

Research Article

Semantics Study of the Indonesian Language Based on Vocabulary Learning in Schools Which is Integrated With Students Discourse Skills: Syllabus Development

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Abstract.

This research aims to develop a level 6 syllabus for the Semantics course at the Indonesian Language and Literature Education Study Program. The study materials of the Indonesian Semantics syllabus were developed based on the scope of vocabulary, namely the basic concepts of semantics, meaning analysis, and the use of meaning. The syllabus development model was developed using the ADDIE model steps by adapting its three stages, namely analysis, design, and development. Data were collected by analyzing the curriculum/syllabus/PKPS, analyzing teaching materials, filling out questionnaires to analyze the needs of lecturers and students, analyzing learning activities/methods, syllabus design, and syllabus development and preparation. The syllabus development stage was followed by syllabus expert validation. The results of the data analysis were carried out with a quantitative qualitative description using the results of the pretest and post-test. Through the validation stage of the syllabus product by curriculum experts regarding curriculum aspects (Yes 100%) such as presentation of study materials (Yes 100%) and syllabus completeness (Yes 87.5%). Based on the implementation, the pretest results were obtained with a sample size of 30 students, the highest score was 95 while the lowest score was 55. This pretest data has an average value (mean) of 73 with a median value of 71.5 and a value that often appears (mode) 65. Meanwhile, the variance found was 111.9954 with a standard deviation of 10.58279. While the posttest results were found with the same sample, the highest value was 100 while the lowest value was 70. This posttest data had an average value (mean) of 87 with a median value of 86 and a value that often appears (mode) 90. Meanwhile, the variance found was 111.9954 with a standard deviation of 10.58279. While the posttest results were found with the same sample, the highest score was 100 while the lowest score was 70. This posttest data had an average value (mean) of 87 with a median value of 86 and a value that often appears (mode) 90. Meanwhile, the variance found was 80.39195402 with a standard deviation of 8.966156034. The Semantic Syllabus based on vocabulary learning in schools and integrated with students' proficiency has been prepared as "very feasible" (96.85%) to be implied in the lecture process in the Indonesian Language and Literature Education Study Program. Thus, it can be stated that the development model of the Indonesian semantic syllabus based on vocabulary language learning in schools and integrated with student literacy applied to students shows a positive effect/improvement.

Keywords: discourse skills, level 6, linguistic vocabulary, semantics study

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1. Introduction

The syllabus is based on the *Kerangka Kualifikasi Nasional (KKNi)* level 6 which at least describes the graduates' learning outcomes, the final abilities to fulfill the graduate outcomes, and teaching materials related to the competencies to be achieved. Based on the competency referring to Document 001 Director General of *Belmawa Kemenristekdikti* 2015 concerning KKNi, the formulation of graduate learning outcomes must refer to the description of the learning of KKNi graduates and be equivalent to the qualification level in KKNi. Especially in the parameters of knowledge and practical knowledge/know-how.

The study materials in the RPS are prepared according to Minister of Education and Culture Regulation No. 49 of 2014 (articles 8-9) about the level of depth and breadth of study material for each educational program is formulated by referring to the description of the graduates learning outcomes from level 6 of the KKNi. The study materials are based on the outcomes that students must have. The learning objectives that are based on competency outcomes give rise to the course learning outcomes which must be included in the study material as the content of the semantic syllabus material. The study material is obtained through knowledge and practical knowledge/know-how. Knowledge is the result of knowing, and this occurs after people sense a particular object. Sensing occurs through the five human senses, which are the senses of sight, hearing, smell, taste, and touch. Most human knowledge is obtained through the eyes and ears (Notoatmodjo, 2003; Suwanti and Aprilin, 2017).

Based on the results of previous research under the same topic in 2021 about study materials according to learning outcomes, it is revealed that in the semantic syllabus used in several Indonesian Language Education study programs or *Prodi Pendidikan Bahasa Indonesia (PBSI)*, there are semantic concepts, meaning concepts, types of meaning, meaning relations, meaning components, collocation/field of meaning/linguistic context, change in meaning, semantic and syntactic/grammatical suitability, semantic and pragmatic/intentional suitability. However, the percentage of study material that is accommodated more in learning outcomes is at the theoretical concept level. This means that study material at the knowledge level is mostly used as study material in the semantic syllabus, especially the concepts of meaning, relationships, types of meaning, and changes in meaning. Meanwhile, study materials that lead to the formation of practical knowledge/know-how which is diction and vocabulary, are still few and appear implicitly.

Furthermore, the development of the syllabus or RPS for Semantics courses produced in the second year of research (2022) further supports UNJ's vision and mission. It is expected that the syllabus for this course might accommodate the demands of modern progress. The educators must master linguistics as a basic knowledge possessed by language teachers.

Through this third year of research (2023), students are expected to be able to apply linguistic vocabulary study materials that have been developed in the Semantics course syllabus to Indonesian language learning practices at school which can develop students' discourse skills. In other words, the linguistic learning courses in the PBSI study program which leads to descriptive linguistics are not suitable. Linguistics for teaching or linguistic pedagogy is considered more appropriate for language teaching in schools. Moreover, the establishment of study materials in the syllabus which refers to the Outcome Based Education (OBE) approach also includes the demands in carrying out the learning in higher education, including group learning of linguistic courses in the PBSI study program. The demands of learning in higher education that produce educational output should not burden students with theoretical studies; adapting to the goals of learning Indonesian at school must also be the goal of mastering semantic linguistic study materials.

This knowledge must become a learning experience through various problem-based learning experiences, discovery-based learning, and project-based learning modeling. Rustaman in Megawati (2018) states that when formulating the learning experience teachers should pay attention to several factors, including the characteristics of the material, which is the study material being taught which also has different demands for mastery/competence. For this reason, in designing learning experiences in the syllabus it is necessary to pay attention to the demands of the curriculum.

Paradigms or curriculum documents are arranged at least consisting of the following parts: (1) Formulation of Graduate Competencies Standards or *Standar Kompetensi Lulusan (SKL)* expressed in Graduate Learning Outcomes or *Capaian Pembelajaran Lulusan (CPL)* - CPL consists of aspects: Attitudes and General Skills adopted at least from SN-Dikti, as well as Knowledge and Special Skills aspects are formulated referring to the KKNi descriptors according to their level. (2) Determination of Study Materials Based on CPL and/or using the Body of Knowledge of a Study Program. Ornstein & Hunkins (2014) mentioned that planning and organizing the curriculum as a curriculum cycle has several stages starting from needs analysis, design, development, implementation, evaluation, and follow-up on improvements carried out by the study program.

Vocabulary language study material regarding the basic concept of semantics, which is the part of language structure that is related to the meaning of expressions, and also to the structure of the meaning of a speech or system, and the investigation of meaning and significance in a language in general (Kridalaksana in Suhardi (2015: 17); Kridalaksana, (2000:216)). The concept of meaning is related to the type of meaning: 1. Lexical Meaning and Grammatical Meaning; 2. Referential and Nonreferential Meaning; 3. Denotative and Connotative Meaning; 4. Meaning of words and meaning of terms; 5. Conceptual Meaning and Associative Meaning. Concepts of meaning related to meaning relations are: Synonyms, Antonyms, Polysemy, Hyponemy, Ambiguity, and Redundancy. The concepts of meaning related to meaning components are: Collocation, Change of meaning, Semantic and syntactic suitability, and semantic and pragmatic suitability; 6. Idiomatic and Proverbial Meaning; 7. Figurative meaning (Leech, 1976; Chaer 2002:59).

The concept of discourse proficiency concerns basic grammatical principles, knowledge about how a language is used in social life to carry out communicative functions, and how knowledge about speech and communicative functions can be combined. Apart from that, the concept of discourse literacy is related to thematic development, coherence, and cohesion, as well as interaction and the principle of cooperation (Canale and Swain in Saleh, 2013).

The concept of learning vocabulary language rules is related to the concepts of diction and vocabulary. Diction or word choice is a person's ability to correctly distinguish nuances of meaning according to the ideas he wants to convey, in which should be adapted to the situation and taste values held by a group of people and listeners or readers (Widyamartaya, 1990:45). The ability to choose words/diction is the ability to correctly differentiate the nuances of meaning of the idea to be conveyed, and to find a form that is appropriate or suitable to the situation and taste values held by the listening group (Keraf, 2006:24). Language practice actually questions the ability of a word or phrase or group of words to generate appropriate ideas in the imagination of the reader or listener (Rahardi, 2009:31). Related to the choice of words that have appropriate and harmonious meaning, whose use suits the subject of discussion, events and the audience of readers or listeners (Panuti, 2006:21). The ability to choose words/diction is to correctly differentiate the nuances of meaning of the idea to be conveyed, and the ability to find a form that is appropriate (suitable) to the situation and taste values held by the listening group (Keraf, 2006:24). Language practice actually questions the ability of a word or phrase or group of words to generate appropriate ideas in the imagination of the reader or listener (Rahardi, 2009:31). Related to the choice of words that have

appropriate and harmonious meaning, whose use suits the subject of discussion, events and the audience of readers or listeners (Panuti, 2006:21).

The concept of vocabulary language rules relates to the basic concepts of vocabulary and its use. Vocabulary is the science that studies the ins and outs of word meaning; parallel to vocabulary terms. Rivers (Nunan, 1991:117) states that vocabulary is important to be able to use a second language. Vocabulary learning to increase the richness of students' vocabulary is consciously linked to various areas in semantic studies such as enriching the meaning of synonyms, antonyms, hyponyms, connotations, grammar; including the meaning of words that experience changes in meaning, even the use of words that take into account syntactic suitability and discourse context (Utami, 2021: 12-13). Hunt and Beglar (2002:256) discussed the vocabulary learning strategies in identifying specific vocabulary-acquisition targets for students in strategies for reading, listening, speaking, writing, and strategies for presenting vocabulary as learning material.

2. Research Methodology

The research method used in this study is based on the steps in R&D (Research and Development) development research using the ADDIE development method (Analysis, Design, Development, Implementation, Evaluation). Analysis steps in developing a syllabus include (1) curriculum analysis, including graduate outcomes, course outcomes, and sub- outcomes (2) analysis of teaching materials, including basic semantic concepts, meaning analysis, and use of functions and meanings of words (3) analysis of lecturer needs and student needs which were carried out by distributing questionnaires to determine the needs for the content of linguistic study materials, vocabulary and completeness of the semantic syllabus.

The design was carried out by designing a syllabus/RPS which contains graduate learning outcomes, determining the course learning outcomes, and determining material/language subjects for Semantic course study materials. Apart from that, the RPS design also determines teaching and learning activities (methods), as well as planning time, media, assessments/tasks, and references according to needs analysis and analysis of study materials. Determining the formulation of the syllabus by arranging a learning plan (RPKPS) and teaching material concepts in accordance with the problems and needs analysis obtained. In designing the content of the material/study material and the breadth of the study material in accordance with the expected needs and competency analysis (CMPK). Determining study material is related to the substance

of the study material, namely basic semantic concepts, meaning analysis, linguistic vocabulary, and discourse proficiency.

The steps for developing syllabus products are in accordance with the results of the analysis and design results by determining the graduate outcomes of KKNI level 6 covering the aspects of attitude, knowledge, general skills, and the aspect of special skills. The next step is to determine the learning outcomes of the course as a basis for determining the breadth and depth of vocabulary and linguistic material, as well as learning steps to gain student learning experience, as well as references and assignments related to the knowledge and know-how aspect of the semantic course. For this reason, the validation was carried out by syllabus experts regarding semantic study material.

The learning implementation was carried out by providing pretests and posttests regarding language and vocabulary proficiency. The populations of this research are the students of the Indonesian Language and Literature Education study program who are taking the Semantics course in semester 118. The sampling technique used in this study was the Simple Random Sampling Technique, by drawing each class of the semantics course semester 118 to determine the class that will be used as the experimental class. The number of pretest and posttest class samples was 30 students. The research was conducted face-to-face in February 2023.

The evaluation of the teaching materials development that has been implemented in the classroom went through a process of comparing two data obtained from the implementation stage, which are pre-test and post-test data.

3. Results and Discussion

The research began by analyzing several undergraduate semantic RPS analyses from various similar Indonesian language education study programs, followed by the analysis stage of the curriculum/syllabus/RPS to look at the study materials and sources of research semantic theory (first year). The study material framework produced in previous research became part of the development of the semantic syllabus.

The syllabus development began with needs analysis through development steps, which are the analysis stage, design stage, and semantic course syllabus development stage. The needs analysis before developing a semantics course syllabus is part of analysis steps such as curriculum analysis/RPS, study materials analysis, and needs analysis by the lecturer and the students.

The lecturers admit that the composition of the syllabus must follow the outcomes standards for the KKN level 6 qualification. The study material presented in the syllabus is regulated in the teaching design for 2 credits in one semester. The arrangement of the number of meetings is adjusted to the objectives of the course and the scope of the study material which includes the basic concepts of semantics and the concept of using meaning in communication which is meaningful enough for students to learn in achieving the objectives of the course.

The meeting arrangements, scores, and distribution of study materials in the 2 credits are regulated in 16 meetings, including meetings for lecture contracts, midterm and final tests. The arrangement and distribution of study materials, along with learning resources and suggested methods will become a reference for the lecturer in each meeting and student competency outcomes during the semester.

Furthermore, the learning outcomes according to CPMK were also used as a basis by lecturers to determine appropriate teaching methods and the use of learning media. Therefore, it is easier for the lecturer to get an overview of the semantic course outcomes by determining a form of assessment that is also more appropriate to the semantic learning objectives.

In accordance with the learning objectives, the objectives of the section include an introduction to the nature of semantics and the scope of its study; analysis of various types and relationships of meaning (100%), as well as components and fields of meaning; recognizing changes in meaning (80%); and analysis of the use of meaning in language contexts (80%).

TABLE 1: Syllabus Expert Validation.

| Indicator | Observer 1 | | Observer 2 | |
|---|------------|-----------|------------|-----------|
| | % | Category | % | Category |
| Curriculum aspect | 100% | Very good | 100% | Very good |
| The presentation of the learning materials aspect | 100% | Very good | 100% | Very good |
| Syllabus completeness | 87,5% | Good | 93,8% | Very good |
| Average | 95,8% | | 97,9% | |
| Overall average | 96,85% | | | |

This research is included in experimental research. The research took place during February-June 2023 via face-to-face meetings. The data is in the form of test results on the ability to analyze linguistics and vocabulary proficiency given to students before using the semantic course syllabus which was carried out in the pretest class and the results of tests on the ability to analyze linguistics and vocabulary proficiency which

were given to students after using the semantic course syllabus which was carried out in the posttest class.

The initial stage of the research in February 2023 was to carry out an initial test or pretest for the experimental class by giving students sheets of paper to fill in selected questions regarding language and vocabulary proficiency. The pretest results were found with a total sample of 30 students, with the highest score being 95 and the lowest score being 55. This pretest data had an average score (mean) of 73 with a median score of 71.5 and a frequently occurring score (mode) of 65. Meanwhile, the variance found was 111.9954 with a standard deviation of 10.58279.

The second stage of the research in June 2023, after learning language and vocabulary proficiency using the semantic course syllabus was carried out again in the final test or posttest of the experimental class by giving students sheets of paper to fill in selected questions regarding language and vocabulary proficiency. The post-test results were found with a total sample of 30 students, with the highest score being 100 while the lowest score was 70. This posttest data had an average score (mean) of 87 with a median score of 86 and a frequently occurring score (mode) of 90. Meanwhile, the variance found was 80.39195402 with a standard deviation of 8.966156034.

It is revealed that the highest score, lowest score, average score, median score, mode score, and standard deviation have increased and decreased from the scores obtained in the pretest and posttest.

TABLE 2: Pretest and Posttest results.

| Data Description | Pre-Test | Post-Test |
|--------------------|----------|-----------|
| Max | 95 | 100 |
| Min | 55 | 70 |
| Mean | 72.26667 | 85.76667 |
| Median | 71.5 | 88 |
| Modus | 65 | 90 |
| Standard Deviation | 10.5828 | 8.96616 |
| Variants | 111.995 | 80.392 |

The table above shows that there has been a change in scores into a better and quite large in the scores achieved by students in the pretest to posttest assessment results, there are between posttest and pretest which can be seen from the average score of students on the posttest of 85.76667 while the average score of students on the pre-test was only 72.26667. Therefore, it can be concluded that the course syllabus for analyzing language and vocabulary proficiency is very influential. This is because

the student assessment results on the post-test were higher than the pre-test in the same experimental class.

The increase in the comparison between scores strengthens the hypothesis that there is a positive influence of the semantic course syllabus on students' linguistic analysis abilities and vocabulary proficiency. Based on these data, it is clear that the semantic course syllabus can help posttest class students to analyze language and discourse skills to get higher scores.

4. Conclusion

Based on the results and discussion, it is revealed that the model of an Indonesian semantic syllabus development based on linguistic vocabulary learning in schools and integrated with students' discourse skills applied to students shows a positive influence/improvement. This is because data analysis shows that there has been a change in scores for the better and quite large in the scores achieved by students in the pretest to post-test assessment results, which are between post-test and pretest that can be seen from the average score of students on the posttest of 85.76667 while the average score students in the pre-test was only 72.26667. Therefore, it can be concluded that the semantic course syllabus in analyzing language and vocabulary proficiency is very influential. This is because the student assessment results on the posttest were higher than the pretest in the same experimental class. In this data, it is clear that the semantic course syllabus can help posttest class students to analyze language and discourse skills to get higher scores.

The semantic syllabus prioritizes graduate outcomes standards and course outcomes in accordance with the KKNi level 6 undergraduate qualifications. The completeness of the syllabus components also helps the lecturer to direct the learning according to the course outcomes objectives, and make it easier for students to study the learning material set out in the 2 credit lectures.

The learning material at the knowledge aspect is mostly used as a learning material in the semantic syllabus, especially the concepts of meaning, relationships, types of meaning, and changes in meaning. Meanwhile, the learning materials that lead to the formation of practical knowledge/know-how which is diction and vocabulary, are still few and appear implicitly. The concept of discourse proficiency is concluded from the inclusion of learning material on the suitability of grammatical and pragmatic meaning.

The results of the review of the Semantics course syllabus are aimed at developing student competencies and reviewing the syllabus. Students can apply a learning

material that is theoretical in semantic linguistics, the use of diction in discourse and to enrich vocabulary. Furthermore, the results of the research also have implications for reviewing the Semantics course syllabus because, through the distribution of sub-learning materials in the syllabus, discourse literacy will be formed and will lead to the pedagogical goals of standard competency of knowledge and practical/know-how aspect as a result of the Semantics course lectures.

Conflict of Interest

The authors declare no conflict of interest.

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