



Analysis of Written Language Skills Through Indonesian Language Learning with the Problem-Based Learning Model in SMA Negeri 1 Asologaima Jayawijaya

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Abstract: Yulianus Kainama, S.Pd. 2023. Analysis of Writing Language Skills Through Indonesian Language Learning Using a Problem-Based Learning Model at SMA Negeri 1 Asologaima Jayawijaya. thesis. Manado State University: Indonesian Language Education, Postgraduate. This research describes the analysis of written language skills in learning Indonesian observation reports. The purpose of this study is to find out the structure of the observation report, namely (1) know how to write a general description that is appropriate with EYD, (2) know how to write a section description by paying attention to diction, the right sentence in its delivery, (3) know how to write a description of the benefits by paying attention to the appropriate punctuation with writing Indonesian sentences. This research uses a descriptive qualitative research type. The source of the data used is an essay on the results of observations written by students of class X SMA Negeri 1 Asologaima with the problem-based learning model. The data collection techniques used in ongoing research are note-taking techniques. The results of this study are the results of essays on observation reports written by class X MIPA students who often find errors in diction selection, sentence construction, conjunctions, punctuation. Errors in explaining inaccurate information based on facts found during field observations. The implications of this study for the learning process of observation reports are to provide an overview regarding how to write observation reports based on the title determined by the educator based on the correct observation report structure with due regard to facts. Provide an overview regarding how to write an appropriate observation report by paying attention to writing and punctuation that is appropriate for teachers in mastering proper grammar in the expected learning achievements.

Keywords: analysis of written language errors in the text of the observation report based on structure by paying attention to diction, sentence structure, punctuation marks, and facts in the text.

INTRODUCTION

Language is a communication tool that is very influential for the continuity of communication between community members who run the living system. Language is a tool for expressing feelings, attitudes, and thoughts carried out by language actors to show their existence for a particular purpose to be conveyed. Language learning at school is very influential for the cognitive and psychomotor progress of students in absorbing information that is useful for the survival of the students themselves.

The position of language is the relative start of language as a symbol system of cultural values which is formulated on the basis of social values associated with the language concerned, while the function of language is the value of use or the role of the language concerned in the society it uses (Halim, 1980; Alwi and Sugono, 2003)

According to Atmazaki (2013), Indonesian language subjects aim for students to have the ability to communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing, respect and be proud of using Indonesian as the language of unity and the national language, understand Indonesian and use it appropriately and creatively for various purposes, use the Indonesian language to improve intellectual abilities, as well as emotional and social maturity, enjoy and utilize literary works to broaden horizons, manners, and increase knowledge and language skills, appreciate and be proud of Indonesian literature as a cultural treasure and Indonesian human intellectuals.

Writing skills and creativity are a unity that cannot be separated because writing is a form of creativity and to write requires high creativity both in terms of content, language style and so on so that writing can hit the heart of the reader. According to Alwasilah (1994), in Kusmana (2014), defines writing as a psycholinguistic process, starting from the formulation of ideas through semantics then arranged with syntactic rules then presented in the order of the writing system. the formulation of ideas into writing is not arbitrary but arranged based on the order of meaning and the order of sentences. the arrangement based on the harmony of the meaning of words and the arrangement of sentences eventually creates a writing system. different from the opinion of MC Robert (1981),

The two views above mean that writing skills are skills that are concerned with ideas and ideas mixed with insights that lead to the goals to be conveyed to the reader. Basically, writing skills in schools cannot be separated from various forms of scientific presentation to find the right formula in honing students' abilities to access various information that leads them to become good writers. A good writer is not a writer who just writes, but a good writer who is able to account for what he writes. In learning Indonesian at school there are various obstacles. The obstacles encountered are inseparable from the role of educators in managing the classroom environment effectively and efficiently. this has a less significant impact on the creativity of students in expressing ideas and ideas in learning Indonesian in class X MIPA SMA Negeri 1 Asologaima. Some things that are often done by students in writing the work submitted by educators such as not developing ideas and ideas, not being able to write using standard grammar, placing punctuation marks that are in accordance with the sentence structure, so that various things related to the written result arise. which is not in accordance with the rules of language. Not only in accordance with the rules of language but unable to provide intelligent ideas in providing a structured understanding of what he wrote. Some things that are often done by students in writing the work submitted by educators such as not developing ideas and ideas, not being able to write using standard grammar, placing punctuation marks that are in accordance with the sentence structure, so that various things related to the written result arise. which is not in accordance with the rules of language. Not only in accordance with the rules of language but unable to provide intelligent ideas in providing a structured understanding of what he wrote. Some things that are often done by students in writing the work submitted by educators such as not developing ideas and ideas, not being able to write using standard grammar, placing punctuation marks that are in accordance with the sentence structure, so that various things related to the written result arise. which is not in accordance with the rules of language. Not only in accordance with the rules of language but unable to provide intelligent ideas in providing a structured understanding of what he wrote.

Several factors cause a lack of quality writing in Indonesian language learning in class X MIPA SMA Negeri 1 Asologaima such as the basic factors of writing skills that are not honed in elementary and junior high schools and also other things that can lead to weak writing skills in class X students MIPA at SMA Negeri 1 Asologaima. The inability of educators to provide the right stimulus and

planning when managing a class is sometimes the cause of writing errors. This problem causes writing skills to be very limited in terms of the ideas conveyed, as well as the meaning conveyed in the sentences. The need for an effective learning model that is able to provide encouragement individually to students so as to be able to increase their creative ideas in expressing brilliant ideas so that they learn to write properly and correctly and what they write really leads to the goal of an effective and efficient sentence. In this study, researchers will provide an overview of effective and efficient learning in written language skills in learning Indonesian that is centered on the creativity of students, so this research uses the PBL (problem based learning) learning model. This learning model gives students breadth in expressing ideas and ideas without fear, inferiority, and feeling awkward when learning to write in class. In this study, researchers will provide an overview of effective and efficient learning in written language skills in learning Indonesian that is centered on the creativity of students, so this research uses the PBL (problem based learning) learning model. This learning model gives students breadth in expressing ideas and ideas without fear, inferiority, and feeling awkward when learning to write in class. In this study, researchers will provide an overview of effective and efficient learning in written language skills in learning Indonesian that is centered on the creativity of students, so this research uses the PBL (problem based learning) learning model. This learning model gives students breadth in expressing ideas and ideas without fear, inferiority, and feeling awkward when learning to write in class.

RESEARCH METHODS

Types of research

The research was proposed to find out how far the development of ideas and thoughts in writing is often experienced by students of class X SMA Negeri 1 Asologaima in learning Indonesian.. Essays written by students are not well planned in conveying ideas, choosing diction, developing sentences, and punctuation are not relevant to the topic specified. This research was conducted for 1 month, from March 2023 to May 2023. This research was conducted using a qualitative descriptive approach. According to Sugiyono (2008: 15) explains that descriptive qualitative research is a research method that is based on the philosophy of postpositivism which is usually used to research on scientific objectives where the researcher acts as the key instrument.

This research is categorized as a qualitative descriptive which is included in linguistic research. The researcher chose a qualitative approach because this study focused on a deep understanding of the problems that were the object of research. Descriptive research is aimed at the following aspects:

- a. Collect actual information in detail by describing the symptoms that arise.
- b. Identifying errors in conveying ideas, ideas, selection of diction, and punctuation marks at SMA Negeri 1 Asologaima.
- c. Analyzing mistakes in writing reports on observations made by students.

The qualitative research method described by Bogdan and Taylor (LJ Maleong 2011: 4) as a research procedure produces descriptive data in the form of written or spoken words from people and observed behavior.

Place and time of research

This research was conducted in class X MIPA SMA Negeri 1 Asologaima from February to March 2023. The research location was located on Jalan Kimbim Pyramid, Kimbim Village, Asologaima District, Jayawijaya Regency, Papua Mountains Province. The research was carried out in this place, with the aim of knowing the extent of students' interest in interpreting written language skills in class X SMA Negeri 1 Asologaima. Researchers want to know the implementation of the Indonesian language learning process through good written language that is in accordance with proper writing ethics, so that they know the problems in writing observation report text skills and can find out what problems students do, then find the right solution to improve error.

Data and Data Sources

Data

Based on the data sources that have been determined, the researcher collects information through some significant data. The data in this study used primary data in the form of the results of students' writing at SMA Negeri 1 Asologaima in writing report texts on the results of observations that had not been able to develop ideas, ideas according to topic, diction selection, and punctuation errors. In this study, the researcher analyzed the writing results of the observation report as a data source, because the researcher wanted to understand the various mistakes made by students in learning Indonesian.

Data source

The source of the data in this study was the result of writing a written report on the observations of class X MIPA students. Researchers make certain criteria as sample benchmarks that will be used as data sources (information). The criteria are class X MIPA students at SMA Negeri 1 Asologaima in learning Indonesian. To complete the research data, two data sources are needed, namely primary and secondary data sources.

a. Primary data is data collection with observational instruments, interviews, and observations. Primary data sources are data obtained directly by interviewing informants and direct sources. According to (Sugiyono, 2015: 187) Primary sources are data sources that directly provide data to data collectors. As for this research, educators teaching Indonesian language subjects in class X MIPA SMA Negeri 1 Asologaima.

b. Secondary Data Sources

Secondary data sources are data used to support data primary, namely through journals, books, which relate to the object to be studied in this study. Secondary sources are sources that do not directly provide data to data collectors, for example through other people or documents (Sugiyono, 2015: 187) secondary data sources used in this study can make it easier for researchers to obtain data from this research so as to strengthen findings and analyze research that has high validity.

Data collection technique

The data collection technique in this study used observation techniques on the results of writing made by class X MIPA students at SMA Negeri 1 Asologaima so that researchers would get accurate data.

Data analysis technique

According to Sudaryanto (2001: 3-6) explains that data analysis is a technique that is carried out by researchers to directly fix the errors contained in the data. This understanding arises from the act of observing, analyzing, and present a problem in a certain way. This method is a typical way to understand language errors. In this study, the authors use data analysis with models interactive analysis, namely by conducting a direct analysis of the forms of Indonesian writing errors in the essay on the observation report. The interactive model data analysis components are described as follows:

1. Data Reduction

At this stage, the researcher collects data in the form of essays which will be identified based on the work of students by paying attention to the errors encountered. The data was obtained from a recording instrument and an instrument in the form of an explanation of essay writing by paying attention to the development of ideas, diction of punctuation according to the structure of the observation report.

2. Data Presentation (Data Display)

At this stage, the researcher gave a mark indicating an error in the essay of the class X students of SMA Negeri 1 Asologaima. In helping to make marking easier which indicates a language error, the researcher uses an error marker card in the recording instrument. The researcher presents the data

in the form of making 2 marker cards (cards for choosing the right diction and developing ideas) to make it easier to present the data. After giving a mark in the observation report based on the structure (general statement, description of parts, and description of benefits) which indicated an error, the researcher began to classify and group the data according to the type of error.

3. Conclusion, Performing Data Verification From Research Results (Conclusion Drawing/Verification)

In the conclusion and data verification stages, the researcher makes a summary based on data that has been reduced and presented by including valid evidence at the data collection stage during the research. The conclusion is used to answer the questions that have been presented in the formulation of the problem raised from the start.

RESULTS AND DISCUSSION

The data in this study are in the form of written language skills at SMAN 1 Asologaima in class X students, it is very difficult to put forward ideas that are relevant to what is conveyed by the educator. The core thing in descriptive observation of written language skills in class is very less significant in learning Indonesian, this refers to the readiness of educators in conveying material that is less interesting and the breadth to express ideas independently is less directed by educators seen from the results of writing done by students. Based on the results of researchers' observations of learning in the classroom, students are less motivated in writing due to the teacher's lack of preparation in preparing relevant teaching materials and not directing creative, innovative, and interesting learning.

Table 4.1 Aspects of writing

No	Aspects of writing	Description
1	Submission of ideas	Submission of ideas is limited to what is conveyed by educators.
2	Idea development	Idea development is only focused on simple things that many educators describe.
3	Use of standard language	The use of good and correct Indonesian is not organized according to the appropriate variety of written language.
4	Lack of related references	Students are not given the freedom to look for other references such as the internet, books in the library, which are related to the written learning topic.

Based on the table above, it is known that students' interest in written language skills is not carried out with assistance from educators, giving rise to various responses such as conveying ideas that focus on narrow interests that lead to target learning materials prepared by educators. This results in a lack of encouragement for ideas that are relevant to the experiences of students that they experience themselves. The development of ideas that are in accordance with the topics written only focuses on the learning that is stated in the educator's handbook and educators only convey it orally and then develop it without regard to the results developed by students.

The use of standard language is not systematic because the habit of scientific writing is not trained coherently, resulting in students not using good and correct Indonesian in writing. References are lacking in writing in class because educators focus on books or one of the materials used in writing, references related to students should be very important to develop ideas and ideas more broadly because there are many things as comparisons. Lack of interest in learning to write in class X students, because they are less motivated and only focus on what the teacher is doing.

Writing Language Errors in Learning Observation Reports

In the implementation of learning in the classroom when observations were made, several results were found, such as: 1) Students did not understand what was conveyed, 2) Students understood what was learned was still low, 3) Students were less trained in conveying ideas and ideas in written made, 4) Students have not completed the assignments correctly, 5) Student achievement in carrying out assignments is still low. Learning written language skills is still low because students are still relatively indifferent, even ignoring the importance of writing. Class X learning Indonesian is not optimal and it is not clear what is written. Learning that is only centered on educators is still relatively high in giving bribes to students so that success in implementing writing is relatively low.

Error in Writing the Observational Report Structure

Some of the factors that influence the learning of observation reports in class X MIPA are less than optimal which makes the learning outcomes of observation reports not in accordance with the structure of observation reports, namely general statements, section descriptions, and writing of words and sentences in accordance with Enhanced Spelling (EYD). The following are some mistakes made by students in composing observation reports that are not in accordance with the structure of observation reports that tend to be made by students, as shown in the following table.

Table of the structure of the observation report

Group I Class X MIPA	General statement	Section description	Benefits description
Report on the results of observations: Libraries	The library is a place for learning books that are placed based on the lessons learned at school.	The library has many books such as Indonesian language books.	The benefits of the book to read information from the book.
Group II class X MIPA	General statement	Section description	Benefits description
Observation report: Garbage	Garbage is used goods that are placed carelessly out of place.	Garbage consists of plastic waste and organic waste	The benefits of waste to make fertilizer for plants.

Group I

a) General statement

(1) The library is a place for learning books that are placed based on the lessons learned at school. (not fixed yet)

(2) "The library is a place to place learning books that are arranged neatly based on the subjects studied at school." (already repaired)

In the table above the observation reports written by group I based on the general statement structure, section descriptions, descriptions of benefits by students are still lacking in the elaboration of sentences such as general statement sentences. (1) Library where learning books are placed based on lessons learned at school. Should use the word definition (is, is, is, namely), choosing the right diction (putting, books), and using the right spelling according to EYD (placed,) should be (2) "The library is a place to put books learning that is neatly arranged based on the subjects studied at school.

b) Section description

(1) The library has many books such as Indonesian language books. (not fixed yet)

(2) "In the library there are various types of books including lessons for science class consisting of math textbooks, chemistry textbooks, physics textbooks, biology textbooks. Then there are also

types of social studies textbooks consisting of economics lessons, sociology lessons, anthropology textbooks, geography textbooks and also general types of textbooks such as Indonesian language textbooks, English textbooks, PKN textbooks, Christian Religion textbooks, Islamic Religion textbooks, history textbooks, open physical education lessons, ICT textbooks. (fixed)

The description of the section includes the structure of the observation report where students must write down the parts of the object being discussed. In the section description table written by group I it is not quite right, because it does not convey the parts in the library such as writing as follows, (1) The library has many books such as Indonesian language books. Every type of object in the library should be written in detail, such as a sentence written like the following: "In the library there are various types of books including lessons for science classes consisting of math textbooks, chemistry textbooks, physics textbooks, biology textbooks.

Then there are also types of social studies textbooks consisting of economics lessons, sociology lessons, anthropology textbooks, geography textbooks and also general types of textbooks such as Indonesian language textbooks, English textbooks, PKN textbooks, Christian Religion textbooks, Islamic Religion textbooks, history textbooks, open physical education lessons, ICT textbooks. Writing errors in the section descriptions are inseparable from students who are not given authority from educators to observe the sections contained in the library. Educators only focus on how to complete the material rather than giving students the opportunity to access information directly.

c) Benefits description

(1) The benefits of the book to read information from the book. (not fixed yet)

(2) "The library is a place to place books consisting of various types of books that can be used to add insight from the information read. The library as a source of learning and can provide knowledge of thinking broadly for students to develop smarter." (fixed)

Results Description

The results of the description of the knowledge of students in class X MIPA SMA Negeri 1 Asologaima groups one and two in Indonesian language learning with material on observation reports in class have not used the problem-based learning learning model, student achievement is still low. Interest in written language is less desirable because most students never write assignments with their own interests and abilities, and even focus on what the educator conveys. This problem is a bad experience for students who do not develop ideas and ideas independently by paying attention to what they know from the learning environment with various current sources and popular media currently circulating such as: 1) Television, 2) Books, 3) Internet, 4) Radios.

In learning written language skills, it can be described: 1) the skill of writing reports on observations has not worked well. 2) The role of students in utilizing media as a means of obtaining information that is not yet relevant to the topic of learning. 3) The role of educators in the classroom to carry out a series of learning actions takes place yet by providing motivation, structured assistance. Written language skills include things that are complicated for students to do where they express ideas in a structured manner from the selection of diction, sentence construction, and the meaning of the sentences written by students. Diction is a choice of words that is sometimes underestimated even though diction is the beginning of sentence formation, while sentences are a series that cannot be separated from words.

Successful written language must follow effective writing rules before that happens. Students at SMA Negeri 1 Asologaima must first be motivated, have ideas to channel their interest in writing, educators focus on students' writing abilities, use learning resources that provide creative ideas in writing. Success in writing is also often accompanied by a motivational boost that must be in accordance with the learning material in the classroom. Educators who directly provide material

without caring about the situation of students result in students being bored and not motivated in learning Indonesian, especially writing skills.

Writing language skills with a problem-based learning model

Problem based learning (PBL) is a learning model that challenges students to learn to find out in depth about the observed object and explore students' understanding in a structured way to report the results of the observation reports in writing. Write reports on the results of observations in class X MIPA SMA Negeri 1 Asologaima using the problem-based learning model which is carried out with lesson plans in accordance with the lesson plans, create interesting learning media, determine the location of observations in accordance with the material presented by the educator, provide opportunities for participants students independently to access social media as a means of additional information so as to produce writing reports on the results of effective observations.

CONCLUSION

Based on the research results obtained, it can be concluded that the results of writing the text of the observation report based on its structure in class X MIPA SMA Negeri 1 Asologaima Jayawijaya district had errors before using the problem based learning learning model including (1) not conveying ideas according to topic, (2) not information that is relevant to the topic of discussion, (3) inappropriate choice of words. When using the problem-based learning model, students are able to describe ideas with multiple information, but there are several punctuation errors such as (1) full stop (.), (2) punctuation (,).

Errors in the skills of writing observation reports in groups one and two occurred due to the lack of use of significant learning media in accordance with the specified topic. The information found is only limited to students' thoughts written as it is without other references available at school such as books, the internet, and other information media. The structure of the observation report, general statements, section descriptions, and benefits descriptions are not well structured due to the lack of information obtained.

Utilization of information from various sources is able to provide a broad understanding in increasing creative, innovative, and competitive human resources. Learning model *problem based learning* able to provide breadth of learning for students by finding various learning resources in a planned manner with systematic development patterns in the learning process, so that high-level thinking skills, critical thinking skills, and problem-solving abilities are in accordance with the current world situation.

Through this research, researchers hope that it can be used as additional knowledge in learning Indonesian in schools in developing appropriate learning models capable of having a positive impact on innovative learning and producing intelligent and creative students.

Suggestion

According to the results of the study, the researcher wants to provide advice to those who conduct Indonesian language learning at schools, in universities, and researchers. First, the school can improve the Indonesian language learning process by using learning methods and models that are able to increase student participation in innovative learning processes. Second, the researcher expects Indonesian Language Study Program students to be more careful in selecting relevant learning methods and models in selecting appropriate learning models for the development of Indonesian language learning. Third, the researcher hopes that this research can provide an overview of errors in written Indonesian language skills by developing ideas, choosing diction, and punctuation.

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