

ABSTRAK

Lestari, Sri. 2007. *Perbedaan Kemampuan Memahami Ejaan dalam Kalimat antara Mahasiswa Program Studi Pendidikan Bahasa, Sastra Indonesia, dan Daerah dan Mahasiswa Program Studi Sastra Indonesia (Studi Kasus di Fakultas Keguruan dan Ilmu Pendidikan dan Fakultas Sastra, Universitas Sanata Dharma Yogyakarta Angkatan 2004)*. Yogyakarta : PBSID, JPBS, FKIP, USD.

Penelitian ini mempunyai tiga tujuan. Pertama, mendeskripsikan kemampuan mahasiswa Program Studi Pendidikan Bahasa, Sastra Indonesia, dan Daerah, Universitas Sanata Dharma Yogyakarta angkatan 2004 yang sudah menempuh mata kuliah Ejaan Bahasa Indonesia dalam memahami ejaan dalam kalimat. Kedua, mendeskripsikan kemampuan mahasiswa Program Studi Sastra Indonesia, Universitas Sanata Dharma Yogyakarta angkatan 2004 yang sudah menempuh mata kuliah Bahasa Indonesia II dalam memahami ejaan dalam kalimat. Ketiga, mendeskripsikan perbedaan kemampuan memahami ejaan dalam kalimat antara mahasiswa Program Studi Pendidikan Bahasa, Sastra Indonesia, dan Daerah, Universitas Sanata Dharma Yogyakarta angkatan 2004 yang sudah menempuh mata kuliah Ejaan bahasa Indonesia dan mahasiswa Program Studi Sastra Indonesia, Universitas Sanata Dharma Yogyakarta angkatan 2004 yang sudah menempuh mata kuliah Bahasa Indonesia II.

Populasi penelitian ini adalah mahasiswa Program Studi Pendidikan Bahasa, Sastra Indonesia, dan Daerah, Universitas Sanata Dharma Yogyakarta angkatan 2004 yang sudah menempuh mata kuliah Ejaan Bahasa Indonesia dan mahasiswa Program Studi Sastra Indonesia, Universitas Sanata Dharma angkatan 2004 yang sudah menempuh mata kuliah Bahasa Indonesia II. Jumlah populasi dari Program Studi Pendidikan Bahasa, Sastra Indonesia, dan Daerah sebanyak 40 mahasiswa dan populasi dari Program Studi Sastra Indonesia sebanyak 29 mahasiswa.

Sampel dalam penelitian ini diambil dari keseluruhan populasi. Sampel dari Program Studi Pendidikan Bahasa, Sastra Indonesia, dan Daerah sebanyak 40 mahasiswa. Dari 40 mahasiswa tersebut, 5 mahasiswa tidak diikutkan dalam penelitian karena telah digunakan sebagai uji-coba instrumen penelitian, dan 10 mahasiswa tidak ikut dalam penelitian dengan alasan yang tidak jelas. Jadi, mahasiswa dari Program Studi Pendidikan Bahasa, Sastra Indonesia, dan Daerah yang ikut dalam penelitian sebanyak 25 mahasiswa. Sampel dari Program Studi Sastra Indonesia sebanyak 29 mahasiswa. Dari 29 mahasiswa tersebut, 5 mahasiswa tidak diikutkan dalam penelitian karena telah digunakan sebagai uji-coba instrumen penelitian, 2 mahasiswa tidak ikut penelitian karena sedang cuti kuliah, dan 8 mahasiswa tidak ikut penelitian dengan alasan yang tidak jelas. Jadi, mahasiswa dari Program Studi Sastra Indonesia yang ikut dalam penelitian sebanyak 14 mahasiswa.

Instrumen yang digunakan dalam penelitian ini berupa tes objektif. Analisis data dilakukan dengan cara menghitung skor rata-rata dan uji-t. Skor rata-rata digunakan untuk mengetahui kemampuan rata-rata dalam memahami

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ejaan dalam kalimat, sedangkan uji-t digunakan untuk mencari perbedaan kemampuan memahami ejaan dalam kalimat.

Hasil penelitian menunjukkan bahwa kemampuan memahami ejaan dalam kalimat pada mahasiswa Program Studi Pendidikan Bahasa, Sastra Indonesia, dan Daerah, Universitas Sanata Dharma Yogyakarta angkatan 2004 yang sudah menempuh mata kuliah Ejaan Bahasa Indonesia adalah *hampir sedang*. Kemampuan memahami ejaan dalam kalimat pada mahasiswa Program Studi Sastra Indonesia, Universitas Sanata Dharma Yogyakarta angkatan 2004 yang sudah menempuh mata kuliah Bahasa Indonesia II adalah *kurang*. Jadi, ada perbedaan kemampuan memahami ejaan dalam kalimat antara mahasiswa Program Studi Pendidikan Bahasa, Sastra Indonesia, dan Daerah, Universitas Sanata Dharma Yogyakarta angkatan 2004 yang sudah menempuh mata kuliah Ejaan Bahasa Indonesia dan mahasiswa Program Studi Sastra Indonesia, Universitas Sanata Dharma Yogyakarta angkatan 2004 yang sudah menempuh mata kuliah Bahasa Indonesia II.

Berdasarkan hasil penelitian tersebut, penulis memberikan saran bagi (1) dosen di Program Studi Pendidikan Bahasa, Sastra Indonesia, dan Daerah, (2) dosen di Program Studi Sastra Indonesia, dan (3) peneliti lain. Dosen di Program Studi Pendidikan Bahasa, Sastra Indonesia, dan Daerah hendaknya memberikan perhatian yang lebih di bidang ejaan. Di setiap mata kuliah, sebaiknya diberi latihan yang memungkinkan diterapkannya ejaan. Dosen di Program Studi Sastra Indonesia hendaknya juga memberikan perhatian yang lebih di bidang ejaan. Peneliti lain yang ingin melakukan penelitian sejenis dapat mengembangkan penelitiannya dari topik ini. Ruang lingkup penelitian dapat diambil dari lingkup yang lebih luas, misalnya dari universitas lain. Instrumen penelitian juga dapat dikembangkan dengan bentuk yang lain, misalnya tes bentuk karangan.

ABSTRACT

Lestari, Sri. 2007. *The Difference Ability on Spelling Comprehension in Sentence between Students of Indonesian Language, Indonesian Literature, and Local Language Education Study Programme and Students of Indonesian Letters Study Programme (A Case Study at Teachers Training and Education Faculty and Letters Faculty of Sanata Dharma University class of 2004)*. Yogyakarta : Thesis. Indonesian Language, Indonesian Literature, and Local Language Education Study Programme. Department of Language and Arts Education. Faculty of Teachers Training and Education. Sanata Dharma University.

This research, has three goals. First is to describe the ability of the students of Indonesian Language, Indonesian Literature, and Local Language Education Study Programme, Sanata Dharma University class of 2004 who have taken Ejaan Bahasa Indonesia subject in understanding the spelling in a sentence. Second is to describe the ability of the students of Indonesian Letters Study Programme, Sanata Dharma University class of 2004 who have taken Bahasa Indonesia II subject in understanding the spelling in a sentence. Third is to describe the differences of the ability in understanding the spelling in a sentence between the students of Indonesian Language, Indonesian Literature, and Local Language Education Study Programme, Sanata Dharma University class of 2004 who have taken the Ejaan Bahasa Indonesia subject and the students of Indonesian Letters Study Programme, Sanata Dharma University class of 2004 who have taken Bahasa Indonesia II subject.

The population of this research is the students of Indonesian Language, Indonesian Literature, and Local Language Education Study Programme, Sanata Dharma University class of 2004 who have taken Ejaan Bahasa Indonesia subject and the students of Indonesian Letters Study Programme, Sanata Dharma University class of 2004 who have taken Bahasa Indonesia II subject. The numbers of the population from Indonesian Language, Indonesian Literature, and Local Language Education Study Programme are 40 students and the numbers of the population from Indonesian Letters Study Programme are 29 students.

The samples of this research were taken from the whole population. The samples from Indonesian Language, Indonesian Literature, and Local Language Education Study Programme are 40 students. Five of the students were not involved in the research because they had been involved as the trial and error of the research instrument, and 10 students did not involve in the research with unknown reason. So, the number of the students from Indonesian Language, Indonesian Literature, and Local Language Education Study Programme who involved in the research was 25 students. The samples from Indonesian Letters Study Programme were 29 students. Five of the students were not involved in the research because they had been involved as trial and error research instrument, 2 students did not involve in the research because they were off from the study, and

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8 students did not involve in the research with unknown reason. So, the number of the students from Indonesian Letters Study Programme who involved in the research was 14 students.

The instrument in this research was an objective test form. The data analysis was done by counting the average score and t-test. The average score was used to find out the average ability of the students in understanding the spelling in a sentence, and the t-test was used to find out the differences of the ability in understanding the spelling in a sentence.

The result of this research shows that the ability to understand the spelling in a sentence of students of Indonesian Language, Indonesian Literature, and Local Language Education Study Programme, Sanata Dharma University class of 2004 who have taken the Ejaan Bahasa Indonesia subject is *fairly good*. The ability to understand the spelling in a sentence of students of Indonesian Letters Study Programme, Sanata Dharma University class of 2004 who have taken Bahasa Indonesia II subject is *less good*. So, there are some differences in the ability to understand the spelling in a sentence between the students from Indonesian Language, Indonesian Literature, and Local Language Education Study Programme, Sanata Dharma University class of 2004 who have taken the Ejaan Bahasa Indonesia subject and the students from Indonesian Letters Study Programme, Sanata Dharma University class of 2004 who have taken Bahasa Indonesia II subject

Based on the research result, the writer gives three suggestions for (1) lecturers in Indonesian Language, Indonesian Literature, and Local Language Education Study Programme, (2) lecturers in Indonesian Letters Study Programme, and (3) next researches. For the lecturers in Indonesian Language, Indonesian Literature, and Local Language Education Study Programme, they should give more attention to the use of the spelling. In each class, there should be an exercise that opens the opportunity to the spelling to be practiced. The lecturers in Indonesian Letters Study Programme should give more attention to the spelling in every subject. For the next researchers who want to have the similar research, he or she can develop this research to the broader field. The subject of the research can be taken from the broader field, such as from other universities. The research instrument also can be developed to another form, such as to the essay test form.