

ABSTRAK

Purwantari, Veronica Kurnia. 2008. *Kesalahan Afiksasi, Pilihan Kata, dan Struktur Kalimat pada Karangan Siswa Kelas X SMA Binneka Tunggal Ika Yogyakarta, Tahun Ajaran 2007/2008*. Skripsi. Yogyakarta: Program Studi Pendidikan Bahasa, Sastra Indonesia, dan Daerah, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Penelitian ini mengkaji kesalahan afiksasi, pilihan kata, dan struktur kalimat pada karangan siswa kelas X SMA Binneka Tunggal Ika Yogyakarta tahun ajaran 2007/2008. Tujuan dari penelitian ini adalah (1) mendeskripsikan kesalahan pemakaian dan pembentukan afiksasi pada karangan, (2) mendeskripsikan kesalahan pilihan kata pada karangan, dan (3) mendeskripsikan kesalahan struktur kalimat pada karangan.

Populasi penelitian ini adalah siswa kelas X SMA Binneka Tunggal Ika Yogyakarta, tahun ajaran 2007/2008 yang berjumlah 21 siswa. Sampel penelitian diambil dari seluruh jumlah populasi. Instrumen yang digunakan dalam penelitian ini adalah tugas menulis karangan bebas, sebanyak satu halaman folio dengan empat tema. Siswa diminta untuk memilih salah satu dari tema tersebut.

Teknik pengumpulan data ada dua, yaitu tugas menulis karangan, dan pengisian kuesioner. Langkah-langkah yang dilakukan dalam mengumpulkan data pada karangan antara lain (1) membaca karangan siswa, (2) mengidentifikasi data, (3) mengelompokkan kesalahan afiksasi, pilihan kata, dan struktur kalimat ke dalam bagian yang lebih khusus, dan (4) menghitung jumlah kesalahan menurut jenis-jenis kesalahan afiksasi, pilihan kata, dan struktur kalimat. Langkah-langkah pengumpulan data melalui kuesioner antara lain (a) Mencocokkan hasil pengisian kuesioner dengan lembar jawaban, (b) menjumlahkan jawaban yang benar, jawaban salah, dan jawaban yang dianggap gagal, (c) mengidentifikasi kesalahan afiksasi yang meliputi kesalahan prefiks (awalan), infiks (sisipan), konfiks (akhiran), dan simulfiks (awalan dan akhiran) pada kalimat, dan (d) menghitung jumlah kesalahan afisasi yang meliputi kesalahan prefiks (awalan), infiks (sisipan), konfiks (akhiran), dan simulfiks (awalan dan akhiran) pada kalimat.

Hasil penelitian dapat disimpulkan sebagai berikut. Kesalahan afiksasi disebabkan oleh kurangnya pengertian siswa terhadap kaidah kebahasaan terutama mengenai pembentukan kata. Kesalahan pilihan kata disebabkan oleh, kurangnya pemahaman siswa mengenai pemakaian kata, baik yang meliputi ketepatan pilihan kata dan kesesuaian pilihan kata. Kesalahan pilihan kata yang menyangkut kesalahan aspek kata baku dan nonbaku, ada yang berupa kata percakapan yang tidak baku. Kesalahan-kesalahan pada struktur kalimat disebabkan oleh, setiap siswa belum dapat menyusun kalimat dengan benar, banyak kata-kata yang diulang-ulang sehingga membingungkan pembaca, siswa menyepelekan kegiatan mengarang, dan pada saat kegiatan mengarang siswa bertindak semaunya tanpa memperhatikan pemakaian struktur kalimat yang benar.

ABSTRACT

Purwantari, Veronica Kurnia. 2008. *The Affixation, Diction and Sentence Structure Incorrectness Appears in X Class of Bhinneka Tunggal Ika Senior High School Yogyakarta, Academic Year 2007/2008*. A Thesis. PBSID – FKIP. Yogyakarta: Sanata Dharma University.

This research aimed to investigate the incorrectness of affixation, diction, and the structure of X class students' essays at Bhinneka Tunggal Ika Yogyakarta 2007/2008 academic year. The objectives of this research were (1) to describe the incorrectness of using and forming the affixation in the essay, (2) to describe the incorrectness of diction in the essay, and (3) to describe the sentence structure of the essay.

The population of this essay were X class students of Bhinneka Tunggal Ika Senior High School 2007/2008 academic year which consist of 21 students. The Sampling of this research was taken from all of the population. The instrument that was used in this research was essay writing assignment, written in one page folio. The students were asked to choose one of four themes.

There were two techniques that were used in collecting the data which wrote the essay assignment and filled a questioner. In collecting the data from the essay some steps were done (1) reading the students' essay, (2) identifying data, (3) arranging the incorrectness specifically based on affixation, diction, or sentence structure error, and (4) calculating the number of the incorrectness according to the affixation, diction, and sentence structure. The steps in collecting the data from the questionnaire (a) comparing the questionnaire result with the correct answer, (b) calculating the correct answers, and the answers that was considered as the wrong one, (c) identifying affixation incorrectness that covers prefix, infix, suffix, and prefix and suffix, and (d) calculating the affixation incorrectness that covers prefix, infix, suffix, and prefix and suffix in the sentence.

The results of this research could be concluded as follow. The affixation incorrectness caused by the lack of students' understanding about the syntaxes rules of the language especially in word formation. The incorrectness of choosing a diction caused by the lack of students' understanding in using words, either the accuracy or the appropriateness of the diction. Diction incorrectness related standard and non-standard word, there were some non-standard words in their essay. The incorrectness of the sentence structured caused by their inability in arranging a sentence, some word were repeated that made a confusion to the reader, the students considered the essay activity as an unimportant one, and in the essay writing activity, they didn't pay attention in it.

Based on the results, the researcher gives suggestion so that there will be no more same cases happened. To reduce the affixation incorrectness, can be handled by giving the students an assignment periodically with the guidance to formulate words. The diction incorrectness can be handled by giving word assignment, giving objective test, and making a dictions list of foreign language adaptation word, standard and non-standard word. While for sentence structure

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incorrectness could be handled by asking the students to write an agenda which contains their daily activity. Then, the teacher will give some comments on their sentence structure.

