

Contribution of Cohesion and Coherence Instruments Mastery toward the Study of Bahasa Indonesia at 10th Grader of Vocational High Schools in Sukabumi

Faizal Arvianto¹
Universitas Timor
Faculty of Education Science
Kefamenanu, Indonesia
faizal_arvianto@yahoo.com

Deden Ahmad Supendi³
Universitas Muhammadiyah Sukabumi
Faculty of Teacher and Education
Sukabumi, Indonesia
supendi_deden@yahoo.co.id

Tanti Agustiani²
Universitas Muhammadiyah Sukabumi
Faculty of Teacher and Education
Sukabumi, Indonesia
agustianitanti@gmail.com

Abstract— This research is aimed at determining how the contribution of variables of cohesion and coherence instruments mastery toward the study of Bahasa Indonesia at 10th grader of vocational high schools in Sukabumi city. The research method applied in this research was quantitative by means of correlational approach. Based on the results of data analysis, it is obtained that the average level of student mastery for variable of cohesion and coherence instruments mastery is amounted to 70% and able to be categorized as good. According to the calculation conducted, the correlation obtained is amounted to 0.290 and categorized to low correlation coefficient. The result of t significance test conducted shows that the t score acquired is amounted to 3.248. It can be concluded that there is positive and significant contribution between cohesion and coherence instruments toward the study of Bahasa Indonesia at the 2016/2017 school year's 10th grade students of Vocational High School in Sukabumi city.

Keywords— contribution; cohesion and coherence; the study of bahasa Indonesia

I. INTRODUCTION

In the the study of Bahasa Indonesia, there are four language skill components in which the students shall be capable of. These four language skills exist in every competency standard of the study of Bahasa Indonesia. The four language skills are the skills of listening, speaking, reading, and writing [1]. Every skill has a tight connection to one another. As stated by Dawson, the four language skills are the unification of four elements into one [1]. The four language skills can be mastered by performing exercises and mastering several concept. If there isn't any abundance of practices and mastery, these four skills will not get sharpened. Using the language well means mastering four skills of

language itself, either productively or receptively. Productive skill is the skill of creating and serving language, while receptive skill is the skill of retrieving and interpreting language. Language skill in the study of Bahasa Indonesia demands the students to master principles and elements related to writing activities such as language structure, vocabularies and grammar. The students are not only expected to be capable of structuring sentence, but they also have to make compact and linked sentence in order to create an intact sentence. Based on the interview conducted by the researchers toward a teacher of Bahasa Indonesia in one of Vocational High School in Sukabumi city, it is found that any writing result written by students when writing paragraph and papers using Bahasa Indonesia is in fact less adequate. This finding could be observed as the students still find difficulties in (a) selecting and arranging ideas by means of logic and systematic mind, (b) Writing down the ideas by using grammatically good Bahasa Indonesia, (c) writing down the discourse by using the general guidelines for Indonesian spelling, and (d) selecting styles of Bahasa Indonesia based on the context required.

According to such identification of problems, the lack of cohesion and coherence instrument mastery of the students is predicted to become one of the causes of the students' less-maximum writings when arranging papers in Bahasa Indonesia. Cohesion is an attachment and dependency among elements in a writing either grammatically or lexically [2]. Meanwhile, coherence is cohesiveness among the lines [3]. Cohesion and coherence in a writing will cause the writing to be easily understood for having interrelatedness among sentences so that an intact meaning can be obtained.

For the above reason, the researchers are interested in conducting a research that studies about the existence of

contribution of mastery variables of cohesion and coherence instruments toward the study of Bahasa Indonesia. Therefore, the researchers are encouraged to entitle “Contribution of Cohesion and Coherence Instruments Mastery toward the Study of Bahasa Indonesia at 10th Grader of Vocational High Schools in Sukabumi”

II. RESEARCH PURPOSES

The research was aimed at determining the contribution of cohesion and coherence instruments mastery in the Study of Bahasa Indonesia at 2016/2017’s 10th grade students of Vocational High Schools in Sukabumi.

III. RESEARCH METHOD

The research methods applied by the researchers was quantitative by means of correlational approach. The research was aimed at determining the contribution of cohesion and coherence instruments mastery in the study of Bahasa Indonesia at 2016/2017’s 10th grade students of Vocational High Schools in Sukabumi by conducting data test which that deployed correlation technic. The design conducted for the research were as follow: (1) Identifying problems at Vocational High Schools in Sukabumi city in which the results were formulated in terms of identification of problem. (2) Collecting theories related to the problem from experts related to variables of the research. Those theories supported the reserach itself. (3) Collecting data and documents which were required. Such data were in terms of cohesion and coherence instruments mastery in learing Bahasa Indonesia. (4) Analyzing data related to the contribution of cohesion and coherence instruments mastery in learing Bahasa Indonesia. (5) Describing the results of data analysis supported by statistic test retaled to the research. (6) Verifying, in the last stage the research would conclude based on data anlaysis results conducted in advance. Population in the research were 2016/2017’s students of 10th grade of Vocational High Schools in Sukabumi city; 4 schools were taken as samples amounted to 117 students in total. The data collecting technic applied in the research were as follow: (1) Observation, was conducted by a direct observation toward the condition of where the research would be conducted. (2) Questionnaire, deployed was in terms of Likert scale, a measurement scale used for measuring individual or group’s attitude, opinion, and perception toward social phenomena [4]. The questionnaires contained a number of positive and negative questions. Each item was divided into for scales consisting in very appropriate, appropriate, inappropriate, and very inappropriate. The instrument for measuring cohesion and coherence instruments mastery were multiple choice test in which score 1 was given for “true” and score 0 was given for “false” asnwrs. Data analysis was conducted by means of tables and correlation test technic “Correlation Product Moment” and “Relative Frequency Distribution”. The data were then served descriptively by elaborating the result of data analysis itself. The data acquired from questionnaires were tabulated by

means of Relative Frequency Distribution. Scoring and categorizing were then conducted on each of student’s answer as can be observed in the table 1.

Table I. Score

Score Classification	
Score Percentage (%)	Category
00 – 20	Very Poor
21 – 40	Poor
41 – 60	Enough
61 – 80	Good
81 – 100	Very Good

Source: Adopted from Sugiyono [4]

IV. RESULTS AND DISCUSSION

A. Learning

Learning is an activity in which interaction exists in the process of teaching and studying between educator and participant in order to develop certain attitude in line with the purpose of education [5]. The study of is a process or method conducted by someone in the hope that he or she can act in the activity of studying [6]. Referring to the opinion by the experts above, the study of is a process of interation between educator and participant that creates the activity of studying so that changes of experience and attitude can be better.

B. Cohesion and Coherence Instrument Mastery

Cohesion is an attachment and dependency among elements in a writing either grammatically or lexically [2]. Cohesion is an internal relation within a text, yet it is more to shape and indirectly to meaning. A text has structure and organization as paragraph and sentence have. The presence of internal relation in every text shows that there is cohesion within the text itself. Cohesion is divided into two types, grammatical cohesion and lexical cohesion [2]. It is generally understood that coherence is external relation within between a text and the real world out of the text itself. Strazny explains how coherence and cohesion become different to each other [2]. If cohesion is correlated to the surface structure of a text, so coherence is correlated to the concepts that underline the meaning of a text. If cohesion is correlated to the units that lay within the text, so coherence is correlated to the wholeness of the text. If cohesion is a continuity of words and sentence structure, so coherence is a continuity of meaning and context. Coherence means an accord of relation among ideas in paragraph which also has a meaning of an accord among sentence and paragpah [7]. Meanwhile, cohesion is a relation among sentences realized by the existence of forms of proper sentences or part of proper sentences within paragraph.

C. The Study of Bahasa Indonesia

In a broad perspspective, studying or learning is often interpretd as an activity or effort conducted for collecting a number of knowledge. Studying is a change of attitude as an effect of experience [8]. Studying or learning can also be a process which is intentionally and consciously conducted.

According to such perspective, studying or learning can be defined as a human's conscious activity or effort which is conducted in order to collect a number of knowledge so that he or she can experience changes of attitude. Learning or studying can be interpreted as an effort which is conducted in order to achieve the process of studying itself. Learning is meant for creating atmosphere or condition so that the students can study [8]. Referring to the explanation above, it can be acquired that study and learning are activities in which the teacher and students interact to one another. From such interaction, the term teaching-learning process is created. The process of teaching-learning is a process containing a series of activity between teacher and student due to the feedback generated in educative situation in order to achieve certain goals [9]. Based on several theories above, it can be concluded that the teacher and the student are two important components that must be present in a learning process. Learning's dynamic elements consist in the following matters: (1) motivation and effort of motivating students to learn, (2) learning materials and the effort of supplying the materials, (3) learning instrument and the effort of supplying the instruments, (4) learning atmosphere and the effort of development, and (5) condition of the subjects and the efforts of preparation as well as fulfillment [8]. The dynamic elements stated by Imron above are five elements that must be available during the process of learning. Besides that, several things that directly relate to learning are: materials, methods, media and evaluation of learning.

The presence of learning or the study of Bahasa Indonesia within Indonesian society is basically double-faced [10]. It functions as a national education instrument and a media of maintenance of Bahasa Indonesia. Bahasa Indonesia as a national education instrument shall guide the students in the process of learning so that they can have genuine knowledge about Bahasa Indonesia; be capable of using Bahasa Indonesia either in uttering or understanding utterance; have positive mental attitude toward Bahasa Indonesia. The study of Bahasa Indonesia does not only deal with the problems confronted by the students in learning Bahasa Indonesia, but also get involved in handling the problems confronted by Bahasa Indonesia itself. According to the explanation by the experts above, it can be synthesized that the study of Bahasa Indonesia is a teaching-learning activity of Bahasa Indonesia's learning materials which is conducted consciously by teacher and students based on the feedback occurs in educative situation in order to achieve certain goals.

Based on the data analysis and hypothesis test, it is shown that the alternative hypothesis is accepted. The hypothesis test shows that there is positive and significant contribution from cohesion and coherence instruments mastery variable toward the study of Bahasa Indonesia variable. The analysis result of cohesion and coherence instruments mastery indicates that the students acquire the highest score amounted to 36 and the lowest amounted to 18 of all 40 questions on objective multiple choice test. The average score acquired is 28 out of

40; therefore the level of mastery of cohesion and coherence instruments is 70% out of the expected 100% and categorized as "good". The t table acquired from the score r product moment table for significant level 5% with $n=117$ is amounted to 0.195 [4]. Based on the calculation above, it is obtained that the score of t count is higher than that of the score of t table, so that zero hypothesis is rejected and alternative hypothesis is accepted. Referring to the calculation above, it can be determined that the correlation result is amounted to 0,290 which is based on category of correlation classification is categorized as "low", whereas the significance is amounted 3.248. Therefore, it shows that the level of mastery of cohesion and coherence instruments of students has positive and significant correlation toward the study of Bahasa Indonesia.

V. CONCLUSION

Based on the result of the research and hypothesis test which have been discussed, the conclusion of this research is that there is positive and significant correlation between the mastery of cohesion and coherence instruments in learning Bahasa Indonesia at the 2016/2017's 10th grade students of Vocational High Schools in Sukabumi showing that the correlation coefficient is amounted to 0.290 and the level of significance is amounted to 3.248. This matter shows that there is positive contribution from the variable "mastery of cohesion and coherence instruments" toward the variable "the study of Bahasa Indonesia". If the mastery of cohesion and coherence instruments is good, so that the study of Bahasa Indonesia will also acquire good result.

REFERENCES

- [1] Tarigan, Hendri Guntur. 2008. *Menulis: sebagai suatu keterampilan berbahasa*. Bandung: Angkasa Bandung.
- [2] Zainurrahman. 2013. *Menulis: dari teori hingga praktik (penawar racun plagiarisme)*. Bandung: Alfabeta.
- [3] Alwasilah, Chaedar A. 2007. *Pokoknya Menulis*. Bandung: PT Kiblat Buku Utama.
- [4] Sugiyono. 2016. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- [5] Hamalik, Oemar. 2013. *Kurikulum dan Pembelajaran*. Jakarta: PT Bumi Aksara.
- [6] Arifin, Zainal. 2012. *Evaluasi Pembelajaran*. Jakarta: Direktorat Jenderal Pendidikan Islam Kementerian Agama RI.
- [7] Saddhono, Kundharu. dan Slamet, St Y. 2012. *Meningkatkan Keterampilan Berbahasa Indonesia (Teori dan Aplikasi)*. Bandung: Karya Putra Darwati.
- [8] Imron, Ali. 1996. *Belajar dan Pembelajaran*. Jakarta: Dunia Pustaka Jaya.
- [9] Usman, Uzer. 2005. *Menjadi Guru Profesional*. Bandung: Remaja Rosdakarya
- [10] Muslich, Mansur. 2010. *Bahasa Indonesia Pada Era Globalisasi: Kedudukan, Fungsi, Pembinaan, dan Pengembangan*. Jakarta: PT Bumi Aksara.