LITERACY SKILLS IN THE CONTEXT OF INDONESIAN DISCOURSE IN THE FIELD OF SCIENTIFIC WRITING

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Abstract

This study aims to determine the ability of student literacy in various scientific writing. Likewise, the purpose of language education is to provide experiences to students with integrated learning through advanced environmental literacy (literate environment) which is assumed to be able to improve learning because students use the processes that are interrelated between reading, writing, speaking, and listening to actual natural communication (authentic communication). Literacy skills required students include proficiency communicating in academic situations. Data obtained through the test with a sample of 60 students. The results showed that the use of language elements deviate from the rules of scientific language diversity, because of lack of reason/relevant, less obvious/explicit, and less straightforward. The paradigm deviation occurs in the arrangement of paragraphs (62.85%), sentences (51.3%), and the word (51.6%). Irregularities occur in the arrangement of sentence clarity (37.9%), choice of words (28.3%), the arrangement of paragraphs (10.3%), and the arrangement of sentences (6%). Overall, the main weakness lies in the structuring of sentences and paragraphs.

Keywords: literacy, discourse, the Indonesian language, academic environment

INTRODUCTION

Students as individuals who are in an academic environment, the quality is demanded, not only the ability to think though, but also disclosure of rational thoughts with the appropriate language, good and careful. In their studies, students are every day engaged in scientific activities, either as a recipient of knowledge or as spreader of knowledge. In this activity required a good mastery of Indonesian language so that they can use the language properly, precise, and accurate. In addition, in accordance with the function of usage, also required the use of scientific language. This activity can be seen in the form literacy skills in the context of the discourse of the Indonesian language in the field of lecturing academic writing, scientific discussion, and in making scientific work. Diversity of language used in the activity is scientific language. Students are exposed to a wide range of language usage, which ultimately affects the quality of their mastery of scientific language, especially for students who have a weak in scientific language competence. Departing from the assumption that the use of written language is more flexible than the use of spoken language because the author is free from the constraints of time and attendance of his or her communication opponent, the researchers concluded that paper researched is a reflection from investigational stage through the process of thinking, planning, and adequate monitoring. In short, the paper shows lack of knowledge ability, and skills associated with a variety of scientific Indonesian language. In other words, learning Indonesian that they do, it can be said to be less successful, although they belong to a group which enabled average.

In the language usage found a number of varieties of languages. Variety of language is one of a number of variations found in language usage. Variation rises
because the use of language requires appropriate communication tools to the situation and condition. In order to the many variations that do not reduce the function of language as a means of efficient communication, in language arises in the mechanism for selecting a particular variation that is suitable for certain purposes. The variation is called the standard variety (Kridalaksana, 1985:134). The ultimate goal is to get to the best communication tool and as efficiently as efficient in all activities of the wearer's life. To get it deems necessary is standard language (Smith: 1983:137). Halim (1980:28) says that the standard language is diversity of languages institutionalized and recognized by most citizens of the user as a variety of official and as a frame of reference norms and the using. As a frame of reference, the standard variety is characterized by norms and rules that are used as a measure of whether or not the use of language. Dittmar (1979:8) says also that the standard language is the variety of speech of a society which was passed as an imperative norm for social interaction in the interests of various parties that were dominant in society. The act of ratification of norms was done through a value consideration that has socio-political motivation. Standard language is the variety of language which is socially more loved, more often based on the speech of educated people in and around the center of culture and politics or a speech community (Hartmann and Stork, 1972: 8).

Students feel, writing as a new way of communicating something different from spoken language. They observe the environment with literacy (reading materials), by this way, they feel that literacy is part of their natural development. Likewise, lecturer understands that writing is often developed simultaneously and can help students find the re-emergence of literacy in a meaningful context (Gravers, 2001). In addition to the new consciousness that is motivated by practical changes in everyday life, there is also a new consciousness at the level of theoretical or philosophical that form new paradigm of understanding of language teaching. Significant changes is placed the discourse in a central position. Although awareness of the importance of discourse in language education has been around for about thirty years, but only recently discourse analysis entered the mainstream in foreign language education in schools and colleges in Europe and America (Kern 2000: 18). A paradigm shift in language teaching towards language teaching that prepares students to have competence in order to participate in modern society is called by the Kern (2000: 15) as an approach to literacy. This approach according to Kern is represents a style of teaching educators ought to Consider if They wish to prepare Learners for full participation on societies That demand increasingly multilingual, multicultural and multitextual competence (Kern,2000:15-16).

**RESEARCH METHOD**

The research was conducted at the University of Gunadarma. The research subjects were students of various faculties who received courses Indonesian language. Data of scientific language student mastery obtained through tests. The data obtained were subsequently analyzed quantitatively. From this analysis obtained quality data of student mastery of scientific language. The test is used as an instrument is test of sentences analysis. The sentences are presented deliberately chosen from the sentences used in the preparation of papers. Among the sentences, there are many sentences with the standard pattern and the rest are sentences with non-standard. Non-standard system is influenced by a variety of usage of regional languages, foreign languages, as well as various foreign-language varieties. To determine the durability of scientific language mastery of student towards the influence of language environment used the formula as proposed by Nazar(1993:82):

\[
Dt = \frac{E+(S-S1)}{N} \times 100\%
\]

**Description:**

- **Dt** = Durability scientific writing acquisition
- **B** = standard sentences Options
- **S** = Number of sentences non-standard
- **S1** = Options sentence non-standard
- **N** = Number of matter entirely
To measure the influence of language environment on student mastery of scientific writing is used the formula:

\[ PL = 100\% - Dt \]

Description:

\( PL \) = Influence language environment
\( Dt \) = Durability scientific writing acquisition

RESULT AND DISCUSSION

Quality of Mastery of Scientific Language

Many factors affect the quality of student mastery of scientific language, one factor is the ability pouring ideas in the context of discourse and language environments. It can be seen from the test results are presented to the 60 students as a research sample. Data taken at random. If it is seen the average test score mastery scientific language for selection of standard sentences, namely 18.42, scientific language student mastery can be categorized well. But of the 25 questions presented, none of the questions that are answered correctly by the whole sample. This means that the sentence is fixed is still doubted by most of the students. Students are still hard to differ which is the standard sentence and non standard, especially when viewed against the sentence non standard student's choice. This shows that, although students already provided knowledge of the scientific language, and often interact with scientific language, but they are still affected by the use of the non standard sentence. With the average percentage of scientific language mastery durability 62.3% and the effect of language environment 37.7% can be generalized that student at the University of Gunadarma highly susceptible to the influence of environmental language because of its durability scientific language is still quite moderate. 37.7% for non-standard forms of influence student mastery of scientific language. Data obtained through the test with a sample of 60 students. The research result showed that the use of language elements deviate of rules of scientific language because of lack of reason / relevant, less obvious / explicit, and less straightforward / solid. The deviations occur in the arrangement of paragraphs (62.85%), sentences (51.3%), and the word (51.6%). Irregularities occur in the arrangement of sentence clarity (37.9%), choice of words (28.3%), the arrangement of paragraphs (10.3%), and the arrangement of sentences (6%). Overall, the main weakness lies in the structuring of sentences and paragraphs. Sentence mistakes by students are considered standard are sentences that are commonly read or heard. Therefore they consider the sentences are standard. It is not closed the likelihood that the knowledge of students to analyze and distinguish between standard and non-standard sentences are still weak. This is evident because the sentences are presented on non-standard tests are the kinds of sentences are often used by the general public or the language user community in the mass media. Sentences that are considered non-standard student as standard sentence is also a non-standard sentence that are affected by the structure of another language, or diversity the usage of certain community groups.

ORAL LANGUAGE WRITTEN

In an informal setting when students converse with peers, they are so loose not bound by standardization. In fact they are very creative creating new words which are not agreed upon in writing and only understood by them. In this case Moeliono (1980) says that it becomes a problem due to limit or they use a common core is still the same, namely the Indonesian language.

The students need to be guidance in writing scientific papers, research reports, and so forth by faculty. It thus needs to be taught by lecturers so that when they plunge into the world of work, that is when they are required to speak in public (to negotiate with the client, for example), writing a paper to be presented to the client, the scientific debate, or write an official letter / formal, they do not again shows negligence, less careful in speaking or writing in Indonesian language that is good and right. According to the experienced researchers one of the triggers of disobedience of students in writing a language related to the environment. As we know the pattern of lingua franca of young people in Jakarta have a distinctive language patterns. These patterns arise due to the influence of language speakers or even the influence of foreign languages learned in college or the course. The emergence of these
patterns cause of their language seemed inconsistent in its use. They confuse the standard language, lingua franca, and non-standard. In this case the most striking is evident in their writing vocabulary and sentence structure. Not only are they using foreign words that have been Indonesianized, but ignoring punctuation. Moreover, their writings also reflect their careless in typing and arranging ideas nicely. Impression of reckless like this can be caused by ignorance, indifference towards the use of standard language, lack of interest in the Indonesian language, or arrogance.

**Scientific Writing**

Scientific writing is not a difficult job but also not easy. Like the tips offered by David Nunan (1991: 86) about the concept of the development of writing skills which include: (1) the difference between spoken and written language, (2) writing as a process and writing as a product, (3) generic structure of written discourse, and (4) application of writing skills in learning. The difference between spoken and written language appears on the function and characteristic possessed by both. However, noteworthy is a second language should have a communication function. From this viewpoint, it can be seen how the relationship between spoken and written language that can be applied in learning and writing skills training. According Soewardjono (2005: 3), writing is a set of activities as well, assembling a sentence in such a way so that the messages, information, and intentions contained in thoughts, ideas and opinions of authors can be delivered properly. So, every sentence must be prepared in accordance with the rules of grammatical rules that can support the understanding of both the level of significance and value in its early stages. Such sentences were realized on paper by using visual media in particular graphology. Mastery of this graphology system, the system used in a language is a capability infrastructure that must be mastered by the author.

The effectiveness of the above efforts is influenced by the attitude and our response to the Indonesian language. Scientific communication in the Indonesian language has not fully reached the high point of agreement in terms of common understanding of the rules of language, including vocabulary. Some of the facts or the number of factors explain this. First, most people in the world of academic learn Indonesian language naturally. This means that people learn from what is in fact used without thinking about whether this form of language in the rule is true or not. Moreover, academics are sometimes more emphasis seller language than the language of reason. As a result, problems Indonesian language is considered trivial and in the face of the language people use more “important to know the point.

"Secondly, the Indonesian language has to compete with foreign language (English). This fact does not only occur at the level of daily use in public life but also in academic life. Scholars and influential people who usually have a wider foreign vocabulary than Indonesian language vocabulary so they feel more familiar with the foreign language. The mass media especially television is also compounded the problem whether Indonesian language or event organizers who are poor vocabulary? If not, whether the use of Indonesian less prestigious? Third, academic often feel able to speak Indonesian, so do not feel the need to learn Indonesian language or open Indonesian dictionary (eg dictionary of Indonesian language). As a result people often find it strange to hear his own language than to hear a foreign language. Surprisingly, when people hear the foreign word (England) who was a stranger to him, they realize the full motivation of trying to find meaning and look in the dictionary and it never crossed his mind that was odd. But if they hear the Indonesian word that is still strange to him, he felt it was not his language, and will react by saying "What does this mean, really weird?" and tried to never know let alone open a dictionary and use it appropriately. Someone who acted so forget that the ability to absorb ideas and knowledge is complex and requires conceptual mastery of language skills and vocabulary to an acceptable level.

If all components of the language applied to the use of Indonesian in accordance with the purpose of scientific writing in each study, which in the usual in formal situations by itself diversity of language used is a formal language, the
selection of the word/expression to be precise grammar and structure of grammar must be accurate order not to cause misunderstanding. That is why students tend to choose sentence as standard sentence because these forms are often heard or read. It shows also that the environment is the language reference for students. The consequence of this is, the Indonesian speaker is not consistent. It also shows evidence that people are more likely to prioritize the sent communication messages and ignore the structure of language. Although the case only on the environmental Gunadarma University students, but the results of this study can provide a picture of the quality of students in general scientific language

CONCLUSION

Based on the analysis of research data obtained the following conclusions:

One of the factors that affect the quality of mastering scientific language on Gunadarma students is the ability to pour ideas and context of discourse and language environments. Students are still affected by the use of non-standard sentences. Thus, the negative effect is still the dominant in using of language affects language competence of students.

Students are still difficult to identify non-standard sentence so that considers the non-standard sentence as standard sentences.

Students are still affected by non-standard forms affected by English, local languages, and various forms of other non-standard language usage.

REFERENCES


