

## ABSTRAK

Wibowo, Ira. 2016. *Analisis Kesalahan Ejaan dan Kalimat dalam Teks Cerita Pendek Karya Siswa Kelas IX SMP Kanisius Kalasan Sleman Tahun Ajaran 2015/2016*. Skripsi. Yogyakarta: Program Studi Pendidikan Bahasa Sastra Indonesia, Fakultas Keguruan dan Ilmu Pendidikan, Unoversitas Sanata Dharma.

Menulis teks cerita pendek merupakan salah satu keterampilan menulis yang diajarkan pada siswa kelas IX di SMP Kanisius Kalasan. Akan tetapi, masih banyak dijumpai kesalahan berbahasa dalam teks cerita pendek karya siswa. Penelitian ini bertujuan untuk mendeskripsikan jenis kesalahan ejaan dan kesalahan kalimat dalam teks cerita pendek karya siswa kelas IX SMP Kanisius Kalasan Sleman tahun ajaran 2015/2016.

Penelitian ini merupakan penelitian deskriptif kualitatif. Data penelitian ini berupa kalimat dalam teks cerita pendek yang mengandung kesalahan ejaan dan kalimat. Kesalahan ejaan dianalisis dengan menggunakan Pedoman EYD (Ejaan yang Disempurnakan), sedangkan kesalahan kalimat dianalisis berdasarkan struktur, keefektifan kalimat dan keambiguan kalimat. Pengumpulan data dilakukan dengan menggunakan teknik simak bebas libat cakap dan teknik catat. Analisis data dilakukan dengan menggunakan metode padan ortografis.

Hasil penelitian menunjukkan bahwa dalam teks cerita pendek karya siswa kelas IX SMP Kanisius Kalasan tahun ajaran 2015/2016 terdapat lima jenis kesalahan ejaan dan tiga jenis kesalahan kalimat. Kesalahan ejaan meliputi (a) pemakaian huruf (huruf vokal dan huruf konsonan), (b) pemakaian huruf kapital dan huruf miring, (c) penulisan kata (kata turunan, bentuk ulang, gabungan kata, kata depan, kata ganti, partikel, singkatan akronim, dan lambang bilangan), (d) penulisan unsur serapan, dan (e) pemakaian tanda baca (tanda titik, tanda koma, tanda pisah, dan tanda petik). Kesalahan kalimat meliputi (a) kekurangan unsur kalimat, (b) kalimat tidak efektif, dan (c) kalimat ambigu.

Berdasarkan hasil penelitian, peneliti memberikan saran kepada guru bahasa Indonesia, Program Studi Pendidikan Bahasa Sastra Indonesia, dan peneliti lain. Guru perlu meningkatkan intensitas pengajaran pada aspek ejaan dan kalimat, dengan cara sering memberikan latihan menulis kalimat yang baik sesuai dengan kaidah bahasa Indonesia. Untuk meningkatkan keterampilan menulis dan pengetahuan mahasiswa mengenai kaidah ejaan dan kalimat, peneliti menyarankan adanya materi analisis kesalahan berbahasa pada setiap perkuliahan keterampilan berbahasa. Peneliti lain diharapkan dapat melanjutkan penelitian pada tataran yang lain yang belum diteliti dalam penelitian ini.

Kata kunci: kesalahan berbahasa, teks cerita pendek.

### ABSTRACT

Wibowo, Ira. 2016. *Spelling and Syntax Error Analysis in Text of Short Stories written by Students of Class IX at Kanisius Kalasan Sleman Junior High School Academic Year 2015/2016*. Skripsi. Yogyakarta: Program Studi Pendidikan Bahasa Sastra Indonesia, Fakultas Keguruan dan Ilmu Pendidikan, Unoversitas Sanata Dharma.

Writing a short story is one of the writing skills taught in class IX at Kanisius Kalasan Junior High School. However, language errors are commonly found in the text of a short story written by students. This study aimed to describe the type of spelling mistakes and syntax errors in the text of short story written by students of class IX at Kanisius Kalasan Junior High School academic year 2015/2016.

This research is a qualitative descriptive study. The research data used in this study is the sentences in the text of the short story that contains spelling and sentences structure errors. Spelling mistakes were analyzed using Enhanced Indonesian Spelling System Guide (EYD), whereas the syntax errors are analyzed based on the structure, effectiveness of sentences and ambiguous sentences. The data were collected using Teknik Simak Bebas Libat Cakap (Uninvolved Conversation Observation Technique) and Teknik Catat (Writing Technique). Data analysis was performed using a Padan orthography.

The results showed that in the text of a short story written by students of class IX at Kanisius Kalasan Junior High School academic year 2015/2016, there are five types of spelling errors and three kinds of syntax errors. Spelling errors include (a) the use of letters (vowels and consonants), (b) the use of capital letters and italics, (c) writing words (words derivative, remodeled, combinations of words, prepositions, pronouns, particles, abbreviations acronyms, numbers and symbols), (d) loanword writing elements, and (e) use of punctuation (colon, comma, dash, and the quotation marks). Syntax errors include (a) sentence elements deficiencies, (b) the sentence is not effective, and (c) the sentence is ambiguous.

Based on the results of the study, researchers gave advice to Indonesian Literature teachers, majoring in English Literature Study Program, and other researchers. Teachers shall develop the intensity of teaching on aspects of spelling and syntax, this could be done by often provide good writing exercise in accordance with the rules of Indonesian Literature. To improve writing skills and knowledge of students about the rules of spelling and syntax, the researchers suggest to provide error analysis material on each language skills lecture. Other researchers are expected to continue this research on another scope which has not been examined in this study.

Keywords: language errors, short story