

ABSTRAK

Ndole, Maria Marsiana. 2007. *Kesalahan Ejaan Bahasa Indonesia pada Tugas Akhir Mahasiswa Angkatan 2005, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta*. Skripsi. Yogyakarta: Program Studi Pendidikan Bahasa, Sastra Indonesia, dan Daerah, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Penelitian ini bertujuan untuk mendeskripsikan kesalahan ejaan dan urutan jenis-jenis kesalahan ejaan berdasarkan banyaknya kesalahan pada tugas akhir mahasiswa Angkatan 2005, PGSD, USD, Yogyakarta. Dalam penelitian ini ada dua pokok permasalahan, yaitu

(1) kesalahan ejaan apa yang terdapat dalam tugas akhir mahasiswa Angkatan 2005, PGSD, USD, Yogyakarta, dan (2) bagaimana urutan jenis-jenis kesalahan ejaan dilihat dari banyaknya kesalahan dalam tugas akhir mahasiswa Angkatan 2005, PGSD, USD, Yogyakarta.

Jenis penelitian ini adalah penelitian deskriptif. Dalam proses penelitian ini, peneliti akan menganalisis satu per satu dokumen yang berupa kalimat-kalimat kemudian mendeskripsikan hal yang ditemukan sesuai dengan permasalahan yang telah dirumuskan. Populasi penelitian ini adalah mahasiswa Angkatan 2005, PGSD, USD, Yogyakarta yang berjumlah empat belas orang. Semua anggota populasi digunakan sebagai sampel penelitian.

Hasil penelitian ini menunjukkan bahwa kesalahan ejaan yang terdapat pada tugas akhir mahasiswa ternyata banyak yaitu 4.206. Kesalahan-kesalahan tersebut menurut urutan banyaknya meliputi (1) pemakaian huruf kapital sebanyak 2.083, (2) pemakaian huruf miring 659, (3) pemakaian tanda koma sebanyak 271, (4) pemakaian tanda titik dua sebanyak 233, (5) kesalahan penulisan kata depan sebanyak 184, (6) penulisan unsur serapan sebanyak 153, (7) pemakaian tanda titik sebanyak 134, (8) pemakaian tanda hubung sebanyak 115, (9) penulisan kata turunan sebanyak 79, (10) penulisan gabungan kata sebanyak 61, (11) penulisan bentuk ulang sebanyak 59, (12) penulisan angka dan lambang bilangan sebanyak 42, (13) pemakaian tanda titik koma sebanyak 39, (14) penulisan singkatan dan akronim sebanyak 22, (15) pemakaian tanda kurung sebanyak 17, (16) penulisan partikel, pemakaian tanda elipsis, dan pemakaian tanda petik masing-masing sebanyak 13,

(17) penulisan kata dasar sebanyak 10, (18) pemakaian tanda tanya sebanyak 3,

(19) pemakaian tanda petik tunggal sebanyak 2, dan (20) pemakaian tanda garis miring sebanyak 1. Jenis ejaan yang tidak ada kesalahan, yaitu (1) pemakaian huruf, (2) penulisan kata ganti, (3) penulisan kata *si* dan *sang*, (4) pemakaian tanda pisah, (5) pemakaian tanda seru, (6) pemakaian tanda kurung siku, dan (7) pemakaian tanda apostrof.

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Saran-saran dari penelitian ini adalah (1) mahasiswa diharapkan dapat menerapkan ejaan bahasa Indonesia yang benar sesuai dengan kaidahnya dalam setiap kegiatan menulis sehingga penggunaan EYD menjadi suatu kebiasaan, (2) dosen PGSD diharapkan, sebaiknya memberikan perhatian yang lebih serius kepada mahasiswa dalam penggunaan EYD secara benar. Di samping memperhatikan ejaan secara menyeluruh, para dosen, secara khusus dosen pengampu mata kuliah Bahasa Indonesia, hendaknya memfokuskan pada pemakaian huruf kapital dan huruf miring. Selain itu, dosen hendaknya lebih sering memberikan latihan menulis, khusus dengan pemakaian EYD, sehingga mahasiswa terbiasa menguasai dan mampu menerapkan EYD dalam penulisan tugas akhir, (3) peneliti lain yang ingin mengadakan penelitian sejenis diharapkan melakukan penelitian tentang kesalahan ejaan yang sama dengan populasi yang lebih banyak. Selain itu, dapat juga mengadakan penelitian dengan fokus mengecek pengetahuan mahasiswa tentang ejaan.



ABSTRACT

Ndole, Maria Marsiana. 2007. *Errors on Indonesian Writing Mechanics Found in the Final Paper of the 2005 Students of Elementary School Teachers Training Education Study Program, Faculty of Teachers Training and Education, Sanata Dharma University, Yogyakarta*. Thesis. Yogyakarta: Language Education, Indonesian Literature, and Local Language, Faculty of Teachers Training and Education, Sanata Dharma University.

This research aimed at describing errors on writing mechanics and the rank of those errors based on the number of errors found in the final paper of the 2005 student of Elementary School Teacher Training Education Study Program, Sanata Dharma University. Two problems were posed in the research, that is (1) what kind of errors on writing mechanics are made by the 2005 students of Elementary School Teachers Training Education Study Program, Sanata Dharma University, Yogyakarta in their final paper, and (2) what is the rank of the errors on writing mechanics seen from the number of errors in the final paper of the 2005 students of Elementary School Teachers Training Education Study Program, Sanata Dharma University, Yogyakarta.

This research was descriptive in nature. The process undertaken was analyzing documents one by one in form of sentences and the described them in accordance with the research problems. The total number of the population of the research was fourteen students of the 2005 Class of Elementary School Teachers Training Education Study Program, Sanata Dharma University. All of the students became the sample of the research.

It was found that the students made a lot of errors on writing mechanics in their final paper, which amounted to 4.206. According to their rank, the errors consisted of (1) the use of capital letters which amounted to 2.083, (2) the use of italics which amounted to 659, (3) the use of commas which amounted to 271, (4) the use of colons which amounted to 233, (5) the errors on the writing of prepositions which amounted to 184, (6) the writing of borrowed components which amounted to 153, (7) the use of full stops which amounted to 134, (8) the use of hyphens which amounted to 115, (9) the writing of derivations which amounted to 79, (10) the writing of reduplications which amounted to 59, (11) the writing of words formations which amounted to 61, (12) the use of numbers and their symbol which amounted to 42, (13) the use semicolons which amounted to 39, (14) the writing of abbreviations and acronyms which amounted to 22, (15) the use of brackets which amounted to 17, (16) the writing of particles, the use of elliptic, and the use of quotation marks which amounted to 13, (17) the writing of base forms which amounted to 10, (18) the use of question marks which amounted to 3, (19) the use of single quotation marks which amounted to 2, and (20) the use of slashes which amounted to 1. The errors on writing mechanics were not found on (1) the use of letters, (2) the writing of pronouns, (3) the writing of the words *si* and *sang*, (4) the use of dashes,

(5) the use of exclamation marks, (6) the use of square brackets, and (7) the use of apostrophes.

Some suggestions are put forward in this research, that is (1) the students Elementary School Teachers Training Education Study Program (PGSD) are expected to apply standardized usage of Indonesian language in writing so that they become accustomed to it, (2) lecturers at the Elementary School Teachers Training Education Study Program are expected to pay good attention to the students, application of standardized Indonesian language usage (EYD). In addition to paying careful attention to the standardized use of writing mechanics in general, lecturers, especially those who teach Indonesian language, need to focus their attention on the use of capital letters and italics. Furthermore, lecturers need to give writing exercises regularly to the students especially on the standardized usage of Indonesian language in writing mechanics so that students acquire the competence and can apply it in writing their final paper, (3) future researchers, especially those who are interested in conducting similar research, are expected undertake research on writing mechanics with greater population since the population of this research is only fourteen. They can also conduct research focusing on the students knowledge of writing mechanics.