A Study of Text-Based Writing Skills for Teaching Indonesian Language for Speakers of Other Languages at Bali State Polytechnic

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Abstract—**Writing skill is very important for the learners of Indonesian language for speakers of other languages (BIPA) as a part of capability in using Indonesian language. Currently the writing skill of BIPA students in Bali State Polytechnic is considered deficient. Appropriate methods of teaching are required for increasing the writing skill. Application of text-based method is considered suitable by the administrators of BIPA learning. Therefore, a textbook using that approach is arranged by Language Developmental Department, Ministry of Education and Culture (PPSDK). This article represents the implementation of text-based writing approach in writing skill teaching method in BIPA class of Bali State Polytechnic. Research data were collected using observation, interviews, and questionnaire to 17 BIPA students in 2018/2019. The collected data then analyzed using distributional method which is referring to the writing skill profile (ESL composition profile). The result of this research shows 84.24 percent respondents state that the textbook developed by PPSDK is highly recommended to support the writing learning process. According to this analysis also could be concluded that the average score of BIPA students writing skill while using text-based learning method is 74 which is considered already belongs to favorable category of fog index in range of 10-14 with 12.02 in average.**

Keywords—writing skill, text, BIPA students
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I. INTRODUCTION

Writing skill is considered as one of the capabilities required by BIPA students to be able to prepare a report, letters, reports, and popular scientific papers. Currently, the BIPA teaching-learning process at Bali State Polytechnic is still conducted conventionally, using handouts, which was considered as mostly text-book oriented. From the objective point of view, the students' cognitive result only reaches a declarative level (to-know) and procedural acquaintance (to-know-how) instead of contextual understanding (when and how) which has not been reached [1] [2]. It is also shown from the purpose of the learning process. The students' capability in verbal information cognition and intelligence skills is still limited. Capability in cognitive strategy is not reached enough yet.

Another issue is the lecturer behavior in teaching writing skill, which still requires proper attention. The lecturer did not determine the purpose or targets of the writing practice, and did not guide the students through writing process sufficiently. Lecturers also seldom provide proper literature as a favorable model for students [3], [4]. The learning process only focuses on the written result, especially on organizing the writings, correct spelling, and organized lettering. This method seems related to capability achieved by BIPA students in writing learning process. The valuable observations, pretest, and interviews indicated that the BIPA students commonly experienced difficulty in writing. One of the conditions that describes writing as an uneasy task for them is shown by the difficulty in writing essays for reports or attending some writing competitions at any event. Unfortunately, there is no any text-book writing available, especially for BIPA students.

Arranging steps for overcoming the deficient level of BIPA students writing skill could not be separated from the teaching method and the students' own condition. When those circumstances were noticed, it indicates that the BIPA students were ordered to learn writing without the correct procedure. While doing writing tasks, the students were not provided by the context needed [5]. As a result, students would think that their writing is only going to be read by lecturers in case of doing research or study. The students are not invited to through the process those are required in writing activity. It then leads them to get difficulty in writing immediately after the topic decided and having no idea about things they should do after finishing the first draft. Students also are not used to finding the writing patterns through reading texts which are constructionally favorable [6], [7].

Writing, as speaking language activity in common, is considered as a social activity, occurred with context, and never be created in vacuum circumstance [8]. Therefore, when students are ordered to write without clear reasoning, they will come through difficulties. Writing is a comprehensive cognitive process which covers planning, pouring, and reviewing [9]. For being capable in writing, planning, and knowledge related to topic is highly needed. Furthermore, it also requires proper understanding of the pattern and structure of the text. Understanding the text patterns is not only could be acquired through the learning process but also through acquisition [10]. Accordingly, examples of texts with the favorable structure are quite needed by students as models [11].

A study on writing skill [12] indicates that Indonesian language textbook has not explicitly managed about writing

lesson. The lesson given still occupied partially, which only involved parts of the text such as sentence and paragraph writing.

BIPA students' writing skill in Bali State Polytechnic is still classified as deficient, either from the content, organizing, vocabulary or lexicon, even language utilization. Productivity in creating papers is also still low. This situation relates to the students' legibility level. Longitudinal research regarding to writing lecture in Bachelor program [13] shows that writing failure is mainly caused by students' requirement analysis, which is undone. In other words, all this time, Indonesian language lecturers never clearly understand what their students need. Moreover, it is also stated that only 4% of students who apprehend the Indonesian language as thinking device when 72% others see it simply as a device for social interaction.

Whether the experts' viewpoint as above were noticed, implementation of text-based method seems qualified as an effort to overcome writing lesson problems during Indonesian language lecture in BIPA class of Bali State Polytechnic. In line with the result of some previous researches regarding to writing lesson, therefore this article tries to discuss the students' responses to the implementation of text-based writing method in BIPA learning process at Bali State Polytechnic.

II. THEORETICAL STUDY

The scientific approach used in this study is the text-based approach. The text-based approach always exists in the context. Context is described as elements accompanying the text. A text is a part of language regardless of its length, but unity of meaning. Text could stand up for one or two words, a sentence, a paragraph, a page, or even a book. Text could be spoken or written. Text is influenced by two kinds of context, which are situation and culture [14].

Reading and writing are forms of interaction during the learning process. For gaining important impact in writing, thing needed in the beginning is the desire to bring out everything saved or hidden inside our mind without limited or banned by any rules [15]; [16]; [17]. Freewill, unharmed, like being alone in this world, that kind of feeling is highly required to be provided by a writer to make sure all the image they want to show – which come from inside – could be appeared totally.

A text-based lesson is a learning approach which optimizes contextual learning material with the reality in the students daily life. While thinking contextually and relates it with the reality, students will be motivated to synchronize initial knowledge they already got and practice it in their life as a family member and citizen. Within that way, the learning result of the students could be optimized [18]. Contextual learning indicates the learning process to run naturally formed as learning activity, which means doing and experiencing, nor transferring knowledge from lecturer to students. Text-based approachment strategy puts more attention to the process than the result [19] Therefore, students were led to understand the meaning of the learning process, their circumstances, and the method to reach the aims of the lesson. On that purpose, students need lecturers as director and facilitator.

III. METHODOLOGY

The research was conducted for one semester with several steps. First, the researcher explored the teaching instruments such as teaching guide exploration, text book, student worksheets, teaching implementation planning (RPP), teaching evaluation model, writing theory design, and the perception of the teaching instruments. Second, the researcher implements the text-based writing lesson teaching instrument, which is developed by Strategy Developmental and Language Diplomatic Center (PPSDK), Department of Language Development and Coaching.

The student's activity was observed. Interviews and questionnaire were used to acquire the student's responses. The students are asked to write some essays and then analyzed by using papers evaluation profile which involved content, organization, vocabulary, language, and writing principle. The writing result is analyzed by using qualitative descriptive method, and the student's responses to the teaching model were analyzed by using quantitative descriptive. The legibility of the papers is measured by using the fog index. These steps were applied to find out the impact of the textbook utilization effectivity to the learning result of BIPA students.

IV. RESULT AND DISCUSSION

Text-based learning emphasizes to meaning entity of communicative occasion either spoken or written. Text could not be separated from context because context is considered as elements accompanying the text. Text is influence by two kinds of context which are situation and culture. Text-based learning focuses on multi-aspects of learning environment such as class, science laboratory, computer center, workplace, and other places for activity. This teaching focuses helps the lecturer to provide learning environment which could relate various social experience, culture, physical, and psychology to reach the better learning result.

In outline there are five steps within the text-based writing lesson such as: knowledge building about the topic, text type understanding, practical guidance related text type using modeling, text type writing independently, and reflexing the writing result. All the five steps integrated in the application could be implemented as the steps below. There are some step to choosing/deciding the writing topic, which are: deciding the writing purpose and target (text type); ddiscovering the writing material; selecting the writing material; systematically arranging the selected material using mind map; choosing and understanding the writing pattern/proper modelling; writing the early draft according to the text type (for the early stage could use *fast writing*); incubating; revising/correcting the writing in group accompanied by facilitator; writing the last draft; and flexing the papers resulted.

The application of text-based writing method in BIPA class writing lesson could be one of efforts for overcoming the deficient of BIPA students writing skill. This statement is supported by favorable responses coming from the students regarding to text-based writing method implementation during the writing lesson. It is proven with 84.24% students who give decent responses to the textbook developed by PPSDK which is also considered qualified for supporting writing lesson. From the rank of writing skill test result, it is

found that the average score is 74 which is belongs to favorable category.

In line review could be seen from the fog index. From this study also found that the average fog index result of BIPA students has already gotten to safe level, in range of 10-14 with 12.02 in average. It indicates that the legibility BIPA students writing result still belongs to favorable category which is easily understandable by readers.

Based on text-based writing research applied to BIPA students in Bali State Polytechnic, there are several faults done by the student those need to be noticed and revised as below.

A. From Writing Process

In this process there are seven faults done by student those need to be notices and revised are: While determining the writing purpose, it turns out that eighty percent of students have not understood the genre of types of writing yet. Plenty students have not fully certain that each writing has its own targets and generic structures. Therefore, before starting the writings, students should be given proper understanding about their purpose of writing and type of text they are going to be made. The second is in excavating the writing material, students did not utilize the given time effectively. They put their focus more on using their memory record instead of making daily notes. Whereas there are a lot of method which could be used such as browsing on websites, watching videos, recording listening, interviews, daily notes utilizing, and direct practice (immersion). The immersion method is the most favorable one to BIPA students by directly immerse to the places or objects they want to write. This method persuades them to enjoy and experience the things happened which becomes a highly solid note in their mind so that the lesson turns out to be more meaningful. This method helps them to outpour it to be a text easier. The third is students seldom utilize their mind-map to arrange their writings. Mind-mapping would guide students to build their writing pathways. It seldom to be applied because writers want to finish their writing fast without clear pathways. The four is students seldom go deep into the writing pattern structure to be appropriate with the genre of the writings. Whereas the writing pattern structure is highly important as guidance in organizing paragraph threads so the decent essay could be built. The fifth is students often forget that writing is a process, so they mostly think that writing once is done with a good result. This kind of understanding would make the students mindset poisoned by excessive carefulness in using language which even leads them become less focus on the writing structure itself. The six is while incubating; students give less effort in excavating the weakness and pleonastic things written by them. They did not dig enough additional ideas which need to be developed to accomplish their writing result. And the last is while correcting the initial draft of the writing result, students seem uncertain in correcting their friends work. It happens because they have not mastered the deep understanding about the text structure appropriate with the text genre yet and still lacking in grammatical mastering.

B. From Product Point (Writing Result)

In this product point there are five point that need to be noticed and revised, are : From the content, writing has been described appropriate to the topic, yet still incomplete and less detailed; The second is from organization, the writing is still not organized and less tidy, the idea is still blurred, and the language cohesion is lacking; The third is observed in vocabulary utilizing, the variability is still limited, ineffective, word formation has not been mastered yet, and some diction or lexical are still incorrect; The four is llanguage utilizing fault could be observed on utilization and ordering the simple effective sentence with slight grammatical fault which blurred the meaning of the sentence; And the last is on the writing presentation, turns out that plenty students are less careful in word writing and correct spelling.

From the teaching model application, fast writing practice still need to be accomplished a lot. It because the students still been poisoned in their mindset that writing needs to be decent directly at once so they seem excessively careful, even already emphasized earlier that in fast writing students do not need to be "stopped" with either vocabulary or spelling. Other things that need to notice is that while discussing the writing draft. Many students still have not utilized the available time optimally and still seem uncertain in giving feedback to their friends.

Several grammatical faults also could be seen as below such as: application of "Diterangkan-Menerangkan" or Described-Describing principle (D-M). This fault commonly occurs because their mindset is still been effected by English structure. This fault mostly occurs on phrase level, either endo-centric or exo-centric phrase; Sentence construction failure caused by incoherent fusion of substances constructing the sentence (constituent) which does not determine the clear hierarchy; Other fault also found in sentences made by BIPA students during the writing lesson is the deficient understanding regarding to the sentence elements compatibility. Sentence elements compatibility intended are meaning compatibility and form compatibility; Lexical fault (diction), improper preposition using, and affix constructing failure also still found in initial draft writing of BIPA students. However, after given advices during revision step, those failures are able to be reduced after the students writing become the final draft.

There are two suggestions those could be used as guidance for reflexing the previous textbook available, such as: vocabulary appears in the provided model should be compatible with their capability level. It is found on the description about hobby in grade A-1 (page 52). On the model already appeared vocabulary with affix *me-, ber-,* even *me-kan*. Even though, these affixes would be taught in grade A-2. The second is for the intermediate level (B1-B2) almost all students feel the provided text model given is too long with high difficulty vocabulary.

V. Conclusion

From the text-based learning model implementation could be concluded several things, they are student responses to the text-based writing method in the learning

process has already decent. It is proved by 84.24 % students who responses favorably the textbook developed by PPSDK; and average score of writing test result is 74 which means still considered as favorable category of fog index in a safe level, in a range of 10-14 with 12.02 in average.

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