



Analysis Of Hindu Adolescent Balinese Vocabulary Mastery

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Abstract

Language is a means or tool of communication in a society that functions to express thoughts, feelings, wishes, events, and all human experiences in life to others. The language also could be conveyed through written language. One of them is by composing. Thus, the communication conveyed through written language can be listened to well by the reader. Then, first, we have to master some vocabulary. Several factors cause the communication to not run smoothly due to a lack of vocabulary mastery.

Kata Kunci:

Penguasaan
Kosakata;
Bahasa Bali;
Remaja Hindu

Abstrak

Bahasa merupakan sarana atau alat berkomunikasi dalam masyarakat yang berfungsi untuk menyatakan pikiran, perasaan, kemauan, peristiwa serta segala pengalaman manusia dalam kehidupannya kepada orang lain. Bahasa juga bisa disampaikan lewat bahasa tulis salah satunya dengan mengarang, agar komunikasi yang disampaikan melalui bahasa tulis dapat disimak dengan baik oleh pembaca, maka kita terlebih dahulu harus menguasai beberapa kosakata. Ada beberapa faktor yang menyebabkan komunikasi itu tidak bisa berjalan dengan lancar karena kurangnya penguasaan kosakata.

Introduction

A language is a tool for communication. Humans can think well because humans have language. Language is the first and foremost means of thinking. Without language, it is impossible for humans to think systematically, regularly, and continuously. The essence of language can be seen from two points of view, namely, the essence of language substance consists of two main elements. The first element is the systematic language sounds produced using speech tools. The second element is everything that can be expressed by humans which includes thoughts, feelings, wishes, and facts about the

world, events, and all human experiences in his life. Meanwhile, the essence of language functions as a communication means in society (Keraf, 1996: 3-4). Therefore, language is a means or tool of communication in a society that functions to express thoughts, feelings, wishes, events, and all human experiences in life to others.

According to Tarigan (1984: 20), there are four aspects of language skills, namely listening, speaking, reading, and writing skills. These four language skills play significant roles in the world of education is writing skills because all teaching and learning activities cannot be separated from writing activities. Thus, students can record important things explained by the teacher. It can be said that writing activities can help students absorb and master new information so that they will understand a lot of material better and be remembered for longer. Thus, writing is not only the main basis for Balinese language subjects but also other subjects. Therefore, writing skills need to be nurtured and possessed by students from entering basic education to higher education levels.

Writing skills are very complex skills that require some knowledge and abilities. In this case, knowledge is meant, such as vocabulary, diction, sentences, and discourse. On the other hand, the ability meant is conveying, and expressing in writing. This is because writing skills are productive language skills.

Nurgiantoro (2001: 275) states that productive language activities are activities to convey ideas, thoughts, or feelings by the speaker. It means that in writing, someone actively produces his ideas, thoughts, opinions, responses, and feelings through written language conveyed to readers, one of them is through essays. Besides, special abilities and skills are required to be able to convey ideas, thoughts, or feelings in the form of writing. One of them is to master vocabulary. Based on the statement, writing skill is the language skill with the highest difficulty level. In line with the opinion of Nurgintoro (2001: 296) states that writing activity is a form of manifestation of language abilities and skills that are most recently mastered by learners after listening, speaking, and reading abilities. This is because writing skills require mastery of various elements of language and outside the language itself that will become the content of the essay.

In modern life, it is clear that writing skills are required by someone both when taking education and when it becomes life in society. Therefore, it can be said that writing skills are greatly important for someone to master. Many benefits can be learned from writing, one of them is writing can build a self-image as an insightful, intellectual, and qualified person.

Tarigan (1984: 12) states that the main benefit of writing is as an indirect communication tool. It means that writing is a communication medium indirectly faced to face with other people. One of the writing skills is composing. Composing plays a significant role in education because through composing, a communication process can occur between the writer and the reader based on the text that has been produced (Achamadi, 1988: 2). It means that writing essays can help students learn to express their hearts and ideas in the form of experiences, observations, or even opinions expressed in written language that can attract readers' attention. Weaver (in Tarigan, 1984: 20) states that based on its form, essays can be divided into five types, namely exposition (description/exposure), argumentation (opinion to provide reasons), description (exposure), narrative (story), and persuasion (invitation).

Gie (2006: 10) says that there are various purposes for a person to compose, in line with the various desires of people, such as wanting to be famous, influencing others, educating society, conveying knowledge, or just spending free time. However, in the teaching-learning process, writing aims to provide skills so that students can express systematically, logically and creatively, experiences, ideas, messages, opinions, and feelings according to context and situation (Depdikbud in Wendra 2008: 2). Besides, composing or writing aims to express facts, feelings, thought clearly and effectively to readers (Keraf, 2004: 38).

Composing is one of the developments of learning to write. According to Gie (2006: 8), composing is a series of activities for a person to express his thoughts through written language to be read and understood by others. Thoughts can be in the form of experiences, knowledge, desires, feelings, to the turmoil of one's heart. These thoughts are expressed and conveyed to other parties in the form of written language. It is necessary to master a lot of vocabulary to make good results of the essay and can attract readers' attention. The quality of a person's language greatly depends on the quantity and quality of the vocabulary they master.

The importance of writing skills in Balinese that will prioritize aspects of understanding. Understanding Balinese vocabulary is a must for students because by mastering Balinese vocabulary, other Balinese language learning will be easier to understand.

To put thoughts into persuasive essays, an author must have a good understanding of vocabulary. According to Soedjito (1988: 1), vocabulary is defined as follows (1) all the words contained in a language, (2) the richness of words possessed by the speaker or writer, (3) the words used in a scientific field, and (4) a list of words arranged like a practically explained dictionary. Based on this understanding, it can be said that vocabulary is an inseparable part of the language because language mastery also means vocabulary mastery. Indonesian Dictionary is a list of Indonesian vocabulary, both active and passive. The way to develop vocabulary is the need to activate vocabulary that is used by speakers to enrich the expression as a concept.

According to Parera (1987: 12), persuasive writing aims to express one's thoughts in a written form that aims to invite or influence readers. Furthermore, it is stated that persuasion is a skill to obtain an agreement or conformity with the will of the speaker and the one spoken to. The problems often raised in the teaching of composing are the lack of student skills in writing persuasion essays and the lack of understanding of Balinese language vocabulary. (Tarigan, 1984: 15).

Methods

The type of research was quantitative research. Quantitative research is a study that uses numbers to collect data and provide interpretations of the results. The subjects of this study were the first semester students of Institut Hindu Dharma Negeri Denpasar. The total population was 28 people, thus they were immediately assigned as samples. The data collection technique used a test. The main purpose of using the test was to determine how many Balinese Hindu adolescents have mastered the vocabulary. Before the test was distributed, the researcher conducted a trial in another class and used the same test. There were five aspects of assessment to measure the ability to master Balinese vocabulary. Five aspects of this assessment were given the same weight or score. From the assessment aspect, question number one to number five was given a score or weight of 20 for correct answers and 0 for wrong answers, thus the maximum score is 100. The individual score was the sum of the correct scores then the total number of correct scores from each student was added up to achieve the class score. The total class score was divided by the number of students to get the final mean score (as the score for Balinese vocabulary mastery).

Results And Discussions

Teaching Balinese vocabulary for students is also required to learn a variety of Balinese vocabulary. The variety of Balinese vocabulary can be seen from the wide area, religious social aspects of art, customs, religion, etc. (Antara, 1994: 6). Due to the very complex diversity of languages in certain groups, Tarigan is very precise in stating that studying vocabulary means that someone will indirectly learn the history, culture, aspects of the development of simplicity or breadth of science and technology only by knowing the vocabulary of the community.

Before researching on vocabulary mastery in students, a test trial will be carried out first. Besides having validity, the test used as an instrument needs to know its discrimination index and difficulty level. The test needs to be tested to find out whether the one used already has reliability, discrimination index, and difficulty level.

Several ways can be done in the analysis of these items. One of them can be done by the following procedure.

1. All answer sheets are arranged in order. The answer sheet with the highest score is placed at the top, underneath the answer sheet with the lower score, and so on. Thus the answer sheet with the lowest score is placed at the bottom.
2. Because the number of samples in this study is less than 100 people, then to determine the upper and lower groups, the authors used a small sample, namely, all test participants are divided into two equal, 50% of the upper group and 50% of the lower group (Suharno, 1984: 88).

To find out the discrimination index of test items, things that can be done are as follows:

1. All participants are divided equally (50% of the upper group and 50% of the lower group) by lining up all test participants from the top score to the lowest score, then divided into two. The author did this based on the opinion of Suharsimi (in Suwija, 2009: 88) "For a small sample (less than 100 in determining the upper and lower groups, the sample is divided equally (50% of the upper group, 50% of the lower group)."
2. Create a discrimination index table.
3. Calculate the score obtained by the upper and lower groups on each item.

The discrimination index formula can be seen as follows.

$$D = \frac{BA}{JA} - \frac{BB}{JB} = PA - PB$$

(Suharno, 1984:88)

Information:

J = Number of Test Participants

JA = Number of Upper Group Participants

JB = Number of Lower Group Participants

BA = Upper Groups Who Answered the Item Correctly

BB = Upper Groups Who Answered the Item Correctly

PA = Proportion of Upper Group Participants Who Answered Correctly
(P = difficulty index)

PB = Proportion of Lower Group Participants Who Answered Correctly

After describing the stage of compiling the instrument, the results of the Balinese vocabulary mastery test will be described. The data analysis was carried out to determine the qualifications of students' abilities.

Based on the raw score achieved by students from the test implementation in the odd semester, the score will be processed into a standard score using conversion guidelines. Based on the number of questions and each weight that has been tested with 20 questions, 8 questions do not meet the requirements, and only 12 questions that meet the requirements used by the research instrument. It can be determined that the ideal maximum score (SMI) is 12 of the 20 SMI. Thus, based on the ideal maximum score above, the value is calculated for each mastery process as follows.

$$95\% \text{ mastery} = \frac{95}{100} \times 12 = 11.4$$

$$85\% \text{ mastery} = \frac{85}{100} \times 12 = 10.2$$

$$75\% \text{ mastery} = \frac{75}{100} \times 12 = 9$$

$$65\% \text{ mastery} = \frac{65}{100} \times 12 = 8$$

$$55\% \text{ mastery} = \frac{55}{100} \times 12 = 7$$

$$45\% \text{ mastery} = \frac{45}{100} \times 12 = 5.4$$

$$35\% \text{ mastery} = \frac{35}{100} \times 12 = 4,2$$

$$25\% \text{ mastery} = \frac{25}{100} \times 12 = 3$$

$$15\% \text{ mastery} = \frac{15}{100} \times 12 = 2$$

$$5\% \text{ mastery} = \frac{5}{100} \times 12 = 1$$

Based on the above calculations, the conversion guidelines are as follows.

| Raw Score | Standard Score |
|-----------|----------------|
| 19 – 20 | 10 |
| 17 – 18 | 9 |
| 15 – 16 | 8 |
| 13 – 14 | 7 |
| 11 – 12 | 6 |
| 9 – 10 | 5 |
| 7 – 8 | 4 |
| 5 – 6 | 3 |
| 3 - 4 | 2 |
| 1 – 2 | 1 |
| 0 | 0 |

Based on the data above, a description table of the ability to master Balinese vocabulary can be seen in Table 1 as follows.

Table 1 Description of the Ability to Master Balinese Vocabulary

| No. | Sample Code | Raw Score | Standard Score | Qualification |
|-------|-------------|-----------|----------------|------------------|
| 1 | 1 | 6 | 3 | Very Less |
| 2 | 2 | 7 | 4 | Less |
| 3 | 3 | 14 | 7 | More Than Enough |
| 4 | 4 | 13 | 7 | More Than Enough |
| 5 | 5 | 13 | 7 | More Than Enough |
| 6 | 6 | 11 | 6 | Enough |
| 7 | 7 | 13 | 7 | More Than Enough |
| 8 | 8 | 15 | 8 | Good |
| 9 | 9 | 12 | 6 | Enough |
| 10 | 10 | 12 | 6 | Enough |
| 11 | 11 | 12 | 6 | Enough |
| 12 | 12 | 13 | 7 | More Than Enough |
| 13 | 13 | 10 | 5 | Almost Enough |
| 14 | 14 | 13 | 7 | More Than Enough |
| 15 | 15 | 7 | 4 | Less |
| 16 | 16 | 13 | 7 | More Than Enough |
| 17 | 17 | 7 | 4 | Less |
| 18 | 18 | 7 | 4 | Less |
| 19 | 19 | 13 | 7 | More Than Enough |
| 20 | 20 | 13 | 7 | More Than Enough |
| 21 | 21 | 8 | 4 | Less |
| 22 | 22 | 12 | 6 | Enough |
| 23 | 23 | 13 | 7 | More Than Enough |
| 24 | 24 | 8 | 4 | Less |
| 25 | 25 | 13 | 7 | More Than Enough |
| 26 | 26 | 12 | 6 | Enough |
| 27 | 27 | 10 | 5 | Almost Enough |
| 28 | 28 | 13 | 7 | More Than Enough |
| Total | | 313 | 165 | |
| Mean | | 11,2 | 5,89 | Enough |

Values commonly used in writing values in educational report books against values in the form of fractions are rounded off. The rounding follows the conditions, that is any fraction less than 0.50 is omitted and any fraction more than or equal to 0.50 is rounded to 1 (one). Based on the rounding provisions above, the result of achieving the average standard score achieved is 5.89 rounded to 6.

The results of data analysis achieved by each student can be detailed as follows.

A value of 8 with a good predicate is achieved by 1 student (4%)

The value of 7 with more than enough predicates is achieved by 12 students (43%)

The value of 6 with enough predicates is achieved by 6 students (21%)

The value of 5 with almost enough predicates is achieved by 2 students (7%)

The value of 4 with a less predicate is achieved by 6 students (21%)

The value of 3 with a very less predicate is achieved by 1 student (4%)

Balinese language subjects are language subjects that students should know and learn, especially students in Bali. One of the Balinese language subjects that must be known and understood is the mastery of Balinese vocabulary because learning Balinese vocabulary is the base for learning language skills, both reading and writing skills. Thus vocabulary mastery is very important, especially among students. According to Rai (2012), in a lecture to speak Balinese, a lecturer and students should use Balinese. A lecturer and students often put other language elements in their speech. It is because a lecturer and students are bilingual and even multilingual people.

According to Malini, Yadnya, Laksmi, & Sulibra (2013), the linguistic situation in a bilingual or multilingual speech community raises the possibility of language choice for each speech community. As a consequence of the choice of language is the language usage patterns. The steady language usage patterns cause language persistence, while the shaky patterns cause language shift.

After the researcher went directly to the field to determine the ability of Balinese vocabulary mastery, the researcher found that the students' mastery of Balinese vocabulary was quite sufficient. Because it could be seen from the test results they had done and the results of their observations, namely 20 people had a sufficient average level. Therefore, students' vocabulary mastery needs to be improved again so that the results achieved in the future can be better. In this globalization era, the development of technology, information, and communication is growing rapidly. In this case, technological developments mostly use foreign languages, thus this encourages speakers

to be more dominant in using or learning foreign languages rather than their languages. It aims easy to understand and apply the technology. While in the communication development, speakers prefer to use foreign languages or Indonesian. It is because speakers look more confident or educated when using foreign or Indonesian languages instead of communicating using their regional languages, which in this case, is Balinese (Werdiatmaja, Utama, & Rasna, 2020).

Conclusions

Balinese vocabulary mastery for students is quite sufficient with an average score of 5.89 rounded to 6. There is 1 student (4%) with a good predicate, 12 students (43%) with more than enough, 6 students (21%) with enough predicate, 2 students (7%) with almost enough predicate, 6 students (21%) with a less predicate, and 1 student (4%) with very less predicate.

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