

Ability To Distinguish Between Standard Vocabulary And Non-Standard Vocabulary In Indonesian Language Courses For Semester 1 Class F Students At Faculty Of Veterinary Medicine In 2023

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Abstract

Standard words are words that follow linguistic rules recognized in Indonesian. Spelling, conventional grammar, and common dictionary words are just some of the linguistic norms that can be found in standard words. This research aims to describe the level of students' ability to differentiate standard vocabulary from non-standard vocabulary in Indonesian. The population in this study were students in semester 1 (one) class F of the Veterinary Medicine Education Study Program, Faculty of Veterinary Medicine, Mandalika Education University totaling 39 people. Data collection was carried out using test techniques, while data analysis was carried out using percentage techniques. Based on the results of the research that has been carried out, it is known that the level of student ability is adequate. This can be seen from the results of data analysis which shows that 74.36% Sample students who got a score of 6.5 and above, while students who got a score below 6.5 were 25.64%. On this basis, it is hoped that in the learning process in class, lecturers who teach Indonesian language courses will intensively provide assignments or training to students, especially in terms of the differences between standard and non-standard vocabulary. So that in the end students are able to determine the differences between the two.

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1. INTRODUCTION

Indonesian is the national language and the state language of the Indonesian nation. This language has been used by Indonesian people since long before the Dutch colonized Indonesia. However, not everyone uses the correct procedures or rules. One of them is the use of Indonesian itself which does not match the spelling or the Big Indonesian Dictionary. Therefore, knowledge of various languages is quite important to learn Indonesian thoroughly. Finally, it can be implemented and used properly and correctly so that our identity as an Indonesian nation will not be lost.

Indonesian needs to be studied by all levels of society. In this case, not only pupils and students, but also all Indonesian citizens are required to learn this language. In the discussion of Indonesian there are what are called language varieties. Here language variety is a variety of languages that are used differently.

According to Alwi, (2010:1) stated that Indonesian is the most important language in our republic. The importance of the role of language stems, among other things, from the third pledge of the 1928 Youth Pledge which reads: "We the sons and daughters of Indonesia uphold the language of unity, the Indonesian language" and in our 1945 Constitution which contains a special article stating that "the language of the State is Indonesian". However, apart from that, there are

several other reasons why Indonesian occupies a prominent place among hundreds of Indonesian languages, each of which is very important for its speakers as a mother tongue. Whether a language is important or not can also be based on criteria such as the number of speakers, the extent of its distribution, and its role as a means of knowledge, literary arts, and expression of culture.

According to Indonesian language rules, there are two varieties of language, namely standard and non-standard. According to Indradi (2008) standard language is standard language in accordance with applicable linguistic rules, based on the study of various sciences, including linguistics and in accordance with current developments. Standard language is actually a language used in accordance with predetermined Indonesian language rules. The context of its use is in formal sentences, both spoken and written, with precise expression of ideas. According to Kosasih (2003:95) states, "Standard words are a variety of language whose pronunciation or writing is in accordance with standardized standards or rules.

Standard language is a variety of language whose way of pronunciation and writing conforms to standard rules, while non-standard language is a variety of language whose way of pronunciation and writing does not meet these standard rules. As language users, we are obliged to use standard language when we are in official forums, writing scientific papers, and so on. In reality, there are still many who don't know which language is standard and which is non-standard. This is understandable, considering that several words in Indonesian have been absorbed into various languages, including regional languages, foreign languages and other languages.

Indonesian is not a single and rigid system. Indonesian as a living language has variations, each of which has its own function in the communication process. These variations are parallel to the others. However, in connection or communication, it is necessary to implement rules/signs in the form of special provisions that can be used as guidelines, in this case, special provisions or what is called standardization.

In the standardization process, one of the language variations that is appointed to support certain functions is a variation called standard language or standard language. For this reason, standard language needs to have dynamic stability in the form of appropriate rules and regulations. Other variations are called non-standard or non-standard languages. Non-standard language continues to live and develop according to its function, namely in the use of informal language. Indonesian is not only a communication tool to convey one's intentions and feelings to others, but more than that, it must be considered according to the user (Syamsuri, 2013: 37).

According to (Chaer, 2007) the spelling or way of writing Indonesian vocabulary has been determined in the Enhanced Indonesian Spelling Guidelines (EYD), which came into use on 17 August 1972. Therefore, all words that are not written in accordance with the EYD guidelines are considered non-standard, while those written in accordance with EYD guidelines are considered standard words. Improved spelling is grammar in Indonesian that regulates the use of Indonesian in writing, starting from the use and writing of capital letters and italics, as well as writing absorption elements. According to Ida (2010:21) spelling is the overall rules for how to symbolize speech sounds and what the relationship between these symbols is (separating and combining them in a language). Technically, what is meant by spelling is (a) writing letters, (b) writing words, and (c) using punctuation marks.

Many people, even students, especially university students, are still confused about placing words in sentences. Whether we realize it or not, the writing of standard words often does not comply with the writing rules of the Indonesian language. In addition, confusion often confuses the use of standard language. People or students often do not pay attention to whether their writing complies with the rules or not, the most important thing is that their goals and intentions are conveyed. Therefore, the use of standard words is one of the essential materials in learning Indonesian, in this case students still make many mistakes in using these standard words, both orally and in writing.

The reason the author examines the difference between standard vocabulary and non-standard vocabulary is because in Indonesian language courses, the existence of vocabulary plays a very big role because mastery of a broad vocabulary can provide added value to students in expressing their ideas or suggestions both orally and in writing. Students who have limited vocabulary will experience difficulties in communicating. On the other hand, students who have a wide vocabulary will be able to communicate fluently. However, a problem that often occurs in the field is that there are still many students who are not able to differentiate between standard vocabulary and non-standard vocabulary.

2. RESEARCH METHOD

This research uses descriptive qualitative methods. Method can be interpreted as an effort to discover, develop and test the truth of research. As a research, the methods intended in this research are things related to how things work, how to obtain data to reach conclusions.

In this research, the author uses field methods which are presented in descriptive form including variables and research design, operational definitions of variables, population and sample data collection techniques, and data analysis techniques.

To obtain and analyze research data accurately, a research design needs to be prepared. Apart from that, through research design, researchers can find the right strategy so that the research takes place efficiently. The first step the researcher took was to conduct a preliminary study. This is intended so that the author can review literature that is relevant to the research object. The next step is for the author to prepare a research instrument to obtain data regarding students' ability to interpret standard vocabulary and non-standard vocabulary.

The population in this study were all students in semester 1 (one) class F of the Indonesian Language Course, Veterinary Medicine Education Study Program, Faculty of Veterinary Medicine, Mandalika Education University. And in this research, the population that has been determined to be affordable is used, so the total sample is used.

The technique used to collect data in this research is the test technique. The test material is arranged based on Indonesian language course modules.

In this research, researchers used percentage statistical analysis techniques, with the following formula:

$$\frac{\text{Jumlah mahasiswa yang memperoleh 6,5 ke atas}}{\text{Jumlah sampel yang diteliti}} \times 100\%$$

The testing criteria are based on students' ability to perform, namely if the number of students who get a score of 6.5 and above is 85%, then the level of students' ability to differentiate between standard and non-standard Indonesian vocabulary is considered adequate. On the other hand, if the number of students obtained is less than 6.5, this is below 85%, then the students' ability to differentiate between standard vocabulary and non-standard vocabulary is considered inadequate.

3. DISCUSSION

Students' ability to differentiate between standard and non-standard Indonesian vocabulary can be seen from the students' ability to take tests related to standard and non-standard Indonesian vocabulary. This section describes the findings obtained in this research. The results in question are components obtained through data collected from the results of the analysis carried out. The results of this analysis show that in general students in semester 1 (one) of class F in the Indonesian language course, Veterinary Medicine Education Study Program, Faculty of Veterinary Medicine, Mandalika Education University, have not been able to differentiate standard vocabulary from non-standard vocabulary. This is proven by the 39 sample students who

were given the test. , only 23 people or 59% of students got a score of 6.5 and above, and 16 people or 41% of students got a score below 6.5.

Based on the results of this research data analysis, there are several things that are strongly suspected to be obstacles to students' lack of ability to differentiate between standard Indonesian vocabulary and non-standard vocabulary, namely students' lack of reading comprehension of Indonesian language course material regarding standard and non-standard Indonesian vocabulary.

Interest

The data regarding student interest in Indonesian language courses that the author means is the extent of motivation, love, enjoyment, and seriousness of students towards these courses. Because the interest factor is one of the most determining factors, the author has attempted to obtain data regarding this matter. For this reason, the author has prepared a question and four possible answer choices that students will choose according to their interests. The type of question is "How is your interest in Indonesian language courses?"

Student answers can be seen according to the data contained in the following table.

Table 1 Student interest in Indonesian language courses

No	Choice	Frequency	Percentage
1	Not happy	-	-
	Not happy	5	12.83%
	Like	25	64.10%
	Very happy	9	23.07%
	Amount	39	100%

Table 1 above shows that not a single student was unhappy studying Indonesian, but there were 5 people or 12.82% who said they were not happy with Indonesian language courses. A total of 25 students or 64.10% answered that they liked the Indonesian language course. There were 9 students who answered that they really enjoyed learning Indonesian or 23.07%.

Based on the analysis of this data, it can be concluded that generally students in semester 1 (one) of class F in the Indonesian language course, Veterinary Medicine Education Study Program, Faculty of Veterinary Medicine, Mandalika Education University, have a high interest in Indonesian language courses.

Favorite Material

The data about preferred material intended by the author is material contained in Indonesian language courses. For this reason, the author has formulated a question and four possible answer choices that each student can choose. The form of the question is as follows: "What material do you enjoy most in the Indonesian language course?"

Data regarding this second question can be seen in the following table.

Table 2 Indonesian language course material that students like the most

No	Field which liked	Frequency	Percentage
2	grammar	6	15.39%
	vocabulary skills	11	28.20%
	literature	14	35.90%
	make up	8	20.51%
	Amount	39	100%

Based on the table above, it can be seen which material is most liked by each student. It turns out that only 6 students enjoyed grammar material or 15.39%. There were 11 students who answered that they were happy with the vocabulary material or 28.20%. There were 14 students who enjoyed writing material or 35.90%, while 8 students enjoyed literature or 20.51%. Based on the results of this analysis, it can be concluded that in general, students in semester 1 (one) of class F in the Indonesian language course, Veterinary Medicine Education Study Program, Faculty of Veterinary Medicine, Mandalika Education University, are most happy with writing or composing subject matter.

Students' Responses

The data regarding student responses intended by the author is the material contained in the vocabulary material in Indonesian language courses. For this reason, the author has formulated a question and 4 possible answer choices that each student can choose. The form of the question is as follows: "What is your opinion about the vocabulary lesson material?"

To find out students' answers, you can see the table below:

Table 3 Student responses in vocabulary material

No	Choice	Frequency	Percentage
3	not happy	-	-
	not happy	5	12.82%
	like	23	57%
	very happy	11	28.20%
Amount		39	100%

Based on the table above, it appears that there is no student's response to the vocabulary material who is not happy with the vocabulary lesson. However, there were 5 people or 12.82% who said they were not happy with vocabulary lessons. A total of 23 or 59% answered that they enjoyed learning vocabulary material. There were 11 students who answered that they really enjoyed learning vocabulary material or 28.20%.

Difficult to Differentiate

The data regarding the difficulty of students distinguishing vocabulary as intended by the author is the material contained in the vocabulary material in Indonesian language courses. For this reason, the author has formulated a question and 4 possible answer choices that each student can choose. The form of the question is as follows: "Do you think it is difficult to differentiate standard vocabulary from non-standard vocabulary?"

To find out student answers, you can see the table below:

Table 4 Students find it difficult to distinguish standard from non-standard vocabulary

No	Choice	Frequency	Percentage
4	difficult	11	28.20%
	not hard	17	43.58%
	easy	9	23.09%
	very easy	2	5.13%
Amount		39	100%

The table above shows that 11 students or 28.20% said that it was difficult to differentiate standard vocabulary from non-standard vocabulary, 17 people or 43.57%. And students who said it was easy to differentiate standard vocabulary from non-standard vocabulary were 9 people or 23.08%. Meanwhile, there were 2 students who said it was very easy to differentiate standard vocabulary from non-standard vocabulary or 5.13%.

Utilization of Android Cellphones

The data regarding the use of Android cellphones intended by the author is the extent to which students use Android cellphones. Android cellphones are a source for students to obtain various information which is very useful for developing their scientific insight. Therefore, the author wants to know the level of frequency of students using Android cellphones. For this reason, the author has formulated a question and four alternative answers that are likely to be chosen by each student. The question the author is referring to is "Have you ever used an Android cellphone?"

To find out students' answers, you can see the table below:

Table 5 Frequency of students opening lecture material on Android cellphones

No	Student interests	Frequency	Percentage
5	Never	-	-
	seldom	9	23.08%
	often	23	58.97%
	very often	7	17.95%
Amount		39	100%

The table above shows that there is not a single student who has never looked for Indonesian language course material on an Android cellphone. There are 9 students who say they rarely open Indonesian language material on an Android cellphone or 23.07%. There were 23 students who said they often opened Indonesian language material via Android cellphone or 58.97%, while students who said they very often opened Indonesian language material via Android cellphone were 7 people or 17.95%. Thus, it can be concluded that in general, students in semester 1 (one) of class F in the Indonesian language course, Veterinary Medicine Education Study Program, Faculty of Veterinary Medicine, Mandalika Education University, simply use an Android cellphone to search for Indonesian language material.

Use of Library

The data about use of library intended by the author is the extent to which students use the libraries on campus. The library is a source for students to obtain various information which is very useful for developing their scientific insight. Therefore, the author wants to know the frequency of students visiting or using existing libraries. For this reason, the author has formulated a question and four alternative answers that are likely to be chosen by each student. The question the author is referring to is "Have you ever visited the school library?"

To find out student answers, you can see the table below:

Table 6 Frequency of students visiting the library

No	Student interests	Frequency	Percentage
6	Never	3	7.69%
	seldom	5	12.82%
	often	24	61.54%
	very often	7	17.95%
Amount		39	100%

The table above shows that as many as 3 students said they never went to the library or 7.69%. There were 5 students who said they rarely went to the library or 12.82%. There were 24 students who said they often went to the library or 61.54%, while 7 students said they went to the library very often or 17.95%. Thus, it can be concluded that in general, students in semester 1 (one) of class F in the Indonesian language course, Veterinary Medicine Education Study

Program, Faculty of Veterinary Medicine, Mandalika Education University, simply make use of the library on campus.

Books Read

The data about books read that the author refers to in this research are the types of books that students most enjoy reading when they enter the library. To obtain data regarding this matter, the author has formulated a question equipped with four alternative answers that each student can choose. The question the author is referring to is "If you enter the library, what book do you read most often?"

To get this data, you can see the table below:

Table Books read in the library

No	Choice	Frequency	Percentage
7	Indonesian book	8	22.85%
	Biochemistry book	6	17.14%
	Animal Science book	11	31.43%
	Animal Genetics book	10	28.58%
Amount		39	100%

The table above shows that as many as 8 people or 22.85% enjoy reading Indonesian books. There are 6 students who like reading grammar books or 17.14%. There were 11 students or 31.43% of students who enjoyed reading Biochemistry books, while 10 students or 28.58% of students enjoyed reading Animal Genetics books. Based on the analysis of this data, it can be concluded that in general students in semester 1 (one) of class F in the Indonesian language course, Veterinary Medicine Education Study Program, Faculty of Veterinary Medicine, Mandalika Education University, are indeed less interested in reading Indonesian language books.

Based on an analysis of the factors causing the ability of students in semester 1 (one) of class F in the Indonesian language course, Veterinary Education Study Program, Faculty of Veterinary Medicine, Mandalika Education University, it is known that basically students' interest in Indonesian language courses is quite high. Thus, it is almost certain that the cause of the low test results given is influenced by the way the material is delivered or the way the lecturer teaches the subject matter in the room.

4. CONCLUSION

Based on the results of research that has been carried out, the author can conclude that the frequency and percentage of test scores of students who obtained a score of 6.5 and above were 29 people with a percentage of 74.36%, while the number of students who got a score below 6.5 was 10 people or 25.64%. The data above can be used as a benchmark to confirm the general abilities of students at semester 1 (one) class F Indonesian language course, Veterinary Medicine Education Study Program, Faculty of Veterinary Medicine, Mandalika Education University in distinguishing standard vocabulary from non-standard vocabulary is adequate. This confirmation is based on criteria set by students. Basically, there are many factors that influence student success in taking Indonesian language courses, but the presence of lecturers is the main factor.

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