

## The Correlation between Reduplication Mastery and Discourse Understanding Ability for Students of Indonesian Language Education Study Program

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**Abstract:** The basic problem of the research study is the mastery of reduplication on the ability to understand discourse, so the purpose of the study is to determine the relationship between mastery of reduplication and the ability to understand discourse by students of the Even Semester of the Indonesian Language Education Study Program, FKIP-USI, Academic Year 2023/2024. To analyze the research data, a correlational method was used for two research variables, namely mastery of reduplication (X) and ability to understand discourse (Y). The research population was all students of the Even Semester of the Indonesian Language Education Study Program, FKIP-USI, Academic Year 2023/2024, totaling 193 people, so the researcher took 15% of the population as a research sample, so that 30 people were obtained randomly. The research instrument was a multiple-choice test with 20 questions for each research variable and 4 possible answer choices (options). Based on the results of the data normality test for the reduplication mastery variable, the value of  $\chi^2$  count  $< \chi^2$  table (0.05) was obtained, namely  $5.210 < 11.070$  (normally distributed data). Likewise, for the discourse comprehension ability variable, the value of  $\chi^2$  count  $< \chi^2$  table (0.05) was obtained, namely  $8.291 < 11.070$  (normally distributed data). The results of the homogeneity test of the research variables obtained a value of  $F_h < F_{table}$  (0.05%) =  $1.35 < 1.85$ . This means that the research variables have homogeneous variance. There is a positive and significant relationship between reduplication mastery and discourse comprehension ability by Sem.Genap students of the Indonesian Language Education Study Program, FKIP-USI, Academic Year 2023/2024. This is evidenced by the results of the t-test data analysis obtained that the  $t_h > t_{table}$  at a significance level of 5%, namely  $4.05 > 2.00$ .

**Keywords:** Correlation, reduplication, discourse, Indonesian.

### INTRODUCTION

As a means of communication, Indonesian has certain rules that must be understood and obeyed. Therefore, the teaching of Indonesian language and literature is regulated from Kindergarten to University level, with the hope of creating Indonesian people who are able and skilled in understanding the context in formal and informal situations, both in spoken and written language. This is in accordance with the purpose of teaching Indonesian, namely to form Indonesian people who are skilled and able to use Indonesian in its various functions, and have a positive attitude towards their national language in accordance with the demands of national development.

Nowadays, criticism often arises towards learning Indonesian. This criticism mainly concerns the approach to teaching Indonesian in schools to universities which tends towards a language knowledge approach. This tendency ultimately leads to weak Indonesian language skills, caused by a teaching approach that tends to influence materials, teaching methods, and evaluation of learning outcomes. It is indeed recognized that a person's language skills, both orally and in writing, are greatly determined by their knowledge of the rules or regulations/norms that apply in a language. These language rules are also closely related to the ability to interpret language, because language without meaning is meaningless (Herman *et al.*, 2024). In Indonesian, the applicable rules or

standards are known as Indonesian Grammar. However, it needs to be realized that apart from mastering language, it is also necessary to pay attention to the use of the language itself in oral and written communication.

The problems of teaching Indonesian language and literature in educational institutions should receive great attention, because the objectives of teaching Indonesian are closely related to the process of teaching the language itself. How successful the teaching process will be is proven from the teaching results (output). Likewise, teaching Indonesian language and literature can be achieved if mastery of linguistic structures, especially the meaning of words in the language, is good and correct. Therefore, a person's language skills, both verbally and in writing, are largely determined by their knowledge of the rules or rules/norms that apply in a language. These language rules are also closely related to the ability to interpret language, because language without meaning is meaningless. In Indonesian, the rules or standards that apply are Indonesian grammar. The branch of Indonesian grammar that deals with reduplication is Indonesian morphology.

The efforts that have been made by the Language Development and Development Center, such as holding language seminars and congresses, publishing various language and literary magazines, books related to language as well as

organizing Indonesian Language Development programs through television media, and RRI are to foster and develop good and correct use of Indonesian in spoken and written language contexts. This proves that the language problem is actually a problem that concerns the interests of the entire community of users. Therefore, the standardization and development of language is not only the responsibility of language experts/experts, but also all levels of society who use it. In other words, all levels of society must be able to take responsibility for the development of the Indonesian language.

The purpose of teaching Indonesian is closely related to the process of teaching the language itself. How successful the teaching process will be proven from the results of teaching (output). Likewise, good and correct teaching of Indonesian can be achieved if the patterns of delivery to students are properly mastered, both standardization of word structures, sentences, and use of vocabulary. Thus, Indonesian will continue to experience changes and develop in accordance with the progress of Indonesian society/nation at present. For this reason, the Center for Language Development and Fostering always strives to foster the growth and development of Indonesian, so that it can fulfill its function as a national language and as a state language.

## RESEARCH METHODS

### A. Research Methods

Research methods are the main way people use to achieve research objectives. The intended purpose is to test a series of hypotheses with knowledge of the methods or methods used in the research, so that it is easy to obtain the required data. This is in accordance with the nature of correlational research that a study is conducted to determine the relationship and level of relationship between two or more variables without any attempt to influence the variables, so that there is no manipulation of the variables (Faenkel and Wallen, 2008:328). The existence of this relationship and level of variables is important because by knowing the level of the existing relationship, researchers will be able to develop it according to the research objectives. This type of research usually involves statistical measures/levels of relationships called correlations (Mc Millan and Schumacher, in Syamsuddin and

Vismaia, (2009:25). Correlational research uses instruments to determine whether, and to what extent, there is a relationship between two or more variables that can be quantified. According to Gay in Sukardi, (2004:166) correlation research is one part of ex-postfacto research because researchers usually do not manipulate the existing state of variables and directly look for the existence of relationships and levels of variable relationships reflected in the correlation coefficient. Furthermore, Fraenkel and Wallen, (2008:329) mention correlation research as descriptive research because the research is an attempt to describe conditions that have occurred. Sukardi, (2004:166) correlation research has three important characteristics for researchers who want to use it. The three characteristics are (1) Correlation research is appropriate if the variables are complex and researchers cannot manipulate and control variables as in experimental research; (2) Allows variables to be measured intensively in real settings (environments); and (3) Allows researchers to obtain a significant degree of association. The data collected in the study will be analyzed using inferential statistics to determine the correlation coefficient between the two variables using the "Product Moment Correlation" formula.

### B. Population and Sample

The population of this study was all Even Semester students of the Indonesian Language Education Study Program, FKIP-USI, Academic Year 2023/2024, totaling 193 people. Given the large number of samples, the researcher took 15% of the population as a research sample, so that 30 people were obtained randomly.

### C. Research Instrument

The research instrument was a multiple-choice test with 20 questions for each research variable and 4 possible answer choices (options) to determine the level of students' ability to understand reduplication. This test was derived from the sub-topic of morphology, especially reduplication during the even semester, totaling 10 questions. Furthermore, a discourse comprehension test of 10 questions was assembled based on the discourse that the students had read. For more details, see the following table:

**Table 1: Reduplication Understanding Test Grid**

No	Rated Aspect	Scope	No. Item	Total	Score
1.	Understanding Reduplication	- Meaning of Reduplication	1,	1	10
		- Determining the basic form of reduplication (repeated words)	2,	1	10
		- Types of repetition	3,4,5,6,	4	40
		- Meaning of repetition	7,8,9,10	4	40
<b>Total</b>				<b>10</b>	<b>100</b>

The assessment criteria are as follows:

Score 85 – 100 = very good

Score 70 – 84 = good

Score 60 – 69 = sufficient

Score 50 – 59 = lacking

Score 0 – 49 = very lacking

#### D. Method of Data Process

Data processing involves the following steps:

1. Checking student work results
2. Giving student work assessment scores
3. Tabulating data

$$t = \frac{x_1 - x_2}{s\sqrt{1/n + 1/n}}$$

$$\text{Where : } s^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_1^2}{n_1 + n_2 - 2}$$

$$t = \frac{x_1 - x_2}{s\sqrt{1/n + 1/n}}$$

$$\text{Where : } s^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_1^2}{n_1 + n_2 - 2}$$

$s^2$  = Combined variance

$n$  = The number of students

The provision used is if to  $> t(0.05)$  at a significance level of 5%, it means that there is a significant relationship between reduplication mastery and discourse comprehension ability. Based on the formula above, the following calculation is obtained:

$$\text{Where : } s^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_1^2}{n_1 + n_2 - 2}$$

$$X = 71,17$$

$$Y = 65,17$$

$$S_{ix} = 5,27$$

$$S_{iy} = 6,12$$

$$S_x^2 = 37,45$$

$$S_y^2 = 27,77$$

$$n_x = 30$$

4. Sorting student work results based on class list

5. Tabulating, processing, and concluding data analysis results.

## RESULTS AND DISCUSSION

As the hypothesis proposed in this study, "There is a relationship between reduplication mastery and discourse comprehension ability. To prove this hypothesis, the researcher calculated using the t-test as follows:

$$n_y = 30$$

$$\text{Where : } s^2 = \frac{(30 - 1) 37,45 + (30 - 1) 27,77}{30 + 30 - 2}$$

$$s^2 = \frac{1086,05 + 805,33}{58}$$

$$s^2 = 32,61$$

$$s_i = 5,71$$

This meant :

$$X = 71,17$$

$$Y = 65,17$$

$$t = \frac{71,17 - 65,17}{5,71 \sqrt{1/30 + 1/30}}$$

$$t = \frac{6,00}{5,71 \times \sqrt{0,07}}$$

$$t = \frac{6,00}{5,71 \times 0,26}$$

$$t = \frac{6,00}{1,48}$$

$$t = 4,05$$

$$t = 4,05$$

By comparing the calculated t value with the t table at a significance level of 5% where  $db = n1 - 1 + n2 - 1 = 30 - 1 + 30 - 1 = 58$ , t table = 2.00 is obtained, so that  $t \text{ count} > t \text{ table (0.05)}$ , namely  $4.05 > 2.00$ . Because the calculated t value is  $>$  from the t table value, it can be concluded that the alternative hypothesis ( $H_a$ ) is accepted, namely that there is a relationship between reduplication mastery and discourse comprehension skills by Even Semester students of the Indonesian Language Education Study Program, FKIP-USI, Academic Year 2023/2024.

Based on the description above, several research findings are as follows:

1. The highest score for reduplication mastery is 80, and the lowest score is 60, with an average score of 71.17 (good category).
2. The highest score for discourse comprehension ability is 75, and the lowest score is 50, with an average score of 65.17 (sufficient category).
3. From the results of the data normality test for the variable reduplication mastery value  $\chi^2 \text{ count} < \chi^2 \text{ table (0.05)}$ , which is  $5.210 < 11.070$  (normally distributed data). The ability to understand discourse is obtained by the value  $\chi^2 \text{ count} < \chi^2$

table (0.05), which is  $8.291 < 11.070$  (normally distributed data).

4. From the results of the homogeneity test of the research variables, the calculated F value  $<$  F table (0.05%) =  $1.35 < 1.85$ , which means that the research variables have homogeneous variance.
5. There is a relationship between reduplication mastery and discourse comprehension ability (calculated  $t >$  t table (0.05), namely  $4.05 > 2.00$ ).

## CONCLUSION

Based on the discussion of the research results, the conclusions of the study are:

1. The highest score obtained by students in mastering reduplication is 80, and the lowest score is 60, with an average score of 71.17 (good category). The highest score for students' ability to understand discourse is 75, and the lowest score is 50, with an average score of 65.17 (sufficient category).
2. Based on the results of the data normality test for the variable of reduplication mastery, the value of  $\chi^2 \text{ count} < \chi^2 \text{ table (0.05)}$ , which is  $5.210 < 11.070$  (normally distributed data). Likewise for the variable of the ability to understand discourse,

the value of  $\chi^2$  count  $< \chi^2$  table (0.05), which is  $8.291 < 11.070$  (normally distributed data). The results of the homogeneity test of the research variables obtained a value of  $F_h < F_{table}$  (0.05%) =  $1.35 < 1.85$ . This means that the research variables have homogeneous variance. 3. There is a relationship between reduplication mastery and students' discourse comprehension skills as evidenced by the results of the t-test analysis obtained that the value of  $t_h > t_{table}$  at a significance level of 5%, namely  $4.05 > 2.00$ .

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**Source of support:** Nil; **Conflict of interest:** Nil.

### Cite this article as:

Turnip, B.R. "The Correlation between Reduplication Mastery and Discourse Understanding Ability for Students of Indonesian Language Education Study Program." *Sarcouncil Journal of Education and Sociology* 3.8 (2024): pp 1-5.