ilmu Pendidikan Kekhususan Pendidikan Agama Katolik, Universitas Sanata Dharma, Yogyakarta*. Skripsi. Yogyakarta: PBSID, Universitas Sanata Dharma.

Penelitian ini bertujuan untuk mendeskripsikan kesalahan ejaan dan urutan jenis-jenis kesalahan ejaan berdasarkan banyaknya kesalahan pada proposal skripsi mahasiswa Angkatan 2001, IPPAK, USD, Yogyakarta. Sumber data penelitian adalah proposal skripsi mahasiswa Angkatan 2001, IPPAK, USD, Yogyakarta yang berjumlah tiga belas; 231 halaman.

Jenis penelitian ini termasuk deskriptif kualitatif. Melalui metode deskriptif kualitatif ini peneliti melakukan analisis terhadap kesalahan yang terdapat pada data yang ada, kemudian mendeskripsikan hal yang ditemukan sesuai dengan permasalahan yang telah dirumuskan.

Hasil penelitian menunjukkan bahwa kesalahan ejaan yang terdapat pada proposal skripsi mahasiswa ternyata banyak yakni 1921. Kesalahan-kesalahan tersebut menurut urutan banyaknya adalah (1) pemakaian huruf kapital sebanyak 681, (2) pemakaian tanda koma: 392, (3) pemakaian tanda titik: 186, (4) pemakaian huruf miring: 147, (5) singkatan dan akronim: 90, (6) pemakaian tanda titik dua: 91, (7) penulisan kata turunan: 60, (8) penulisan unsur serapan: 51, (9) pemakaian tanda hubung dan kesalahan penulisan kata depan masing-masing ada 41, (10) penulisan gabungan kata: 34, (11) penulisan bentuk ulang dan tanda petik masing-masing sebanyak 33, (12) pemakaian tanda titik koma: 31, (13) pemakaian tanda garis miring: 9, (14) penulisan partikel dan penulisan angka dan lambang bilangan masing-masing sebanyak 6, (15) pemakaian tanda elipsis: 4, dan (16) pemakaian tanda kurung: 2, dan (17) penulisan kata ganti: 1. Kesalahan yang paling tinggi dilakukan mahasiswa adalah kesalahan dalam pemakaian huruf kapital.

Jenis ejaan yang tidak ada kesalahan yakni (1) pemakaian huruf, (2) penulisan kata *si* dan *sang*, (3) pemakaian tanda tanya, (4) pemakaian tanda seru, (5) pemakaian tanda kurung siku, (6) pemakaian tanda petik tunggal, dan (7) pemakaian apostrof.

Berdasarkan hasil penelitian di atas, disarankan agar (1) Prodi IPPAK mengambil langkah yang tepat membekali mahasiswa memahami kaidah EYD, (2) peneliti lain melakukan penelitian lebih lanjut di kalangan dosen, dan (3) Pusat Pembinaan dan Pengembangan Bahasa meninjau ulang dan merevisi kaidah EYD untuk menghindari salah tafsir di kalangan pemakai EYD.

**ABSTRACT**

Zalukhu, Artiba. 2006. *Bahasa Indonesia Spelling Errors in the Thesis Proposals of Catholic Education Department Students in the Academic Year of 2001, Faculty of Teachers Training and Education, Sanata Dharma University, Yogyakarta*. Thesis. Yogyakarta: PBSID, Sanata Dharma University.

The goals of this research are to describe the Indonesian language spelling errors and their arrangements based on the number of errors in the thesis proposals of Catholic Education Department Students in the Academic Year of 2001 Sanata Dharma University of Yogyakarta which consist of 231 pages.

This research is a descriptive qualitative study. The researcher analyzed the errors in the available data and then described them based on the formulation of the problem.

The research findings show that there are 1921 spelling errors in the students thesis proposal. Based on the number of spelling errors, the arrangements are as follows: (1) the uses of capital letter are 681, (2) the uses of comma are 392, (3) the uses of full stop are 186, (4) the uses of italicized words are 147, (5) the uses of abbreviation and acronyms are 90, (6) the uses of colon are 73, (7) the uses of derivatives are 60, (8) the uses of adopted words are 51, (9) the uses of dash and preposition are 41 respectively, (10) the uses of compound words are 34, (11) the uses of repetitive words and quotation mark are 33 respectively, (12) the uses of semi colon are 31, (13) the uses of slash are 9, (14) the uses of affixes and numbers are 6 respectively, (15) the uses of ellipsis are 4, (16) the uses of brackets are 3, and (17) the use of pronoun are 1. The most frequent error occurs is the use of capital letter.

Types of spelling which are correctly made are: (1) the use of letters, (2) the use of articles *si* and *sang*, (3) the use of question mark, (4) the use of exclamation mark, (5) the use of parentheses, (6) the use of apostrophe and, (7) the use of quotation mark.

Based on the findings, the researcher suggests that: (1) the Department of Catholic Education (IPPAK) should take action to give students understanding about the rules of *EYD*, (2) other researchers to conduct further research among lecturers and, (3) the Centre and of Language Development to review and revise the rules of *EYD* to avoid misinterpretation among the *EYD* users.