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Teachers' Ability on Language Devices and Social Objective of the Text in Text-Based Indonesian Language Learning at Junior High Schools Level in Mataram City

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Abstract— This study aims to explain the teacher's ability to determine language tools and social objectives of text in text-based Indonesian language learning at the junior high schools (SMP / MTs) level in Mataram City. Data were collected using the interview method (online) accompanied by a questionnaire. Data were taken from 16 out of 30 SMP / MTs in Mataram City, consisting of 6 City Center Junior High Schools (4 State Junior High Schools and 2 Private Junior High Schools), 6 Suburban Junior High Schools (4 State Junior High Schools and 2 Private Junior High Schools), and 4 Islamic Junior High Schools (2). City Center MTs and 2 suburban Islamic Junior High Schools) using interview method accompanied by filling out a questionnaire. The data were analyzed through 3 stages, namely data reduction, data display, and data inference. The results show that both public and private SMP / MTs teachers at the center in identifying text tools were still in the underprivileged category (because the score for anecdotal texts was 58.00 while the exposition was 57.70). It's just that the teachers in the city center score better than those in the suburbs. Teachers who teach in State SMP / MTs score better than those in the private sector. In contrast to the social objectives of the text, the teachers of SMP / MTs in Mataram City have understood the social purpose of the text (anecdotal text score 88.00 and exposition text score 85.00). Teachers in SMP have better scores than teachers in MTs. Teachers who teach in State SMP / MTs score better than those in the private sector. In contrast to the social objectives of the text, the teachers of SMP / MTs in Mataram City have understood the social purpose of the text (ie anecdotal text score 88.00 and exposition text score 85.00). Teachers in SMP have better scores than teachers in MTs who teach in State SMP / MTs score better than those in the private sector. In contrast to the social objectives of the text, the teachers of SMP / MTs in Mataram City have understood the social purpose of the text (anecdotal text score 88.00 and exposition text score 85.00). Thus, teachers in junior high schools (SMP) have better scores than teachers in Islamic junior high schools (MTs).

Keywords— language tools, social goals, texts, text-based learning

I. INTRODUCTION

The implementation of the 2013 Curriculum mandates that Indonesian language learning at the Junior High Schools (SMP) / Islamic Junior High Schools (MTs) level be implemented on a text basis. That is, mastery of a set of competencies in Indonesian subjects is packaged in text form. Mastery of a set of competencies is carried out using scientific methods. In this connection, the teacher as the driving force must master the standard content of a set of competencies being taught so that student learning outcomes are optimal. In other words, the teacher must master the concept of text, type of text, text structure, text language tools, and the social objectives of the text, because it is related to the professional competence of Indonesian language teachers.

As is known, professional competence is the main competence that must be mastered by teachers because it can directly determine the blue and redness of the quality of education. Even though a teacher masters a myriad of learning methods or strategies, if the learning material is not mastered, learning outcomes are difficult to achieve. Given the importance of aspects of professional competence, information about the ability of teachers about texts, including language tools and the social objectives of texts, is needed. This is important in determining the form of intervention in order to improve the quality of Indonesian language teachers. In other words, research on the ability of teachers, especially language tools and social purposes of texts, needs to be done.

Given the broad setting, this study will take the city of Mataram as the boundary of the research area. This is because the results of identification of the results or learning achievements of SMP / MTs students in the Indonesian Language Subject for the 2019 Computer-Based National Examination are relatively less encouraging, namely an average of 78.50 although it tends to increase from 2018, which is 77.43. When compared with the learning outcomes of other subjects, the average scores of Indonesian subjects are still below other subjects, namely Social Studies (80.02), Science (82.30), and Mathematics (82.40). Whether the low

student learning outcomes in Indonesian subjects are related to the teacher's mastery of learning material or not is unknown. In connection with this.

5 This study examines four aspects, namely the type of text, the structure of the text, the text tools, and the social objectives of the text with the short story text objects, expositions, and procedures at the Senior High Schools (SMA / MA / SMK) levels in Mataram City. In contrast to this study which examines text tools and social purposes of text with anecdotal and exposition text objects at the SMP / MTs level in Mataram City. So, in terms of aspects and objects, this research is different from this research. Likewise, research conducted by Susilawati, Mahsun, and Mahyudi examined the ability of teachers to design plans, materials, methods, and evaluation of text-based learning at the SMA / MA / SMK levels in Mataram City [1]. Judging from the setting and its aspects, this research is different from this research, but both take anecdotal texts and expositions as objects of study. The third research was conducted by Isodarus on text-based learning as an approach to learning Indonesian [2]. Isodarus argues about the aspects of student activities and what knowledge teachers must have in text-based Indonesian language learning [2]. In connection with this research, Isodarus's research is more on enrichment of aspects of learning material in the curriculum and of course theoretical conceptual, while this research seeks to explain the implementation of text-based learning [2]. The fourth research was conducted by Imawati on the effect of text-based learning in writing descriptive texts in class VII students of SMPN 1 Tanjung [3]. The research is oriented towards describing 10 activities of teachers and students as well as the profiles of students' abilities in writing descriptive texts, while this study explains the ability of teachers about language tools in writing anecdotal texts and exposition texts at the SMP / MTs level in Mataram City. In other words, Imawati's research is different from this research [3].

Mahsun explains that inter-sentence tools are words or groups that connect one sentence to another, which includes: (1) repetition of forms is the repetition of the same words, phrases and clauses in a sentence, for example, He will definitely come, and I am sure, he will definitely come here; (2) the repetition of meaning presented in the form of repetition of forms is another name for the same thing or thing with other expressions, for example: (hero-warrior), (pessimistic-negative thinking); (3) the repetition in the form of anaphora is a reference which is not mentioned in the previous sentence, for example, *With such steps he would also leave if someone told him to. Anyone can order him*; (4) the repetition in the form of an antonym is a relation between meanings whose logical forms are very different or contradictory, for example: sons and daughters, brothers and sisters; and (5) the use of conjunctions between sentences which connects a sentence with another sentence in one paragraph in order to add to the coherence of the discourse, which is usually placed at the beginning of a sentence but not at the beginning of the first sentence of a paragraph and is followed by a comma, for example but, ultimately, consequently, therefore, therefore, and fundamentally [4].

Furthermore, Mahsun explains that the liaison tool between paragraphs is a conjunction / conjunction that connects two paragraphs that have a relationship of meaning [4]. The use of a connecting device between paragraphs which includes repetition / repetition of forms, repetition of

meanings presented in the form of repetition of forms, repetition in the form of anaphora, repetition in the form of synonyms, repetition in the form of antonyms, repetition in the form of hyponym, and use of conjunctions between paragraphs that link the previous paragraph to the next paragraph. For example, so too, meanwhile, then, in short, on the side.

This study of teacher mastery of text-based learning in Mataram City at the SMP / MTs level needs to be carried out considering several considerations. First, it is not specifically known about the causes of the low learning outcomes of SMP / MTs students in the city of Mataram. Second, it is not yet known what form of intervention was carried out to overcome the low learning outcomes or achievements. Third, improving student learning outcomes, including Indonesian language lessons, must continue to be carried out so that information about conditions and factors that cause low learning outcomes needs to be carried out. Fourth, it has an impact on student learning outcomes in Indonesian subjects which are stagnant because the factors causing the low learning outcomes are not known and the unclear forms of intervention on these problems.

In this regard, there are two things that can be discussed in this study, namely the ability of teachers to master language tools and the social objectives of text in text-based Indonesian language learning at SMP / MTs in Mataram City. This is important to do because it relates to improving student learning outcomes in order to achieve student learning competencies, especially in Indonesian subjects. In addition, it illustrates the professional competence of teachers and the types of interventions that must be done to improve the quality of teacher competence (professionalism).

II. METHODS

Data collection was carried out by interview method (Sevilla et al., 1988 and Fontana & Frey, 2009) followed by distributing research questionnaires [5], [6]. The interview method is used as an initial stage to explore what information is contained in the questionnaire which contains instructions for composing anecdotes and exposition text. Data were collected from 16 schools from 30 SMP / MTs in Mataram City, namely 6 City Center Junior High Schools (consisting of 4 State Junior High Schools and 2 Private Junior High Schools); 6 suburban junior high schools (consisting of 4 state junior high schools and 2 private junior high schools), and 4 Islamic Junior High Schools (consisting of 2 located in city center and 2 in suburban), each of which is taken by one teacher in an event. The types of texts identified as mastery are anecdotes and exposition texts. The collected data is then arranged and sorted and then quantified and then analyzed for the rules in qualitative research, namely data reduction, data display, and conclusions (Miles, Huberman, and Saldana 2014) [7]. Data reduction is done by classifying the data on the basis of the similarities and differences in the nature of the data according to the research objectives. Other than that, a simple quantification of the teacher's ability score was carried out based on the questionnaire that had been developed. The qualitative and quantification results are then formulated (display) based on each component / conceptual aspect according to the research objectives.

9 III. RESULTS AND DISCUSSION

In accordance with the research objectives, this section explains the ability of teachers in terms of language tools and social objectives of texts, especially in anecdotes and exposition texts. Overall, it can be said that the ability or understanding of teachers in understanding language tools in anecdotal texts is still in the underprivileged category. This can be seen in the overall score (region and type of school) which still scores 58.00. Specifically, regarding the ability of SMP / MTs teachers in Mataram City in terms of identifying language tools for anecdotal texts, it can be explained as follows.

The inability of teachers in identifying language tools for anecdotal texts is mainly related to the *intrakalimat* connector, especially the equality conjunction. The teachers were only able to identify equality conjunctions 'dan'; the graded conjunction 'karena'; and *anapora* or *katapora*: 'dia (pria) and dia (wanita)'. The teachers are also able to understand the connecting device between paragraphs, namely 'tanpa', 'setelah' and 'maka', 'kecuali' the link between paragraphs: 'ketika', cannot be identified. SMP / MTs teachers in Mataram City were unable to understand the conjunctions between sentences, *maka*, *melainkan*, *sedangkan*, *lalu*, *sejak itu*, and *namun*.

Even though they are both in the underprivileged category, the teachers' abilities regarding the language tools of anecdotal texts for SMP / MTs in the City of Mataram vary. There is a difference in the ability to identify language tools in the anecdotal text between State SMP / MTs and private SMP / MTs. Whereas, State SMP / MTs have better abilities than teachers who teach in private SMP / MTs. Even though they do not have too much difference, the abilities of teachers at SMPN and MTs Negeri are different. That, teachers who teach at SMPN have better abilities than teachers at MTsN. The territorial factor (city-suburb) has no effect on differences in the ability to identify language tools in anecdotal texts.

It is worth noting that the linguistic tools in the form of repetition (repetition), anaphora, and conjunctions between sentences such as however, but, as well as conjunctions between paragraphs such as when, after and relatively others are used to maintain the unity of the paragraph as a whole. This can be understood because of its position as a conjunction between paragraphs and also between sentences.

The ability of SMP / MTs teachers in Mataram City in identifying language tools in the exposition text is similar to anecdotal texts, namely underprivileged category. However, the score for the acquisition of the ability to understand language tools in the exposition text is slightly lower than the anecdotal text, which is 57.70. Specifically, regarding the ability of SMP / MTs teachers in Mataram City in identifying language tools for anecdotal texts, it can be explained as follows.

Even though it is categorized as underprivileged, it does not mean that all language tools in the exposition text cannot be identified by SMP / MTs teachers in Mataram City. For example, for the *intrakalimat* conjunction in the form of the conjunction of equality: however, the teachers have been able to identify it. However, the use of the equivalent type of *intrakalimat* conjunction: and and or not being able to be identified. The teachers have also been able to identify the

graded conjunctions in the form of that, while the graded conjunctions are like, so, and which are not able to be identified. The teachers have also been able to understand the use of connecting tools between sentences, namely but and besides that and connecting devices between paragraphs, that is.

Interestingly, even though they were both in the underprivileged category, the teacher's ability to understand the exposition text language tools for SMP / MTs in the City of Mataram vary. The difference in the ability to identify language tools in the exposition text is between State SMP / MTs and private SMP / MTs. Whereas, State SMP / MTs have better abilities than teachers who teach in private SMP / MTs. The ability of teachers in State Junior High Schools is also different from those of MTs Negeri. That, teachers who teach at SMPN have better abilities than teachers at MTsN. However, the territorial factor (city-suburb) has no effect on differences in the ability to identify language tools in anecdotal texts.

As with linguistic tools in anecdotal texts, the conjunctions of repetition (repetition), anaphora, and conjunctions between sentences are relatively often used to create paragraph cohesiveness, among them however, while (inter-sentence conjunctions), when, and after (conjunctions between paragraphs). This can be understood because of its position as a conjunction between paragraphs and also between sentences. The inability of SMP / MTs teachers in Mataram City in identifying language tools for the exposition text includes the use of inter- sentence, between sentences and inter - paragraph conjunctions. It can be said that most respondents are less able to understand.

The second aspect which is the objective of this research is the social purpose of the text, both in anecdotal texts and exposition texts. Somewhat different from the condition of the ability to identify language devices, the ability of SMP / MTs teachers in Mataram is in the category of being able to understand the social objectives of the text, both in anecdotal texts and in exposition texts. The teacher's ability to understand the social goals of the text is to get a score of 88.00 while the exposition text gets a score of 85.00. Observing the above scores, SMP / MTs teachers in the City of Mataram have an easier time understanding or identifying the social objectives of anecdotal texts compared to the social objectives of the exposition text.

11 Even though both of them are able to understand the social purpose of the text, it does not mean that the abilities of SMP / MTs teachers in Mataram City are the same. It appears that public SMP / MTs teachers have a better ability than teachers in private SMP / MTs in identifying the social objectives of anecdotal texts. The ability of teachers in State Junior High Schools is also different from that of teachers at State MTs. Whereas, the teachers who teach at State Junior High Schools have better abilities than the teachers at State MTs. However, the territorial factor (city-suburb) has no effect on differences in the ability to identify language tools in anecdotal texts. The teacher's ability to determine the social goals of anecdotal texts in SMP / MTs in Mataram is proven by the answers given, namely to entertain, criticize, and find solutions to something.

Likewise for the exposition text, SMP / MTs teachers in Mataram were able to understand the social objectives of

the text with a score of 85.00. It should be noted that the social purpose of the exposition text is to provide information about events, incidents, or a topic that is nonfiction in nature in order to broaden the readers' horizons. SMP / MTs teachers in Mataram City were able to identify the social objectives of the exposition text well.

It is worth mentioning that public SMP / MTs teachers have better abilities than private SMP / MTs teachers in identifying the social objectives of the exposition text. The ability of teachers in State Junior High Schools is also different from that of teachers at State MTs. Whereas, the teachers who teach at State Junior High Schools have better abilities than the teachers at State Islamic Junior High School. However, the territorial factor (city-suburb) does not affect the difference in the ability to identify language tools in the exposition text. The teacher's ability to determine the social objectives of the exposition text at SMP / MTs in Mataram is proven by the answers given.

IV. CONCLUSION

The results of this study indicate that the ability of SMP / MTs teachers in Mataram City in identifying language tools, both anecdotal and exposition texts, is categorized as underprivileged. The abilities of public SMP / MTs teachers are also different (better) from private SMP / MTs teachers. As for social purposes, both anecdotal texts and categorical exposition texts are able to identify. In this regard, teacher competency development activities through education and training, workshops, or the like must be directed at mastering professional competence, because mastery of language tools is related to mastery of concepts that are closely related to professional competence (mastery of learning materials). This education and training are primarily directed at private SMP / MTs teachers. These efforts are expected to increase the ability of teachers which in turn improve student learning outcomes. As for the social purposes of the text, even though it is categorized as capable but as a unit of material, it is necessary to enrich it, so that the teacher has professional capability in carrying out teaching and learning.

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