

# Comparative Study Of Indonesian Language Skill Between PGSD And PJKR Students At STKIP Muhammadiyah Bangka Belitung

Asyraf Suryadin<sup>1</sup>,  
STKIP Muhammadiyah Bangka Belitung  
Asyraf.suryadin@stkipmbb.ac.id

Maulina Hendrik<sup>2</sup>,  
STKIP Muhammadiyah Bangka Belitung  
maulina.hendrik@stkipmbb.ac.id

Prima Hariyanto<sup>3</sup>,  
<sup>3</sup>Kantor Bahasa Kepulauan Bangka Belitung  
Prima.hariyanto@kemdikbud.go.id

Sasih Karnita Arafatun, M.Pd.<sup>4</sup>  
STKIP Muhammadiyah Bangka Belitung  
Sasih.karnitaarafatun@stkipmbb.ac.id

Dinar Purwati<sup>5</sup>  
STKIP Muhammadiyah Bangka Belitung  
dinar.purwati@stkipmbb.ac.id

**Abstract-**The purpose of this research is to describe the Indonesian language skill at STKIP Muhammadiyah Bangka Belitung students. In particular, the purpose of this research to compare Indonesian language skills between PGSD and PJKR students at STKIP Muhammadiyah Bangka Belitung based on the results of the Indonesian Language Skill Test (UKBI) with 3 aspects of assessment (listening, responding to rules, and reading). This research uses comparative descriptive research methods. The data obtained from the UKBI results in April 2019 were 40 students consisting of 20 PGSD students and 20 PJKR students. Based on the average UKBI assessment between PGSD and PJKR students in terms of listening, responding to rules, and reading sections, PGSD students have a higher level of Indonesian language proficiency than PJKR students with an average of each section, listening to 525 > 508, responding to the 589 > 565 rules, and reading 568 > 559. However, if viewed from the UKBI predicate, Indonesian language skill in the listening section of PGSD students won the Excellent predicate while the PJKR with the title of Madya. In the section responding to rules and reading the two programs study have the same predicate, namely Excellent. Factors that distinguish Indonesian language skills between PGSD students and PJKR are the ability to listen. Based on the factors of learning techniques, PGSD students 90% (36 people) find it easier to understand the material by studying theory and then practice it compared to PJKR students. 87.5% (35 people) enjoy learning practice directly in the field without theorizing.

**Keywords:** Indonesian language skill, listening, responding to rules, reading, *UKBI*

## INTRODUCTION

Every human being needs language as a communication tool. Someone who is able to communicate can be said to be proficient in the language [1]. Someone who has good language skills will not have difficulty communicating. Language skill refers to abilities related to the use of language in real everyday communication (Djiwandono in Winiasih, 2018: 64). A person can express his thoughts and contents to others, regardless of whether there is knowledge about the theory and detail of the language used to communicate.

To measure a person's language skills, you can use linguistic test instruments, namely the Indonesian Language Skill Test (UKBI) instrument. UKBI is an Indonesian language skill testing instrument developed by the Language Development and Development Agency which has proven its validity and reliability. Language skill tests through the UKBI in the form of oral tests and written tests.

Research involving UKBI measuring instruments to describe language skills has been carried out by Language Centers [2]. The purpose to describe the speaking competencies of high school and vocational students in Jakarta. The result has found a difference in the speaking competency score between vocational and high school students. The average speaking competence of high school students is better than the average competency of speaking vocational students.

In addition, Komariyah [3] and Komariyah & Rohmah [4] also conducted research on the UKBI. The results of Kariyah's research (2009) showed that UKBI students at SMK 1 Magetan of the last semester were better than the first semester. At the first semester, there were still students who received a marginal predicate, whereas in the

last semester there were no students who received a marginal predicate in the UKBI. Meanwhile, the results of Komariyah and Ai Siti Rohmah [4] research shows that there was a positive impact on Indonesian language skill counseling activities on improving UKBI results for teachers in Lumajang District. Teachers in Lumajang Regency experienced an increase in the UKBI score.

STKIP Muhammadiyah Bangka Belitung is the only university in the Province of Bangka Belitung Islands that is concerned with education. The current study programs are Primary School Teacher Education (PGSD), Physical Health and Recreation Education (PJKR), English Language Education, and Mathematics Education. The total number of students are 1,462.

Students studying at STKIP Muhammadiyah Bangka Belitung are prospective educators in elementary school, junior high school and senior high school. As a prospective educator, every student must have good and correct Indonesian language skills. One day they will experience difficulties in presenting the subject matter to students if the speaking skills possessed are inadequate. On the other hand, students will also have difficulty in understanding the learning process. The teacher does not have adequate speaking skills, whereas students do not have the listening skill so the communication process fails. Likewise, knowledge and culture cannot be shared perfectly, it will not even be inherited to the next generation if we do not have writing skills.

Based on the description above, research has been conducted which purpose to compare Indonesian language skills between PGSD and PJKR students at STKIP Muhammadiyah Bangka Belitung based on the results of the Indonesian Language Skill Test (UKBI) with 3 aspects of assessment (listening, responding to rules, and reading). To analyze these problems, theories related to language skills are used. Language skills tested include: listening, responding to rules, and reading.

In this study, the students whose Indonesian language skills were measured were PGSD students and PJKR students who had attended Indonesian Language lectures. It is assumed that students have better knowledge of Indonesian because in their lectures they learn about linguistic theories. However, the knowledge of the language does not absolutely affect one's language skills because in the language test the importance is not knowledge of language but language proficiency in various domains of communication.

This study was conducted because it wanted to see a comparison of Indonesian language skills of PGSD students with PJKR students. PGSD STKIP Muhammadiyah Bangka Belitung students have been considered better language quality than PJKR students. The language skills studied are

abilities that are only receptive, namely listening or listening (Section I), the ability to respond to the rules (Section II), and the ability to read (Section III).

To analyze these problems, theories are used which relate to language skills (listening and reading skills) and respond to rules. According to Tarigan [5] listening is a process of listening to oral symbols with attention, understanding, appreciation, and interpretation to obtain information, understanding content or messages and understand the meaning of communication that has been conveyed by the speaker through spoken language. Listening activities begin with hearing sounds or sounds accompanied by pictures (audiovisual). In line with the opinion of Ardi [6] "The listening event always begins with listening to the sound of language, either directly or through recording, radio, or television. In the UKBI, the listening aspects assessed are voiced in the form of dialogue and monologue. Participants do not have the opportunity to repeat the monologue or dialogue or only 1 (one) round.

In addition to listening skills, other aspects that are tested are responding to rules or grammar. Grammar is an important component that must be mastered by language users because grammar is the basis for someone to be the language skill. Grammar deals with phonemes, morphemes, words, phrases, clauses, sentences, discourses. In this research, grammar skill is realized in the respond skill to rules including spelling, diction, and sentence structure.

Other skills that were tested in the UKBI test were reading, writing and speaking skills. However, in this research writing and speaking skills were not measured. Reading is intended not to read aloud but to understand the contents of reading or reading comprehension. The level of understanding of each person is different. According to Alderson [7] reading comprehension activities are distinguished from a literal understanding of the text, understanding of meanings that are not explicitly stated in the text, and understanding of the implications or effects of reading texts.

## METHODS

This research is a descriptive comparative type of research. Comparative research is research that compares the existence of one or more variables in two or more different samples. The collected data will be analyzed and described descriptively, namely to describe the comparison of Indonesian language skills between PGSD students and PJKR students [8]. The primary data source is the results of the UKBI of PGSD and PJKR students. The selection of primary data sources is based on the student registration number, both PGSD and PJKR, each of which is 40 people. In addition, students taking the test are students who have taken the Indonesian language subject as general subjects.

This research was conducted for 3 (three) months from March to May 2019. UKBI student data used in this research were UKBI report data on April 29, 2019. The UKBI test was not for research purposes but was a mandatory requirement for students to take part in thesis sessions. so that the data obtained is natural. In addition, the UKBI testers came from the Office Language of the Bangka Belitung Islands.

The Indonesian language skill measuring instruments through the UKBI test uses the Standard UKBI instruments Number 44, 45, and 46. Processing the test results based on the templates provided by the Badan Bahasa Kementerian Pendidikan dan Kebudayaan with criteria: 1) Special: 750-900; 2) very Excellent: 675-749; 3) Excellent: 525-674; 4) Middle: 375-524; 5) Semenjana: 225-374; 6) Marginal: 150-224; 7) limited: 0-149. The data analysis is done by grouping results based on 1) study program; 2) the results of each aspect of the assessment (listening, responding to the rules, and reading) and the predicate.

## RESULTS AND DISCUSSION

### Comparison of Indonesian Language Skill between PGSD and PJKR Students

#### 1. Based on section I (Listening)

Indonesian Language Skill Test (UKBI) Section I listening is a test that person's ability to listen to information. The questions amounted to 40 listening questions consisting of 4 listenings in the form of monologues, and 4 listenings in the form of dialogue. Each dialogue and monologue consists of 5 questions with different levels of difficulty. The UKBI results on listening skill (section I) of PGSD and PJKR students can be seen in the following table.

**Table 1 The result of Indonesian Language Skill Test Section I PGSD and PJKR Students**

Total UKBI Value of PGSD Students	Average	Total UKBI Value of Average PJKR Students	Average
10.495	525	20.330	508

Based on Table 1 above, it can be seen that the average listening skill of PGSD students from 40 students is 525 while the average produced by PJKR students is 508. When viewed from the average comparison obtained by each study program, Indonesian skill in Section I (listening) This PGSD student is higher than PJKR students. In addition, if the comparisons are based on the UKBI predicate, the average value of the First Section of PGSD students is at level

III (Excellent) while the PJKR students are in the IV (Middle) category. This means that PGSD students have listening skill Excellent to PJKR students in listening to Indonesian dialogue and monologues.

#### 2. Based on section II (Responding to the Rules)

The Indonesian language skill test in Section II is responding to formal variety rules. The rules include spelling, form and choice word, and sentence structure. To know someone's skill in responding to rules obtained from answers to 25 choice questions. The result of UKBI in the respond to rules skill (section II) of PGSD and PJKR students can be seen in the following table.

**Table 2 The Result of Indonesian Language Skill Test for Section II of PGSD and PJKR Students**

Total UKBI Value of PGSD Students	Average	Total UKBI Value of Average PJKR Students	Average
23.544	589	22.610	565

Based on Table 2 above, it can be seen that the average skill to respond to the rules of PGSD students from 40 students is 589 while the average by PJKR students is 565. If viewed from the average comparison by each study program, the Indonesian language skill in section II, PGSD students are higher than PJKR students. However, if the comparison is based on the UKBI predicate, the average value of Section II between PGSD and PJKR students is at the same predicate, namely Excellent. This means that PGSD students have the same responding to rules skill as PJKR students in responding to rules Indonesian language which includes spelling, word form and choice, and sentence structure.

#### 3. Based on section III (Reading)

Section III or reading is part of an Indonesian language skill test that specifically measures a person's ability to understand Indonesian language reading. The questions tested were 40 reading questions consisting of 5 readings. Each reading consists of 8 questions with different levels of difficulty and different reading contexts. The result of UKBI in reading skill (section III) of PGSD and PJKR students can be seen in the following table.

**Table 3 The Result of Indonesian Language Skill Test  
Section III PGSD and PJKR Students**

Total UKBI Value of PGSD Students	Average	Total UKBI Value of Average PJKR Students	Average
22.700	568	22.370	559

Based on Table 3 above, it can be seen that the average reading skill of PGSD students from 40 students is 568 while the average produced by PJKR students is 559. When viewed from the average comparison by each study program, Indonesian language skill in Section III of PGSD students is higher than PJKR students even though the difference in scores is 9 points. However, if the comparison is based on the UKBI predicate, the average value of Section III between PGSD and PJKR students is at the same predicate, namely Excellent. This means that PGSD students have the same reading skills as PJKR students in understanding reading.

## CONCLUSION

Based on the problems and results of the analysis that has been carried out, conclusions are as follows. Based on the average UKBI between PGSD and PJKR students in terms of listening, responding to rules, and reading sections, PGSD students have a higher level of Indonesian language skill than PJKR students with an average of each section, listening to 525 > 508, responding to the rules 589 > 565, and reading 568 > 559. However, if viewed from the UKBI predicate, the Indonesian Language Skill in the listening section of PGSD students gets the predicate of Excellent while the PJKR with the title of Madya. In the section responding to rules and reading the two study programs have the same predicate, namely Excellent. This means that the skill of listening to PJKR students needs to be improved in order to achieve the same skills as PGSD students. Thus, it can be said that the average Indonesian language skill standards of STKIP Muhammadiyah Bangka Belitung students, especially PGSD students and PJKR are in accordance with the specified standards. Factors that distinguish Indonesian language skills between PGSD students and PJKR are the ability to listen. Based on the factors of learning techniques, PGSD students 90% (36 people) find it easier to understand the material by studying theory and then practice it compared to PJKR students. 87.5% (35 people) enjoy learning practice directly in the field without theorizing.

## BIBLIOGRAPHY

- [1] Winarsih, T. (2018). Studi Komparatif Hasil UKBI Mahasiswa Jurusan Bahasa Indonesia Perguruan Tinggi Negeri dan Swasta di Jawa Timur, *Jurnal Madah*, Vol. 9 No. 1, hlm. 63—72.
- [2] Solihah, A. dkk. (2007). *Studi Komparatif Kompetensi Berbicara Siswa SMA dan Siswa SMK*. Jakarta: Pusat Bahasa, Departemen Pendidikan Nasional.
- [3] Komariyah, S. (2009). Kemahiran Berbahasa Indonesia Siswa SMK Negeri 1 Magetan. *Jembatan Merah: Jurnal Ilmiah Pengajaran Bahasa Dan Sastra.*, 113—118.
- [4] Komariyah, S., & Rohmah, A. S. (2017). Dampak Positif Penyuluhan Kemahiran Berbahasa Indonesia terhadap Peningkatan Hasil UKBI Guru di Kabupaten Lumajang. *Jembatan Merah: Jurnal Ilmiah Pengajaran Bahasa Dan Sastra.*, 16, 266—278.
- [5] Tarigan, H. G. (2008). *Menyimak: Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- [6] Ardi. (2012). Pembelajaran Menyimak Cerita melalui Model Listening Team Siswa Kelas V SD Inpres 675 Mappesangka, Kabupaten Bone. In Anshari (Ed.), *Mozaik Hasil Penelitian Bahasa dan Sastra: Kontribusi Bahasa, Sastra, dan Pembelajaran dalam Kehidupan Sehari-hari* (p. 241). Makasar: De La Macca.
- [7] Alderson, J. C. (2000). *Assessing reading*, 7. <https://doi.org/10.2307/1249073>.
- [8] Sugiyono. (2014). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung : Alfabeta.