

ABSTRAK

Astuti, Welly Dina. 2009. *Analisis Kesalahan Ejaan Bahasa Indonesia pada Tajuk Rencana SKH Kedaulatan Rakyat Edisi Juni-Agustus 2008 dan Implementasinya dalam Pembelajaran Bahasa Indonesia Di SMP Kelas IX Semester I*. Skripsi. Yogyakarta: Fakultas Keguruan dan Ilmu Pendidikan. PBSID. Universitas Sanata Dharma.

Penelitian ini mengkaji kesalahan ejaan pada tajuk rencana SKH *Kedaulatan Rakyat* edisi Juni-Agustus 2008. Tujuan penelitian ini adalah mendeskripsikan kesalahan ejaan, mendeskripsikan urutan jenis-jenis kesalahan ejaan dan implementasinya sebagai bahan pembelajaran Bahasa Indonesia di SMP kelas IX semester I.

Penelitian ini termasuk penelitian pustaka. Dalam hal ini bahan tertulis yang dimaksud adalah tajuk rencana surat kabar harian *Kedaulatan Rakyat*. Ditinjau dari metodenya, penelitian ini merupakan penelitian deskriptif. Berdasarkan analisis datanya, penelitian ini termasuk penelitian kualitatif

Hasil penelitian menunjukkan bahwa kesalahan ejaan dalam tajuk rencana SKH *Kedaulatan Rakyat* edisi Juni-Agustus 2008 sebanyak 492. Kesalahan itu menurut urutan banyaknya meliputi pemakaian tanda koma 189, pemakaian tanda petik tunggal 44, pemakaian huruf miring 37, pemakaian huruf kapital 33, penulisan singkatan dan akronim 28, penulisan angka dan lambang bilangan 24, pemakaian tanda petik 23, penulisan unsur serapan 21, pemakaian tanda pisah dan penulisan gabungan kata 15, pemakaian tanda titik 11, pemenggalan kata 10, pemakaian tanda hubung 8, pemakaian tanda tanya dan tanda titik dua 7, pemakaian tanda kurung dan penulisan bentuk ulang 5, penulisan partikel dan penulisan kata depan *di*, *ke*, dan *dari* 3, penulisan kata turunan 2, serta pemakaian tanda seru dan penulisan kata dasar masing-masing 1 kesalahan.

Dalam tajuk rencana SKH *Kedaulatan Rakyat* edisi Juni-Agustus 2008 tidak ditemukan kesalahan pemakaian huruf vokal, pemakaian huruf konsonan, pemakaian huruf diftong, pemakaian gabungan huruf konsonan, penulisan kata ganti *-ku*, *-kau*, *-mu*, dan *-nya*, penulisan kata *si* dan *sang*, pemakaian tanda titik koma, pemakaian tanda elipsis, tanda kurung siku, tanda garis miring, dan tanda penyingkat.

Tajuk rencana SKH *Kedaulatan Rakyat* dapat diimplementasikan dalam pembelajaran ejaan di kelas IX semester I. Implementasi pembelajaran diwujudkan dalam bentuk silabus dan RPP, yang disusun berdasarkan SK: mengungkapkan informasi dalam bentuk iklan baris, resensi, dan karangan. Dan KD: menyunting karangan dengan berpedoman pada ketepatan ejaan, tanda baca, pilihan kata, keefektifan kalimat, keterpaduan paragraf, dan kebulatan wacana.

Berdasarkan hasil penelitian di atas, disarankan agar (1) editor naskah tajuk rencana SKH *Kedaulatan Rakyat* lebih teliti dan cermat dalam menyunting naskah serta tidak meninggalkan pedoman EYD yang berlaku sebagai pedoman, (2) pihak-pihak yang menekuni bidang jurnalistik mengadakan penelitian tentang kesalahan ejaan dengan objek dan fokus yang lain, (3) peneliti lain, penelitian ini dapat memberikan sumbangan bagi penelitian selanjutnya yang berkaitan dengan metode pembelajaran maupun objek yang dianalisis.

ABSTRACT

Astuti, Welly Dina. 2009. *Misspelling Analysis Indonesian Language on Editorial SKH Kedaulatan Rakyat edition June-August 2008 and The Implementation on Teaching Learning Activities for the Ninth Grade Students of SMP at the First Semester*. Thesis. Yogyakarta: Faculty of Teachers Training and Education. PBSID. Sanata Dharma University.

This research studies the spelling errors on *Editorial SKH Kedaulatan Rakyat* edition June-August 2008. The objectives of this study were to describe misspelling, to describe the order types of misspelling and to implement as teaching learning materials for the ninth grade students at the first semester.

This study was categorized as book research. In this case, the written material was *Editorial* on daily newspaper *Kedaulatan Rakyat*. Seeing from the method, this study was categorized as a descriptive research. Based on the data analysis, this study was categorized as qualitative research.

The result of the research showed that the amount of misspelling on *Editorial SKH Kedaulatan Rakyat* edition June-August 2008 was 492. The errors according to the order of amount were using of sign comma (,) are 189, the uses of apostrophe (') are 44, the uses of italic letters are 37, the uses of capital letters are 33, the uses abbreviation and acronym are 28, the uses numeral and symbol numeral are 24, the uses of quotation mark ("") are 23, the uses of absorption element are 21, the uses of dash (-) and cluster words are 15 respectively, the uses of full stop (.) are 11, the uses of fragment words are 10, the uses of hyphen minus are 8, the uses of question mark (?) and colon (:) are 7 respectively, the uses bracket sign and the written of repetition words are 5 respectively, the written of particle and prefix *di*, *ke*, and *dari* are 3, the written of word root are 2, also using of exclamation mark (!) and content words are 1 respectively.

On *Editorial SKH Kedaulatan Rakyat* edition June-August 2008, the writer did not find the errors of using vowel letters, using of consonant letters, using of diphthong, using of cluster consonant letter, using of *-ku*, *-kau*, *-mu*, and *-nya*, the written of *si* and *sang*, using of semicolon (;), using of ellipsis sign, square bracket, solidus mark, and acronym sign.

Editorial SKH Kedaulatan Rakyat can be implemented in spelling subject for the ninth grade students at the first semester. The implementation was in the form of syllabus and lesson plan which was arranged based on competence standard: to express information in the form of advertisement, book review, and essay. And Basic competence:proofread essay based on the correct spelling, punctuation mark, diction, the efficiency of the sentences, cohesion of the paragraph, and the overall words.

Based on the research's result above, it is suggested to (1) the editor of the manuscript *Editorial SKH Kedaulatan Rakyat* to be more careful and accurate in the process of proofread the manuscript and keep using the rule of EYD which occur as the guideline, (2) everyone who work on journalism conduct a further research about misspelling with the different object and focus, (3) for other researchers, this research is expected to give contribution for the further research which related with the teaching learning method and also the object is being analyzed.