

Review of Indonesian Language Ability Write the S1 Program of PGSD Student

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Abstract: This research aims to, (1) Describe the effectiveness of the Indonesian language skills of PGSD S1 students on the preparation of reports on the improvement of learning made, (2) Describe the most commonly used Indonesian language errors by PGSD S1 students. In the preparation of learning improvement reports, and (3) Describe the level of preparation of the use of Improved Spelling in the preparation of reports of improvement learning outcomes. Based on the objectives to be achieved, this type of research includes descriptive skin research. Qualitative descriptive is a research design that tries to describe the phenomenon that is the target of research naturally. Research objectives are described as they are without any treatment, measurement, and statistical calculations. At the stage of providing data used method of field (field). The student PKP report is the subject of this research. Data collection techniques used are the techniques of observation, technique note on the object under study. In this study, the data were taken on each of the student PKP report manuscripts. From the findings obtained by researchers, there are 25% of total errors (25 PKP report) and 75% of Indonesian language ability to write students fairly. So from the data can be concluded that the ability to speak Indonesian language students SI PGSD Open University Makassar is good. Error writing the word is the type of error that most done by students, which amounted to 170 (29.98%) error. The use of capital letters is the type of mistake that the least done by the student, which amounted to 120 (21.16%) error.

Keywords: S1 Program of PGSD Student, Indonesian Language.

1. INTRODUCTION

Understanding of a discourse, both spoken and written is a must possessed by someone who will get an idea or message from a discourse. The message of the discourse is readily accessible to the reader, if the discourse consists of effective sentences in the form of the main sentence accompanied by explanatory sentences of a paragraph or paragraph.

Is not that discourse to be found in forms of popular scientific papers and other papers. This is where the ability to speak Indonesian role to reveal ideas or messages on a discourse. Therefore, the potential of a person's Indonesian language skills will appear if he is writing or composing.

A discourse has its form and meaning. The neatness of form and cohesiveness of meaning is an important factor for determining the level of legibility and discourse of discourse. Cohesiveness and coherence are elements of discourse, or elements that contribute to the unity of discourse. In cohesion it contains the notion of cohesion and wholeness, whereas in coherence there is a sense of relationship and relationship. If linked between form and meaning can be said that coherence refers to aspects of meaning (Tarigan, 1993: 96).

In an essay we can see interrelationships, intercellular relationships, intercostal relationships, and relationships between paragraphs. Cohesion is a means of connecting elements of the language to form a unified and coherent discourse. Therefore, cohesion is a syntactic organization and is a container of sentences arranged in a solid and solid to produce speech (Tarigan, 1993: 96). This means that cohesion is a means of interconnection between clauses, between sentences, and liaison between the paragraphs in a discourse, both in the grammatical and lexical levels.

To understand and develop discourse well requires knowledge, understanding, and mastery of cohesion well, not only concerning the rules of language, but also concerning reality and reasoning process. A discourse can be said to be cohesive if there is a correspondence between the form of language and co-text (the situation in language, the opposite of

the context or the outside-language situation). In other words, the incompatibility of the form of language with the co-text and also with the context will produce discourses that are not cohesive (Tarigan 1993: 97)

According to Grave (1978) someone is reluctant to write because he does not know why he is writing, does not have the gift of writing, and does not know how to write. Dislikes can not be separated from the influence of family and community environments, as well as the experience of learning to write or compose in schools that are less motivating and stimulating interest.

From some of the above explanations or opinions, it can be concluded that writing is a skill of expression of ideas, ideas or expressions of thoughts and feelings expressed in written language consisting of words, phrases, clauses, sentences, and other linguistic facts .

Aside from the above-mentioned writing skill theory, the author's experience of examining the student's learning outcomes, there are difficulties in expressing ideas in written language. Their written language skills are inadequate, as well as their shortcomings such as using EBI in case of punctuation is often a mistake. On the other hand also appears the use of other signs.

This research aims to:

1. Describe the effectiveness of the Indonesian language skills of PGSD S1 students on the preparation of reports on the improvement of learning made.
2. Describe the most commonly used Indonesian language errors by PGSD S1 students. In the preparation of learning improvement reports.
3. Describe the level of preparation of the use of Improved Spelling in the preparation of reports of improvement learning outcomes

2. RESEARCH METHODS

Based on the objectives to be achieved, this type of research includes descriptive skin research. Qualitative descriptive is a research design that tries to describe the phenomenon that is the target of research naturally. Research objectives are described as they are without any treatment, measurement, and statistical calculations.

In this study the population is a student of S1 PGSD program that has programmed the PGSD 4500 Professional Stabilization, with the obligation to make a report of the improvement of learning to be a graduate requirements of the course. The sample of this research is obtained from the paper of PKP student program S1 PGSD UPBJJ UT Makassar. The number of samples taken 10 percent of the total population. Sampling in this research was done by using proportional random technique, that is by drawing the respondents as much as 10 percent of the total population.

At the stage of providing data used method of field (field). The student PKP report is the subject of this research. Data collection techniques used are the techniques of observation, technique note on the object under study. In this study, the data were taken on each of the student PKP report manuscripts. The data analysis procedure used in this study is to identify and describe the ability of Indonesian students write in terms of:

1. Identify and describe ineffective sentences.
2. Penguasaan use of Indonesian Spelling.
3. The most common mistakes made by students.

3. RESEARCH RESULT

In the discussion, there are three student PKP reports to describe. The first report is a report that has a mistake of 45 mistakes on behalf of Debora Rissing Patoding // 837956818, second on behalf of Suharti / 837968314 for 28 mistakes, and Yarni Debora / 824747679 for 10 errors. Here's an explanation.

1. DEBORA RISSING PATODING / 837956818

a. Use of Capital Letters

In this research, there are 120 cases of capitalization usage of 25 PKP reports of students of SI PGSD program of Open University of Makassar. The misuse of capital letters in the PKP report is less understandable in capitalization. Such

errors include the misuse of capitalization in the first letter of the word at the beginning of the sentence, elements of geographical names or names of countries, regions and cities, foreign language absorption, first letter of the language name, and capital letters in the first letter of a letter title or subtitle. The following data indicate the capitalization case error contained in the three reports of PKP students of SI PGSD program of Open University of Makassar which will be elaborated by the researcher, the PKP report selected is the PKP report which is categorized as the most commonly found report of Indonesian language usage, which is in the moderate category, and the third is a report that belongs to the category of at least the Indonesian language usage error. While 22 other PFM reports can be viewed in more detail in this research paper.

The first report is the PKP report belonging to the student of SI PGSD program of Makassar Open University Student named Debora Rissing Patoding, Student Identity Number 837956818 with 45 number of error cases, and specially on capitalization letter, there are 8 mistakes. Here are the results of the analysis that has been done.

- (1) "... the development of science ..." (E2 / 01/01/01)
- (2) "... development in education ..." (E2 / 01/01/03)
- (3) "... generally, in essence ..." (E2 / 01/01/04)
- (4) "... in learning. activities pursuing ..." (E2 / 02/01/01)
- (5) "... background experience and Knowledge ..." (E2 / 08/03/01)
- (6) "... to do ..." (E2 / 09/02/01)
- (7) "... more vigorous. thus ..." (E2 / 05/02/04)
- (8) Knowledge Readers use background ... (E2 / 08/03/01)

In the sentence (1) the letter p in the word development is written using capital letters that should be in lowercase, because it is not a letter in the word that lies at the beginning of the sentence. Thus the appropriate spelling is.

- (1a) "... the development of science ..." (E2 / 01/01/01)

In the phrase (2) the letter p in the word development is written using capital letters that should use lowercase letters, because it is not a letter in the word that lies at the beginning of the sentence. Thus the appropriate spelling is.

- (2a) "... development in education ..." (E2 / 01/01/03)

In the sentence (3) the letter p in the word is written using a lower case letter that should be capitalized, because it is the first letter of the word at the beginning of the sentence. Thus the appropriate spelling is.

- (3a) "... generally, in essence ..." (E2 / 01/01/04)

In the sentence (4) the letter k in the word activity is written using a lowercase letter that should be capitalized, because it is the first letter of the word that lies at the beginning of the sentence. Thus the appropriate spelling is.

- (4a) "... in learning. The pursuit activity ..." (E2 / 02/01/01)

In the sentence (5) the letter p in the word of knowledge is written in capital letters which should be written in lowercase, because it is the first letter of the word at the beginning of the sentence. Thus the appropriate spelling is.

- (5a) "... the background of experience and knowledge ..." (E2 / 08/03/01)

In the sentence (6) the letter h in the word must be written using capital letters that should be lowercase, because it is not the first letter of the word that lies at the beginning of the sentence. Thus the appropriate spelling is.

- (6a) "... to do ..." (E2 / 09/02/01)

In the sentence (7) the letter d with a word written in small letters should be written using capital letters, since it is the first letter of the word that lies at the beginning of the sentence. Thus the appropriate spelling is.

- (7a) "... more vigorous. Thus ..." (E2 / 05/02/04)

In the sentence (8) the letter p in the word reader by using capital letters that should be written in lowercase, because it is not the first letter in the word that lies at the beginning of the sentence. Thus the appropriate spelling is.

- (8a) Knowledge of reader using background ... (E2 / 08/03/01)

b. Word Writing

There are still students who find it difficult to distinguish between di- and affixes and in, to, and from as a foreground. The affix is di- and the word is associated with a verb and is written in combination with its base. Meanwhile, the prepositions are in, to, and from the word with nouns and show the place description. Also there are also students who do not know the pronunciation of words such as word just, thinking, activity, and some other words.

In this research, in total of 25 PKP reports, there are 170 mistakes of word writing (can be seen in the appendix), while the misunderstanding of words by Debora Rissing Patoding is 17 fouts. Here's an explanation.

- (1) "... must be aligned with ..." (E2 / 01/01/02)
- (2) In essence the teacher ... (E2 / 01/01/04)
- (3) "... learning is determined by ..." (E2 / 02/04/01)
- (4) To solve the above problem ... (E2 / 02/04/02)
- (5) Based on the above description ... (E2 / 02/03/02)
- (6) From the above background ... (E2 / 03/03/01)
- (7) "... arising or being marketed ..." (E2 / 05/02/02)
- (8) "... reading not just ..." (E2 / 06/01/04)
- (9) "... more to the process of picking information ..." (E2 / 06/02/05)
- (10) "... not understood educators ..." (E2 / 12/01/02)
- (11) In the teacher class instead ... (E2 / 12/01/03)
- (12) In an improvement effort in the field of ... (E2 / 16/03/01)
- (13) Student success is based on ... (E2 / 21/02/02)
- (14) .. has been prepared in advance ... "(E2 / 24/01/01)
- (15) Based on the above data ... (E2 / 27/01/01)
- (16) From the above data ... (E2 / 24/02/01)
- (17) The four studies above ... (E2 / 10/02/01)

In the sentence (1) the affixes are written separately with equal alphabets that should be written. Thus, the preposition of the preposition sentences corresponding to the sentence (1) is as follows.

- (1a) "... must be aligned with ..." (E2 / 01/01/02)

In the sentence (2) the word essence should be written essentially. Thus, the proper writing of sentences is as follows.

- (2a) In essence the teacher ... (E2 / 01/01/04)

In the sentence (3) the affixes are written separately with the word specified which should be written. Thus, the preposition of the preposition sentences corresponding to the sentence (1) is as follows.

- (3a) "... learning is determined by ..." (E2 / 02/04/01)

In the sentence (4) the preposition is written in sequence with the above word that should be written separately. Thus, the proper sentence writing is as follows.

- (4a) To solve the above problem ... (E2 / 02/04/02)

In the sentence (4) the preposition is written in sequence with the above word that should be written separately. Thus, the proper sentence writing is as follows.

- (5a) Based on the above description ... E2 / 02/03/02)

In the sentence (4) the preposition is written in sequence with the above word that should be written separately. Thus, the proper sentence writing is as follows.

(6a) From the above background ... (E2 / 03/03/01)

In the sentence (7) the affixes are written separately with the word that should be written. Thus, the writing of the corresponding affixes in accordance with the sentence (1) is as follows.

(7a) "... arising or based ..." (E2 / 05/02/02)

In sentence (8) the word should be just. Thus, the proper sentence writing is as follows.

(8a) "... read not just ... (E2 / 06/01/04)

In sentence (9) the affix to a separate written word process should be a series. Thus, the writing of the corresponding affixes in accordance with the sentence (1) is as follows.

(9a) "... more information-picking process ..." (E2 / 06/02/05)

In the sentence (10) the affixes are written separately with the word that should be written. Thus, the writing of the corresponding affixes in accordance with the sentence (1) is as follows.

(10a) "... not yet understood educators ..." (E2 / 12/01/02)

In the sentence (11) the preposition in the word in is written in combination with the word in which should be written separately. Thus, the writing of appropriate sentences is as follows.

(11a) In the teacher class instead ... (E2 / 12/01/03)

In the sentence (12) the affixes are written separately with the word field which should be written. Thus, the writing of the corresponding affixes in accordance with the sentence (1) is as follows.

(12a) In an improvement effort in the field of ... (E2 / 16/03/01)

In the sentence (13) the affixes are written separately with the word that should be written. Thus, the writing of the corresponding affixes in accordance with the sentence (1) is as follows.

(13a) Student success is based on ... (E2 / 21/02/02)

In the sentence (14) the affixes are written separately with the prepared word that should be written. Thus, the writing of the corresponding affixes in accordance with the sentence (1) is as follows.

(14a) .. has been prepared before ... "(E2 / 24/01/01)

In the sentence (4) the preposition is written in sequence with the above word that should be written separately. Thus, the proper sentence writing is as follows.

(15a) Based on the above data ... (E2 / 27/01/01)

In the sentence (4) the preposition is written in sequence with the above word that should be written separately. Thus, the proper sentence writing is as follows.

(16a) From the above data ... (E2 / 24/02/01)

In the sentence (4) the preposition is written in sequence with the above word that should be written separately. Thus, the proper sentence writing is as follows.

(17a) The four studies above ... (E2 / 10/02/01)

c. Use of Punctuation (point and comma)

There are still many errors in the use of punctuation in the report PKP students SI PGSD Open University Makassar, because it does not fit the context of the sentence. In this research, there are 140 out of 25 PKP reports of misusing point and coma punctuation, (can be seen in the appendix), whereas the misunderstanding of the words made by Debora Rissing Patoding is 45 fouts, and special use of punctuation there are 9 errors. Here's an explanation.

- (1) ... independent, intelligent and skilled. (E2 / 01/02/02)
- (2) ... active, productive and efficient. (E2 / 02/03/02)
- (3) "... in the learning process of developing children ..." (E2 / 03/01/01)
- (4) "... increase students' reading interest, and to make students more active ..." (E2 / 03/02/04)
- (5) "... there is social motivation, which arises ..." (E2 / 05/02/02)
- (6) "... must understand, the ins and outs of motivation ..." (E2 / 05/02/01)
- (7) Therefore it is revealed about ... (E2 / 13/02/03)
- (8) Therefore it is necessary to select ... (E2 / 16/02/01)
- (9) ... and make clipping, and so forth. (E2 / 28/02/01)

In the sentences (1) to (3) no commas are used which should be in this sentence comma punctuation used among elements in a detail or a refinement. Accordingly, the spelling corresponding to the sentence (1) is as follows.

- (1a) ... independent, intelligent, and skilled. (E2 / 01/02/02)
- (2a) ... active, productive, and efficient. (E2 / 02/03/02)
- (3a) "... in the learning process, the child develops ..." (E2 / 03/01/01)

In the sentence (4) a comma-baa is used before the conjunction and which should not be necessary. Accordingly, the appropriate spelling for sentence (4) is as follows.

- (4a) "... improves students' reading interest and to make students more active ..." (E2 / 03/02/04)

In sentence (5) a comma-baa is used after a conjunction that should not be necessary. Accordingly, the appropriate spelling for sentence (5) is as follows.

- (5a) "... there is a social motivation that arises ..." (E2 / 05/02/02)

In the sentence (5) a comma-ba-tip is used after a re-word of subtlety that should not be necessary. Accordingly, the appropriate spelling for sentence (6) is as follows.

- (6a) "... must understand the intricacies of motivation ..." (E2 / 05/02/01)

In the sentences (7) and (8) no commas are used after the intercostal conjunctions should be given. Accordingly, the spelling corresponding to the sentence (7) is as follows.

- (7a) Therefore, it is revealed about ... (E2 / 13/02/03)
- (8a) Therefore, it is necessary to select ... (E2 / 16/02/01)

In the sentence (9) a comma-line is used before the conjunction and which should not be necessary. Accordingly, the appropriate spelling for sentence (9) is as follows.

- (9a) ... and make clipping and so forth. (E2 / 28/02/01)

d. Use of Effective Sentences

There are still many students who have not been able or still make mistakes using effective sentences against writing, one of which is a research report that they compile / create. In this study there are 137 cases of effective use of sentences. There are some errors associated with the use of effective sentences, namely the use of sentence, and the use of the word. Effective use of sentences made by Deoran Rissing Patoding for 11 errors. Here is the description.

- (1) To solve the above problem ... (E2 / 02/04/02)
- (2) "... described. And no less important ... "(E2 / 02/04/03)
- (3) Based on the above description ... (E2 / 03/02/03)
- (4) From the above background ... (E2 / 03/03/01)

- (5) Based on the above background ... (E2 / 03/04/01)
- (6) In accordance with the above problem ... (E2 / 04/01/01)
- (7) And the reader's knowledge ... (E2 / 06/03/01)
- (8) In line with the above description ... (E2 / 14/02/01)
- (9) The four studies above ... (E2 / 18/02/01)
- (10) Based on the power above ... (E2 / 24/01/01 (
- (11) From the above data ... (E2 / 24/02/01)

In the sentence (1) the above words are not effectively used. The above word is not exactly used in a text / sentence (1), because the above word refers to an object. Thus, the exact sentence is as follows.

- (1) To solve the previously described problem ... (E2 / 02/04/02)

In the sentence (2) the conjunction is at the beginning of a sentence that is not justified or violates the enhanced Indonesian spelling rule. Consequently, appropriate corresponding sentences are as follows

- (2) "... described and not less important ..." (E2 / 02/04/03)

In the sentences (3) to (6) the above words are not effectively used. The above word is not exactly used in a text / sentence (3) and sentence (6), because the above word refers to an object. Thus, the exact sentence is as follows.

- (3) Based on the description ... (E2 / 03/02/03)
- (4) From the previously described background ... (E2 / 03/03/01)
- (5) Based on the background previously described ... (E2 / 03/04/01)

- (6) In accordance with the problems that have been described previously .. (E2 / 04/01/01)

In the sentence (7) the conjunction is at the beginning of a sentence that is not justified or violates the enhanced Indonesian spelling rule. Consequently, appropriate corresponding sentences are as follows.

- (7) Knowledge of the reader ... (E2 / 06/03/01)

In sentence (8) to (11) the above words are not effectively used. The above word is not exactly used in a text / sentence (8) and sentence (11), because the above word refers to an object. Thus, the exact sentence is as follows.

- (8) In line with the description described earlier ... (E2 / 14/02/01)
- (9) The four research forms described previously ... (E2 / 18/02/01)
- (10) Based on previously described data ... (E2 / 24/01/01)
- (11) From previous data ... (E2 / 24/02/01)

4. CONCLUSION

Based on the research that has been done, then the conclusion of this research is as follows.

1. Based on the results of analysis conducted by researchers, found:

- a. Capitalization error of 120 (21.16%) error.
- b. Word error of 170 (29.98%) errors.
- c. Punctuation error (periods and commas) of 140 (24.95%) errors.
- d. Error of effective sentence is 137 (24.42%) error.

2. The total number of errors from 25 reports is 567 errors.

3. From the findings obtained by researchers, there are 25% of total errors (25 PKP report) and 75% of Indonesian language ability to write students fairly. So from the data can be concluded that the ability to speak Indonesian language students SI SI PGSD Open University Makassar is good.

4. Error writing the word is the type of error that most done by students, which amounted to 170 (29.98%) error.
5. The use of capital letters is the type of mistake that the least done by the student, which amounted to 120 (21.16%) error.

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