

ABSTRAK

Hary Purnomo, Robertus. 2010. *Kesalahan Ejaan Pada Laporan Study Tour Siswa SMA Pangudi Luhur, Sedayu, Bantul, Yogyakarta Angkatan 2007*. Skripsi. Yogyakarta: PBSID, Universitas Sanata Dharma.

Penelitian ini bertujuan untuk mendeskripsikan kesalahan ejaan dan urutan banyaknya kesalahan menurut jenisnya pada laporan *study tour* siswa SMA Pangudi Luhur Sedayu lulusan 2007. Laporan *study tour* ada 42 yang seluruhnya 694 halaman. Jenis penelitian ini termasuk deskriptif kualitatif. Analisis data dilakukan dengan mengidentifikasi kemudian menganalisis.

Hasil penelitian ini menunjukkan bahwa kesalahan ejaan yang terdapat pada laporan *study tour* siswa termasuk kekeliruan berjumlah 7.192. Urutan kesalahan ejaan dari yang terbanyak adalah pemakaian huruf kapital (2.878), pemakaian huruf miring (1.619), pemakaian tanda koma (683), penulisan kata depan (527), pemakaian tanda titik (353), kekeliruan (333), penulisan angka dan lambang bilangan (196), penulisan bentuk ulang (117), pemakaian tanda hubung (110), pemakaian tanda petik (95), penulisan kata turunan (90), pemakaian tanda titik dua (67), pemakaian tanda kurung (38), penulisan kata dasar (15), penulisan gabungan kata (13), pemakaian tanda pisah (12), penulisan partikel (11), pemakaian tanda petik tunggal (10), penulisan unsur serapan (8), penulisan singkatan dan akronim (5), pemakaian tanda titik koma dan pemakaian tanda seru (4), pemakaian tanda penyingkat/apostrof (3), dan penulisan kata ganti (1). Dalam laporan itu tidak ada kesalahan pemakaian huruf, penulisan kata *si* dan *sang*, pemakaian tanda elipsis, pemakaian tanda tanya, pemakaian tanda kurung siku, dan pemakaian tanda garis miring.

Berdasarkan hasil penelitian ini, peneliti memberikan saran kepada guru bahasa Indonesia, siswa, dan peneliti lain. Guru bahasa Indonesia hendaknya memberikan banyak latihan menulis dengan memperhatikan ejaan yang benar terutama pemakaian huruf kapital dan huruf miring yang masih banyak terjadi kesalahan. Siswa hendaknya cermat dan teliti pada saat menulis. Selain itu, siswa juga diharapkan dapat menerapkan ejaan bahasa Indonesia sesuai dengan kaidah setiap kali kegiatan menulis agar penggunaan *EYD* menjadi sebuah kebiasaan. Peneliti lain yang ingin mengadakan penelitian sejenis hendaknya melakukan penelitian kesalahan ejaan dengan populasi yang luas. Dengan demikian, hasil penelitian dapat memperkuat penelitian yang sudah peneliti lakukan.

ABSTRACT

Hary Purnomo, Robertus. 2010. *Spelling Errors in Field Trip Report among Pangudi Luhur High School Students in Academic Year of 2007, Sedayu, Bantul. Yogyakarta:* Indonesian and Ethnic Languages Education Study Program -Department of Language and Arts Education - Faculty of Teachers Training and Education - Sanata Dharma University.

The purpose of the research was to describe the errors in spelling and the gradation of the number of errors according to the types found in field trip report year of 2007 students of Pangudi Luhur High School, Sedayu, Bantul. There were 42 reports in all consisting of 694 pages. It was a descriptive qualitative research with the data analyses was done through identification and analyzing.

The research result showed that errors in spelling in the students report of the field trip including a number of misunderstandings were 7,192 in total. The amount of spelling errors from the biggest in number to the smallest in number were: 2,878 errors on the application of capital letters; 1,619 errors dealt with the italic letters; 527 spelling errors dealing with preposition; 353 errors dealing with the usage of a period; 333 confuses; 196 dealt with the writing of number and figure; 117 mistakes dealt with compound words; 110 mistakes dealt with the usage of hyphen; 95 errors dealt with the usage of quotation marks; 90 dealt with the spelling of derivatives, 67 usage of colons; 38 errors dealing with the usage of brackets; 15 errors dealt with the spelling of the stem; 13 errors dealt with the spelling of combined words, 12 errors dealt with hyphen (at the end of a line); 11 errors dealt with particles; 10 dealt with the spelling of single quotation mark; 8 errors dealing with the spelling of non Indonesian native words; 5 errors dealt with abbreviation, 4 errors dealt with dealt with semicolon and acclamation mark; 3 errors dealt with the usage of apostrophes; and 1 spelling of pronoun. There were no mistakes of usage of letters, usage of the articles *si* and *sang*, usage of elliptical mark, usage of question mark, usage of brace, and usage of slash mark.

Based on the research result, the researcher proposed some suggestions to the Indonesian language teacher, the students and other researchers. The Indonesian Language teachers should better give writing exercises to students in which special attention is given to spelling especially the usage of capital letters and italics which constituted a large portion of errors. The students should be punctual and careful when they are writing. Besides, the students are also hoped to be able to use the Indonesian spelling according to the spelling rules that the usage of the complete spelling becomes habitual. Other researchers who are going to make researches on spelling mistakes should better cover a broader population so that the result could confirm the available research result of the researcher's.