

## Implementation of the Multilevel Language Rule Development Model in Text-Based Indonesian Language Learning at SMPN West Lombok Regency

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### Article Info

#### Article history:

Received: January 2026

Publish: 2 March 2026

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### Keywords:

Implementation;

Development model;

Hierarchical linguistic rules;

Text based.

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### Abstract

*This study aims to describe the development model of tiered language rules in text-based Indonesian language learning, and describe the implementation of the development model of tiered language rules learning in text-based Indonesian language learning in junior high schools. In collecting data, observation, interviews, documentation, and triangulation methods were used. The method of data analysis used a qualitative descriptive method, using content analysis techniques. This study describes the development model of tiered language rules targeted at obtaining results in the form of students' abilities in mastering language concepts gradually from mastering the smallest rules, namely spelling, continued with word order and finally sentence order. All levels of these language rules in their learning implementation are based on texts taught in Indonesian language learning in junior high schools. Learning tiered language rules refers to a systematic and gradual approach to learning Indonesian, starting from the most basic material to more complex ones. The main components in learning language rules include linguistic elements, language structure, and rules of language use. Linguistic elements include words (referential, standard, adjective, verb, adverb), phrases, and conjunctions (connecting words). Language structure relates to the arrangement and combination of linguistic elements into a correct pattern. Learning linguistic rules, especially in the context of Indonesian, involves several important stages. These stages include understanding concepts, identifying linguistic elements, applying them in texts, and evaluating understanding.*

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## 1. INTRODUCTION

In line with the development of science and technology, changes in the curriculum will be followed. Curriculum changes also impact changes that occur in Indonesian language learning, especially in the implementation of learning approaches. For example, the 2006 KTSP still uses a communicative approach, as did the 1994 curriculum. The communicative approach places more emphasis on how language is used to communicate. Language rules are learned through communication according to the context of language use. Therefore, because every use of language always uses many rules, Indonesian language learning always selects which language rules need to be emphasized in the material being studied. In other words, learning linguistic aspects is always inductive (Pranowo, 2015). Pranowo further stated that language rules are the foundation of language. Language is actually the expression of thoughts and feelings. Therefore, errors and ambiguity in the expression of

thoughts and feelings are determined by errors in the use of rules. Therefore, an important component of language is the use of language rules.

This is in line with the research findings of Kaffah (2021) and Hanna (2024), which found that students' ability to construct texts is not only influenced by structure but also by their ability to use linguistic rules. Students' success in various fields, such as science, social science, and mathematics, depends on their ability to understand and construct language based on their reasoning skills. To achieve high levels of proficiency, they need opportunities to practice, express their own meaning, interact, use language creatively, and perform a wide range of functions related to a variety of topics (Ghazali, 2010).

In addition, to improve students' language skills, several strategies can be applied in the implementation of learning (Sunendar, 2018), especially in learning Indonesian. Based on the results of previous research, it shows that the learning of language rules is carried out based on the type of text being taught. The language rules material presented is taken directly from the text without paying attention to the hierarchy of its language structure. Although the language rules material is taken from the text being taught because it is text-based, it should still pay attention to the learning of language rules, which are implemented hierarchically in stages from the lowest to the highest language levels. Thus, students' mastery of linguistic elements (Alwi, 2010) is mastered gradually from the smallest language unit to the largest level of sentences (Sassure, 1993) and ultimately students can combine sentences into a discourse or text, text is an expression of ideas or thoughts that are intact (Mahsun, 2018), because the text when read can reveal the meaning it contains (Halliday, 1994). Therefore, through this study, students are seen as needing to be given learning to master linguistic rules in stages.

Based on the background above, the problem of this research is how the model of developing tiered language rules in text-based Indonesian language learning in junior high schools is and how the implementation of the model of developing tiered language rules learning in its learning is.

The results of this study will provide an overview of the implementation of a tiered language rule development model in text-based Indonesian language learning in junior high schools. Thus, this study is expected to produce a structured and effective language rule development model in accordance with the linguistic levels in text-based Indonesian language learning. Mastery of language structure can bridge learners' language mastery and contribute to self-confidence and the learning process in general (Ly, 2020). This model is expected to assist Indonesian language teachers in developing their learning to improve the quality of their learning, especially related to improving students' abilities and skills in developing their thoughts or ideas in the form of text.

## 2. RESEARCH METHODS

This research is a continuation and development of the previous year's research. While the previous research focused more on the development model, this research is targeted at implementing a tiered language rule learning development model. This type of research is development research (Sugiyono, 2009), which implements the development of language rules using tiered techniques in text-based Indonesian language learning in junior high schools. With this technique, it is hoped that students' mastery of language rules will be more systematic and structured, which will have implications for good student competence in composing texts. In addition, the implementation is expected to make learning more effective and meaningful. This research is a qualitative study, because the data collected in this study is qualitative descriptive data. The research data were obtained in the form of

documents, field notes, statements, and actions of respondents (Sugiyono, 2009). This is in line with what Sugiyono stated that the data collected in qualitative research is soft.

The data collected in this study were documents and learning activities from Indonesian language teachers at junior high schools in West Lombok Regency. The data sources for this study were the results of the Indonesian language teachers' activities in implementing language rules learning activities. During the data collection process, all members of the research team were involved in observing the implementation of the research in the classroom. Team member involvement began with the preparation stage, learning implementation, and recording the results of the research observations.

Several methods will be used in data collection, namely: observation, interviews, documentation, and triangulation. These four methods can be explained as follows.

#### 1. Observation Method

The observation method used in this study is participatory observation. This method is used because the researcher is involved with the activities of the teachers being observed or used as research data sources (Sugiyono, 2009). The researcher collects data by meeting directly and interacting with people at the research site (Syamsuddin, 2009). The data obtained through the participatory observation method is the results of teacher activities in implementing text-based learning of linguistic rules in Indonesian language subjects.

#### 2. Documentation Method

In addition to the observation method mentioned above, documentation methods were also used in data collection. This method was used to obtain data on the results of language learning activities in text-based Indonesian language learning.

#### 3. Triangulation Method: The triangulation method was also used in data collection. This method is based on the same data source using several different techniques, namely the results of teacher activities within the framework of implementing linguistic rules learning in text-based Indonesian language learning. Furthermore, this method can be used to use a single data collection technique for various data sources.

#### 4. Data Analysis Method The method used to analyze the data in this study is a qualitative descriptive method, using content analysis techniques or content studies (Moleong, 2014). In this data analysis activity, a domain analysis will be conducted to obtain a general overview of the development of language rules learning in text-based Indonesian language learning. Next, a taxonomic analysis will be conducted to obtain a more specific picture of the research data sources obtained (Ramdani, 2011). At this stage, all team members carry out data processing activities based on the results of data collection in the field. The steps to be taken in the data analysis process are as follows.

##### a. Identification.

Researchers examine all data obtained through observation results to find out data that is relevant to the research problem.

##### b. The identified data will be analyzed using methods and techniques appropriate to the data. If the data can be analyzed based on the research objective domain, then a qualitative descriptive method can be used to describe the implementation of a tiered language rules learning model.

##### c. The next step is to classify the data according to function. At this stage, the data is grouped into categories. The final step is to draw conclusions based on the results of the data analysis.

## 5. RESULTS AND DISCUSSION

Based on the results of data collection through interviews, discussions, and observation methods in the Indonesian language learning process in junior high schools. This research activity was conducted in grade 2 of four public junior high schools in West Lombok as a research sample. From the four schools, one Indonesian language teacher was selected as a data source, both data obtained through interviews and the results of observations in the observation process. Data obtained from data sources were divided into three stages: the learning preparation stage, the learning implementation stage, and the learning reflection or evaluation stage.

In the preparation phase, data will be obtained on learning materials related to the components of language rules. In the implementation phase, the process of implementing language rules learning will be discovered, and in the reflection or evaluation phase, the results will be found in the form of students' mastery of language rules in producing texts.

## **1. A Model for Developing Multilevel Language Rules in Text-Based Indonesian Language Learning**

The development of hierarchical language rules is carried out by teachers by determining the levels or stages of language rule material, starting from the smallest level of language rules, namely spelling, and the largest, namely sentences. This language rule material is based on text-based learning, meaning that the language material will be taken from the text material being taught by the teacher. The teacher invites students to identify their language elements based on their language level. The teacher explains the concept of each type of language rule and how to use and apply it in the text. Next, the teacher evaluates the level of student understanding related to the use of language rules.

### **a. Spelling Learning**

In teaching spelling, the teacher begins by explaining the meaning of spelling and punctuation; then identifies the types of spelling and punctuation; and uses spelling.

in Indonesian properly and correctly. In relation to the use of spelling, what needs to be observed is how to write letters in words or sentences, while in relation to punctuation what needs to be observed is how punctuation marks should be used, for example, a period (.), a semicolon (;), an exclamation mark (!), a slash (/) and others. For this reason, the spelling material includes discussions about capital letters, italics, rewriting words, writing numbers and number symbols, and the use of punctuation.

### **b. Learning words and sentences**

In developing language learning principles, the concept that is considered relevant is the concept of the language analysis method developed by Sudaryanto (1993) regarding the distribution method techniques. This distribution method has basic and advanced techniques. The basic technique is the Direct Elements Division Technique, so called because the method used at the beginning of the analysis work is to divide the lingual unit whose data is divided into several parts or elements, and the elements concerned are seen as parts that directly form the intended lingual unit. The driving tool for the determining tool or device is the power of division, which is intuitive and pause. Based on this, advanced techniques can be developed as development techniques in learning language principles in Indonesian language lessons, especially in grade VIII of junior high school. These techniques are expected to make it easier for teachers to teach language material

to their students. The development techniques can be explained one by one with the following pattern.

### 1) Development of the technique of disappearance or elimination, deletion

The application of the deletion technique, which involves removing or eliminating elements of the lingual data unit, will produce utterances in the form of ABC, ABD, ACD, or BCD if the original data utterance is in the form of ABCD. This depends on which element is to be deleted or eliminated. The results of this deletion are two possible outcomes: either an utterance that is acceptable to students or not. If it is accepted, the utterance is grammatical; if not, it is ungrammatical.

The usefulness of the deletion technique is to find out the level of meaning of the element that is deleted. If the result of the deletion is not grammatical, it means that the element in question has a high level of meaning or is core. This means that, as an element forming a lingual unit, the element in question is necessary. In an effort to find out the types of single sentences, the deletion technique is very useful, if the type is determined mainly from the elements that absolutely apply as its form.

Example:

(1) My father is a teacher.

Sentence (1) above uses the word deletion technique, is *one word can* be eliminated or omitted without changing the information in the sentence. So that sentence (1) can be developed into the following sentence forms (1a) and (1b).

(1a) My father is a teacher. (1b) My father is a teacher.

### 2) Development of replacement or substitution, substitution, replacement techniques

The use of the replacement technique in the form of replacing the elements of the lingual data unit will produce an utterance in the form of ABCS, ABSD, or SBCD, if the data utterance is all in the form of ABCD. It depends entirely on which element will be replaced. As with the obliteration technique, with this replacement technique, whichever element is replaced, it is always the element that is the main focus of the analysis. The results of using this replacement technique are of two types, namely acceptable (grammatical) and ungrammatical utterances. As for the tools, this replacement technique also uses lingual units, namely replacement lingual units.

The use of this substitution technique is to determine the level of similarity of the class or category of the substitute element, especially if the substitute level is the same as the replaced level or the ginanti level. If it can be replaced (replace each other) it means that the two elements are in the same class or category. However, the definition of class or category can also include a superclass (superior class, super category) or a subclass (subordinate class, subcategory). The more possibilities for replacing the same element in various linguistic units, the higher the level of similarity; and that means forming the possibility that the elements that can replace each other are in the same class, even a superclass. For example:

(2) Books are windows to the world.

Sentence (2) above can be developed using the replacement technique

pattern. *adalah* can be replaced with the word *merupakan* which have the same meaning or are synonymous. Using the sentence replacement technique above, it can be arranged into the following sentence (2a).

(2a) Books are a window to the world.

### 3) Engineering development expands or broadens, expansion, extension

The expansion technique, which involves expanding the lingual elements of the data, will produce an utterance in the form of EABCD or ABCDE if the original data utterance is in the form of ABCD. Whatever utterance is subjected to expansion, there are only two types of expansion: to the left (forward) or to the right (backward). This is in accordance with the linear nature of language. Meanwhile, the results are the same as using other techniques, there are two types: acceptable (grammatical) and ungrammatical. In relation to the place of the expansion in the sequential arrangement, the expansion technique can be divided into two types, namely:

- (a) Front extension technique or PD technique; and
- (b) Rear extension technique or PB technique.

The purpose of the expansion technique is to determine the semantic aspects of a particular linguistic unit. First, the use of the expansion technique is important to determine the degree of synonymy when it comes to two units or two different unit elements that are thought to be synonymous with each other. In this case, synonymy means having the same information, a similar meaning, and a different form. By mentioning the degree of synonymy, what is first known is not the similarity but the difference. For this reason, the expansion technique must be used systematically, in two utterances with the same expanding element. The scope of the expansion technique covers various linguistic levels. What is certain is the lexical word level, the polymorphemic word level, and qualifiers as syntactic components, the compound word level, and the word level. With these levels

Due to the different linguistic units, the forms of expansion techniques also differ. These forms are adapted to the linguistic units and their respective levels. For further clarification, the following example sentence is provided.

(3) Winda's voice is bad.

With the development of the expansion technique, sentence (3) above can develop its predicate element, namely bad. The word bad in the sentence can be developed forward with the words very or very and backward using the word once. With this development pattern, sentence (3) can change its form to become like sentences (3a), (3b), and (3c) below.

- (3a) Winda's voice is very bad.
- (3b) Winda's voice is really bad.
- (3c) Winda's voice is very bad.

### 4) Development of insertion or interruption techniques

The insertion technique, which involves inserting elements of the lingual data unit, will produce utterances in the form of ABCID, ABICD, or AIBCD if the original data utterance is in the form of ABCD. This insertion technique is similar to the expansion technique, and it can be said that the result is an expansion in the middle of the linguistic data. However, not only with the expansion technique is the insertion technique similar to the expansion technique this technique is

sometimes similar as well. However, this similarity sometimes has a strong tendency to always involve two levels in addition to maintaining the elements used in the insertion technique; in fact, these two characteristics are actually characteristics found in certain results of the use of the expansion technique as well. As for the replacement element of the insertion technique, which is actually an insertion, if it is similar to the replacement element in the replacement technique, it tends to always be at a higher level than its ginanti element (which is actually one of the syniptic or inserted elements). However, if the latter occurs, the replacement element is always more complex and has more elements than the original element.

Thus, the complexity is recognized because it involves one of the inserted elements. If the ginanti element is a monomorphemic word, then the replacement element is a polymorphemic word; if the ginanti element is a polymorphemic word, then the replacement element is also a polymorphemic word, but more complex and longer. If the ginanti element is a *kekata*, then the replacement element is also a *kekata*, but more complex and longer. Only if the ginanti element is in the form of a zero-unit that is not tangible, then the replacement element can be anything as long as the element is a formative or a series of sounds in sequence. In cases like this, some similarities are difficult to distinguish, but it does not mean that they cannot be distinguished. However, the insertion technique is not a replacement technique, although sometimes similar. The insertion technique has a special use, namely, primarily to determine the level of closeness of the two elements separated by the insertion. If the insertion is possible, it means the level of closeness of the separated elements is low; and if it is not possible, it means high. The insertion element in question can be an element whose status or degree as a lingual unit builder is the same as the two inserted elements, or it can also be different. For example:

(4) My little brother wrote a letter in his room.

To prove what the relationship is between the elements of speech (4), namely, *little brother*, *writing*, *letter*, *in a room* close to each other, can be tested by inserting the word "Yesterday" in the utterance. Thus, there will be utterances (4a) to (4c) as follows (those marked with an asterisk or star are ungrammatical, those marked with a question mark are doubtful in their grammaticality).

(4a) Yesterday, my little brother wrote a letter in his room.

(4b) \*My little brother wrote a letter in his room yesterday.

(4c) My little brother wrote a letter yesterday in his room.

##### **5) Development of reverse or reversal techniques, permutations**

The reverse technique carried out by reversing the lingual elements of the data obtained will produce utterances in the form of ABCD, ACBD, BACD, and BCDA, among others, if the original data utterance is in the form of ABCD. One thing that is very prominent with other techniques, especially when the results of their use are grammatical utterances, is that the information of the utterance subjected to this reverse technique does not change. So, the following utterance

(5), for example, if reversed by the reverse technique, will change, among others, to (5a) to (5d) below.

(5) Ten days before Eid, the Merak ferry port started to be crowded with trucks.

(5a) Merak ferry port starts to be crowded with trucks ten days before Eid.

(5b) Merak ferry port starts to be crowded with trucks ten days before Eid.

(5c) Ten days before Eid, the Merak ferry port starts to be crowded with trucks.

(5d) Ten days before Eid, the Merak ferry port started to be filled with trucks.

All the utterances above are the result of the application of the reverse technique; the information does not change when compared with utterance (1). This is natural because, as explained above, the elements of the utterance do not change at all, except for their location in the sequential arrangement. Regardless of whether or not the grammatical aspects result from the use of the reverse technique, theoretically, there are many possibilities for the reversal. The more elements the lingual unit that will be applied with the reverse technique has, the more possible results the reversal will have. If the lingual element only consists of two elements, namely AB, then there is only one possibility, namely BA. If there are three, namely ABC, then there are five possibilities, namely ACB, BCA, CAB, BAC, and CBA.

The primary use of this inverse technique is to determine the degree of rigidity of an element's position in a sequential arrangement. If a particular element can be moved in a sequential arrangement, then the element in question has low rigidity (less rigid). This is sometimes also related to the closeness of the semantic relationship between two elements.

#### **6) Development of the technique of transformation or change of form, paraphrase**

The application of the form-changing technique is done by changing the form or paraphrasing, which will produce speech forms such as CBAD or CBDA with B and A changing form, if the original speech is in the form of ABCD. The following data speech (6) with the form-changing technique or paraphrasing technique will become the following speech (6a) and (6b).

(6) He loaded the items into his red car.

(6a) He loaded the goods into his red car.

(6b) The goods were loaded into his red car by him.

The strong tendency of form change is to produce a paraphrase speech form that is grammatical in form and acceptable in meaning. Thus, this form change technique is very different from the previous technique that was explained above. The use of all these techniques has the same opportunity to produce grammatical and ungrammatical speech. The paraphrase resulting from form change must not only maintain the original information but also remain fully meaningful.

#### **7) Development of repeat or repetition techniques, repetition.**

The repetition technique, carried out through repetition, will produce forms. If the lingual data unit is in the form of ABCD, it can change to ABCDD, ABCCD, AABCD, ABCDABCD, ABCDCD, ABABCD, and several other possibilities. The repeated elements appear at the end, middle, beginning, and the entire "body" of the lingual unit in question. Meanwhile, the repetition method can also vary between progressive to the right and regressive to the left.

The purpose of this re-technique is to determine the authenticity or identity of a lingual unit, including the type of lingual unit that is subjected to the re-technique. Basically, the lingual unit true *or correct* does not have to be the same type as the wrong or mistaken lingual unit, namely the word which is seen as its antonym form, this is proven by its repeated form, which is the same, as *seriously (exactly, truly)*. In other words, by applying the technique again, it will become clear that the word *Correct or right* doesn't always have to be the same word *Wrong or confused*.

Likewise, when the form *parent* can be seen as a compound word and when the form *parent* can be seen as a word (a more popular term is phrase or phrase), this can be determined by the repetition technique. Unit *parent* is a compound word when this form is subjected to a re-engineering technique, either partially or completely. So, besides their parents, there are also *old people* and *parents*, for *parent* is a compound word. The basis of his view is that, as a compound word, *parents* are nouns; whereas nouns can be subjected to full repetition (such as *tamu-tamu* from *tamu*) or partial repetition (such as *tetimu* from *tamu* too). Other lingual units of *parents* can be considered as *kekata* when they cannot be subjected to the repetition technique for the entire form of the phrase. The basis of his view is that *kekata* can never be repeated in its entire form. Meanwhile, when subjected to the repetition technique, repetition is possible in one of the two constituents that form it. So, besides *orang tua*, there are *orang tua* and *orang-orang tua*, but never *orang tua-orang tua*.

## 2. Implementation of a tiered language rules learning development model

In implementing tiered language rules learning activities in Indonesian language learning in class VIII of Junior High School, the following learning activity steps will be carried out.

First, the preparation stage. At this stage, the teacher prepares the teaching materials to be presented in a meeting according to the sequence of materials in the syllabus. In addition, a set of linguistic rules is also prepared, from the smallest level of spelling to the largest level of sentences. The implementation of these linguistic rules is carried out through text-based learning, meaning that the learning material remains focused on explaining the text being taught, after which a discussion of the (prepared) linguistic rules contained within the context of the text will be inserted.

Second, the implementation stage. At this stage, observations are made of the implementation of text-based language rules learning, related to the text material being taught and the integration of language rules learning activities. Also observed are student responses and their absorption of the language material.

Third, the reflection and evaluation stage. At this stage, a comprehensive picture of the process of implementing text-based language rules learning will be obtained through direct feedback from the teacher and student responses to the learning material obtained through observation.

## 4. CONCLUSION

Based on the discussion above, it can be concluded that learning tiered language rules refers to a systematic and gradual approach to learning Indonesian, starting from the most basic material to more complex ones. The main components in learning language rules include linguistic elements, language structure, and rules of language usage. Linguistic

elements include words (references, standard, adjectives, verbs, adverbs), phrases, and conjunctions (connecting words). Language structure relates to the arrangement and combination of language elements into a correct pattern. Implementing the development of tiered language rules learning, especially in the context of Indonesian, involves several important stages. These stages include understanding concepts, identifying linguistic elements, applying them in texts, and evaluating understanding.

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