

THE STUDY OF STRUCTURE AND LINGUISTIC RULES IN WRITING OBSERVATION RESULTS OF REPORT TEXT AT SENIOR HIGH SCHOOL

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Abstract

In the 2013 curriculum, Indonesian language lessons are text based, thus, students are required to understand various types of texts, one of which is the text of the observation report. This study analyzes the text of the observation report applied as teaching material. The aim of this study is to produce a description of the structure and rules data in the text of the observation report and use it as teaching material, describing the structure and language rules of the text of the observation report in class X in SMAN 1 Majalaya. The author used a qualitative descriptive method by documentation techniques. Analysis of this data finished by assessing the students' writing one by one based on the assessment criteria of each aspect. The results showed that the ability of students of SMAN 1 Majalaya to write report texts from observations of class X MIPA (Science class) 1 and 2 was categorized quite capable. The aspects studied were the structure and language norms of the text of the observation report including conjunction between sentences and coordinative conjunction. The ability of students to apply the text structure of the report of observations includes general definitions, section descriptions, the definition of benefits categorized as capable, because there are only 11 texts out of 30 texts that do not have an observation report structure. Whereas in the language rules of the text the results of observations include conjunctions between sentences and coordinative conjunctions categorized as able because only 22 texts do not have the rules of linguistic conjunctions between sentences.

Keywords: text observations, structure, linguistic rules

Abstrak

Dalam kurikulum 2013 pelajaran bahasa Indonesia berbasis teks, sehingga siswa dituntut memahami berbagai jenis teks, salah satunya adalah teks laporan hasil observasi. Penelitian ini menganalisis teks laporan hasil observasi dimanfaatkan sebagai bahan ajar. Tujuan penelitian ini menghasilkan deskripsi data struktur dan kaidah dalam teks laporan hasil observasi dan pemanfaatannya sebagai bahan ajar, mendeskripsikan struktur dan kaidah kebahasaan teks laporan hasil observasi di kelas X SMAN 1 Majalaya. Metode yang digunakan dalam penelitian ini merupakan metode deskriptif kualitatif dengan menggunakan teknik dokumentasi. Analisis data ini dilakukan melalui cara menilai satu persatu tulisan siswa berdasarkan kriteria penilaian masing-masing aspek. Hasil penelitian menunjukkan bahwa kemampuan menulis teks laporan hasil observasi siswa kelas X Mipa 1 dan 2 SMAN 1 Majalaya dikategorikan cukup mampu. Aspek yang diteliti yaitu struktur dan kaidah kebahasaan teks laporan hasil observasi meliputi konjungsi antarkalimat dan konjungsi koordinatif. Kemampuan siswa dalam menerapkan struktur teks laporan hasil observasi meliputi definisi umum, deskripsi bagian, definisi manfaat dikategorikan mampu, karena hanya ada 11 teks dari 30 teks yang tidak memiliki struktur laporan hasil observasi. Sedangkan dalam kaidah kebahasaan teks laporan hasil observasi meliputi konjungsi antarkalimat dan konjungsi koordinatif dikategorikan mampu karena hanya 22 teks yang tidak memiliki kaidah kebahasaan konjungsi antarkalimat.

Kata Kunci: teks laporan hasil observasi, struktur, kaidah kebahasaan

INTRODUCTION

The development of the 2013 curriculum requires a change in students' thinking in the learning process. The 2013 curriculum has used text-based language learning, meaning that students are required to be able to produce a text, one of which is the text of the observation report. Reading and listening is the process of someone who not only understands the literal meaning, but also to understand implicit ideas (Mahmoodi-Shahreababaki, 2015). One of the KD in Indonesian subjects in high school/ MA class X odd semester, learning to write the text of the observation report is one of the various writing skills implemented.

Writing is the delivery of information in the form of graphs and symbols that can be understood and read by others as well as by the writer himself. Therefore, in writing the process of delivering information from the author to the reader or indirect communication occurs between the writer and the reader (Rosmaya, 2018).

Writing, as a language activity, will never be complete and complete in the language, because of the complexity and variety of concepts and its application. Writing skills have a very important role, it can support one's success, with writing skills, a person can involve himself in the current global competition. in this globally sophisticated era, all information is presented instantly with a variety of media, including print media. Through written works one can actualize themselves and take part in the progress of the times (Zainurrahman, 2013).

Writing is one of the most important and difficult language skills to master. However, learning to write in schools only get a portion of time that is less compared to other language learning such as speaking, reading, and listening. Writing activities in learning Indonesian is a step to train students in applying linguistic knowledge, such as vocabulary, language style, spelling, sentences and so on. In writing students can pour their thoughts into the media in the form of language by means of writing. Writing activities are a means to invite, convince, influence and describe events based on facts or observations made. The purpose of learning to write only leads to the achievement of students 'writing abilities, in other words the rest only leads to the achievement of students' writing abilities, in other words students are only required to be intellectually intelligent. This is what makes writing as a burden (Kusmiatun, 2005).

Text is the most complete set of language that is abstract, a series of sentences, words and some that form the utterances, utterances produced in human interaction (Kridalaksana, 2011). According to (Keraf, 2001) the report is a way of communication in which the writer conveys information to a person or an entity because of the responsibilities imposed on him. Text of the report that contains a general description or report something in the form of

observations. The report text is also called the text of classification because the report text contains the classification of the type of something based on certain criteria.

Research report is a report based on the results of research, both field research, laboratories and library research (Murtono, 2010). Observation is data collection, the researcher makes observations directly see activities carried out close to the object of research. (Riduwan, 2004).

Kosasih (2012) said "Observation reports are essays that describe a phenomenon or event based on observations". Observation report text is a text that describes a general object, the discourse used is in the form of a report. Conducting observations can be done by direct observation of selected objects or through interviews with informants who understand the object being observed.

Observation report is one type of research report. A good report writing must first have a good language and every aspect presented in writing must also be in accordance with what has been done in the observation (Suryanto & Waluyo, 2016). Observation report text is a type of observation-based text, so this text is able to hone students' sensitivity to the environment. Actually students have used this text in daily life, but students do not realize that the text is the text of observational reports (Hagashita, 2015). So, an observation report is a report that is written through analyzing and recording systematically by seeing or observing directly. Through observation, we can prove the perceptions we make based on facts.

Report writing skills are productive-active language skills which are one of the basic language competencies that must be possessed by students who are skilled in communicating in writing. Based on the report writing function, writing a report is an important function, because writing a report is an activity that consists of one's experience. Writing a report also seeks to train students to develop their ideas and be able to defend their opinions accompanied by facts and experiences that support in writing a report (Zainurrahman, 2013).

According to research (Dewi, I Md Utama, 2015) in writing report texts the results of observations of students are not creative in pouring ideas, the writing is still not good and students get little information due to lack of reading, and the use of language in the text of observation reports is still simple. And seen from the results of research by Dewi (2015), Juliawati, Ni Ketut, dkk (2015) and Rinda Kurniati in scientific articles about the Ability to Write Observation Report Texts by Students shows that the ability of students to write observational report text and the rules for writing report text results category observations capable of with an average value of 3.6. the ability of students to apply quality writing rules is

quite capable with an average value of 3.2 which consists of grammar aspects categorized as capable with an average value of 3.5 and the spelling aspect is categorized quite capable with an average value of 2.9. The writing skills of report texts from student observations are still relatively low. This is in line with the research of Ketut Juliawati (2015), explained that students' writing ability is still low, especially in learning to write observational report text.

From the results of research by Kurniati (2015) in a scientific article entitled "The Ability to Write Text on Observation Reports by Grade VII B Students of MTs Negeri Jambi Timur Jambi City 2014/2015 Academic Year" it is recommended to Indonesian MTs Negeri JambiTurur Indonesian teachers to further enhance learning writing, because students still do not understand learning about writing conventions such as grammar and spelling. The writing skills of the report text of observations of Grade VII students of SMP Negeri 4 Pariaman are in good qualifications (B) (Putri & Diana, 2019).

The 2013 curriculum contains 9 basic competencies, namely students are able to understand the structure and language rules, interpret meanings, compare, produce, analyze, evaluate, abstract, and convert texts. Basic competence which is the first stage in teaching and learning activities is to understand the structure and rules of language linguistics. Therefore, the first step in the learning process of the observation report text is that students are required to be able to read and understand the structure and rules of language or the characteristics of the text of the observation report report.

The structure of the observation report according to Kosasih consists of a general definition, a part description, and a definition of benefits. General definitions describe the observed observations, the section descriptions describe the parts contained in the object being observed, and the definitions of benefits describe the benefits contained in the object being observed. In the rules of the text of the report the results of observations have conjunctions or can also be called conjunctors. Conjunctions or conjunctors are usually called conjunctions which are task words by connecting two equal language units: words with words, phrases with phrases, or clauses with clauses (Hasan, Soenjono, dkk, 2003).

Judging from the syntactic behavior in the sentence, conjunctors or conjunctions are divided into four groups: (1) conjunctions or coordinative conjunctors, (2) conjunctions or correlative conjunctors, and (3) conjunctions or subordinative conjunctors. In addition, there are also (4) conjunctions or conjunctions, which function at the discourse level (Moeliono: 2003). In this study the authors will examine the ability of the real picture of class X students of SMAN 1 Majalaya in writing the text of the observation report. The research that will be

examined from the ability to write the text of the observational report is a structure that includes a general definition, a description of the section, and a definition of the benefits and conjunctions or conjunctors and between-sentence conjunctions in the text of the observation report.

METHOD

The researcher chose a descriptive method that was qualitative because it was in accordance with the research studied, namely to find out the value of each data variable from the results of the structural analysis and the language rules of the report from observations by class X students of SMAN 1 Majalaya. In this study the authors used two techniques, namely data collection and data processing. In collecting data there is a documentation method used to obtain data in the form of text essays report observations of observations of the work of students of class X MIPA 1 and 2 SMAN 1 Majalaya. For processing documentation data, namely, (1) reading the text of the report on the observations of the work of X grade students of SMAN 1 Majalaya; (2) mark the text structure of the report of observations including the general definition, part description, and the definition of benefits; (3) mark the language rules which include interalimatic conjunction and coordinative conjunction of the work of class X students of SMAN 1 Majalaya; (4) give code to each data with their respective information: T (text), P (paragraph), and K (sentence); (5) analyzing and assessing the text of the observation report produced by the students of class X of SMAN 1 Majalaya based on the text structure of the observation report including the general definition, description of the part, and the definition of benefits as well as the linguistic rules of the text of the observation report which includes interalimatic conjunctions and coordinative conjunctions; and (6) summarizing the results of the analysis of the structure of the text of the observation report including the general definition, description of the part, and the definition of the benefits and linguistic rules of the text of the report of the results of the observation which include interalimatic conjunctions and coordinative conjunctions.

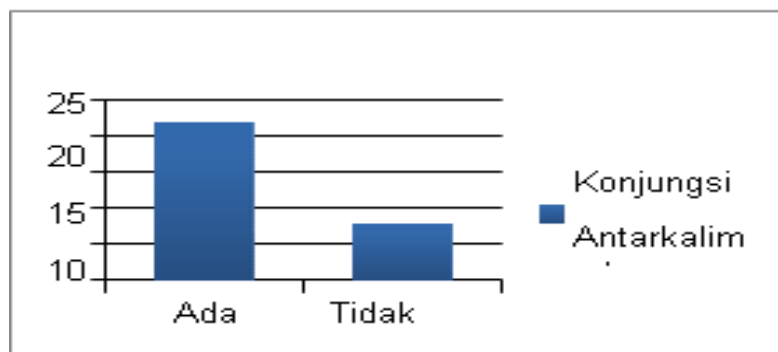
RESULTS AND DISCUSSION

Results

In this study, analyzing the text of the observation report includes the structure and rules of language. The author analyzes the text structure of the observation report which consists of a general definition, a description of the section, and the definition of benefits. In the text

structure of the report the results of observations include a general definition that gets a score of 3 there are 17 people, a score of 2 there are 12 people, and a score of 0 there is 1 person. In the description of the section that got a score of 3 there were 14 people, a score of 2 there were 14 people, and a score of 0 there were 2 people. While in the definition of benefits that got a score of 3 there were 14 people, a score of 2 there were 8 people, and a score of 0 there were 8 people.

Graph 2 Number of Between Sentences Conjunctions



In the between sentences conjunction of 30 texts, there are only 22 texts between the between sentences conjunctions, out of the 22 texts there are only 32 between sentences conjunctions. In the coordinating conjunction section of 30 texts there are 231 conjunctions. Conjunction and there are 156 words, or 61 words, and 7 words, while 4 words, but 3 words, besides 17 words, but 1 word, even 5 words, then 3 words, even though 3 words, even though 1 word, therefore 1 word, and therefore 1 word.

Discussion

The study of the text of this observational report amounted to 60 discourse while the sample used is 30 samples. The author analyzes the structure of the observational report text consisting of a general definition, a part description, and a definition of benefits. The three reports structure of the observations can be categorized into three stages which are coded either (3), moderate (2), unfavorable (1), do not have structure (0). Some students have fulfilled the structure of the text of the observation report and some of them have not met the structure of the observation report. Students who have a complete structure totaled 19 people and those who did not have a complete structure totaled 11 people. In the text structure of the report the results of observations include a general definition that gets a score of 3 there are 17 people, a score of 2 there are 12 people, and a score of 0 there is 1 person. In the description of the section that got a score of 3 there were 14 people, a score of 2 there were 14 people, and a score of 0

there were 2 people. While in the definition of benefits that got a score of 3 there were 14 people, a score of 2 there were 8 people, and a score of 0 there were 8 people.

Meanwhile, the rules of language include conjunctions between sentences and coordinative conjunctions. In the between sentences conjunction of 30 texts, there are only 22 texts between the between sentences conjunctions, out of the 22 texts there are only 32 between sentences conjunctions. In the coordinating conjunction section of 30 texts there are 231 conjunctions. Conjunction and there are 156 words, or 61 words, and 7 words, while 4 words, but 3 words, besides 17 words, but 1 word, even 5 words, then 3 words, even though 3 words, even though 1 word, therefore 1 word, and therefore 1 word. So, in the 30 texts written by the students of SMAN 1 Majalaya, class X MIPA 1 and 2 there are 263 conjunctions.

CONCLUSION

Based on the results of the study that the authors obtained through the analysis of the structure and rules of the text of the report of the observations of the work of students of class X MIPA 1 and X MIPA 2 SMAN 1 Majalaya in 2 classes there were 60 students each of 30 students, but the student work analyzed only 30 student works each class 15 students. From the analysis of the text of the observation report of the work of students of grade X MIPA 1 and 2 of SMA Negeri 1 Majalaya as a whole were able to write the text of the observation report and the text almost had a simple structure and language rules.

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