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## Efforts to increase the use of Indonesian for Class XII at SMK Karya Bahana Mandiri, East Bekasi

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### ABSTRACT

The widespread use of slang in the younger generation threatens the existence of Indonesian. In fact, many young people have lost their pride in using Indonesian. They are more proud to use English, even slang because it is considered prestige. Based on this, the use of Indonesian needs to be improved. This research was conducted at Karya Bahana Vocational School in Class XII in the Indonesian language subject, with an emphasis on students' speaking skills when presenting the text of the observation report. The method used is a collaborative method based on classroom action research, which consists of planning, implementing, observing, and reflecting. The aspects of assessing speaking skills which are indicators of the use of Indonesian in SMK Karya Bahana are aspects of word choice, voice intonation, facial expressions, and gestures during presentations. The results of the research obtained are that the use of Indonesian at SMK Karya Bahana has increased, from the four aspects of the assessment.

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## 1. Introduction

Indonesian as the national language has an important role in our country. By using the Indonesian language properly and correctly, it means that we have upheld the language of unity as pledged in the Youth Pledge on October 28, 1928. Indonesian is the language of unity, which is used as a means of communication by all Indonesian people. In fact, it is also used as a medium to convey news, both through digital media and electronic media.

However, Indonesian is currently experiencing a decline. It is caused because of the increasingly rapid development of the times followed by increasingly sophisticated device technology. The use of digital technology promises many advantages, including increasing productivity, collaborating at work, or learning with anyone anytime, anywhere with the help of the internet, such as when facing a pandemic situation, then emergency online learning has been carried out (Lailiyah et al., 2021). Furthermore, coupled with the influence of foreign languages, in which the younger generation are more proud to use foreign languages than Indonesian. They think that by using a foreign language, it will further add to their prestige value. In addition, with shows on television and on YouTube, the use of slang is also increasingly widespread among the younger generation. This is of course increasingly influencing the good use of Indonesian in the younger generation, giving rise to a shift in Indonesian. Language shift occurs when language users choose a new language to replace the previous language, usually for dominant reasons or for reasons of prestige (Putri, 2017). Language shift occurs when language users choose a new language to replace the previous language. Usually, the language is dominant or for reasons of prestige.

According to Gustiasari (2018) slang can appear anywhere. The language used by young people in general arises from the creativity of processing standard words in Indonesian into non-standard words. The definition of slang itself according to (Freytagh-Loringhoven, 2021) is a social language that is non-formal. Its use is usually limited to certain circles and is temporary. This language was originally a code language, which was only understood by certain circles. However, along with its development, slang has turned into everyday language which is popular among teenagers. Given this fact, the widespread use of slang threatens the existence of Indonesian which cannot be avoided anymore among the younger generation. This is because slang has an impact on society, especially the younger generation, which has effectively faded one of the Indonesian language identities (Purnamasari & Amin, 2022).

Even though at this time, the younger generation is required to continue Indonesia's progress, so they must have good and polite manners. This is as stated by Wagiati et al.(2022) that the younger generation must be carefully prepared so that later they can become the heirs of the nation to continue the progress of a country. One way is to apply good and correct use of the Indonesian language to the younger generation. This method will seem difficult at first, but if you get used to it, it will also work. If this is done, the Indonesian language will develop according to its nature as a living language, which the owner will continue to use regularly and widely (Silitonga, 2023).

The use of Indonesian in the younger generation can be seen from the skills of speaking with other people. These speaking skills must be continuously developed. The purpose of developing this speaking skill is for a person to interact with other people and be able to find new vocabulary from his environment, so that he can issue an idea for what he wants (Herdiyanti & Suparno, 2023). If someone is skilled at speaking, then he will easily express his opinion.

Increasing the use of Indonesian in the younger generation can be started from the school environment first. In this study, efforts to increase the use of Indonesian were carried out at Karya Bahana Mandiri Vocational School, Bekasi, especially in class XII. This is because students at SMK Karya Bahana tend to use slang rather than good and correct Indonesian. The aim of the research is to increase the use of Indonesian in SMK Karya Bahana Mandiri through the presentation method.

## 2. Method

The method in this study uses a class action design, which is participatory and collaborative. This study uses the Kemmis and Mc Taggart models. The model consists of four stages, namely planning (plan), observation and action (observe and act), and reflection (reflect). At the reflection stage, the researcher will be able to find out whether there is an increase in the results of the action intervention. The action research method is collaborative, namely the involvement of several parties, including class teachers and school principals. Collecting data in this study using observation sheets, action monitoring observation sheets, interviews and documentation. The subjects of this study were students of SMK Karya Bahana Mandiri, Bekasi, class XII. This study focuses on learning Indonesian in the class on the text of the observation report.

## 3. Results and discussion

This research was conducted for two cycles, where each cycle consisted of two meetings. Each meeting has a time allocation of 50 minutes (2x25 minutes). The stages for each cycle consist of planning, implementing, observing, and reflecting. The following is a description for each cycle.

### 3.1. Planning

Planning activities are carried out to determine the state of the Indonesian language learning atmosphere. The planning stages include learning activities by conveying concepts/theories regarding learning (Nasirun et al., 2023). Learning is focused on material about the Text of the Observation Report. Dyang activities carried out in this case, namely students are asked to observe what is in the surrounding environment. Then, the results of these observations are written down in the form of a report for further presentation. The results of these activities can be seen in the Figure 1.

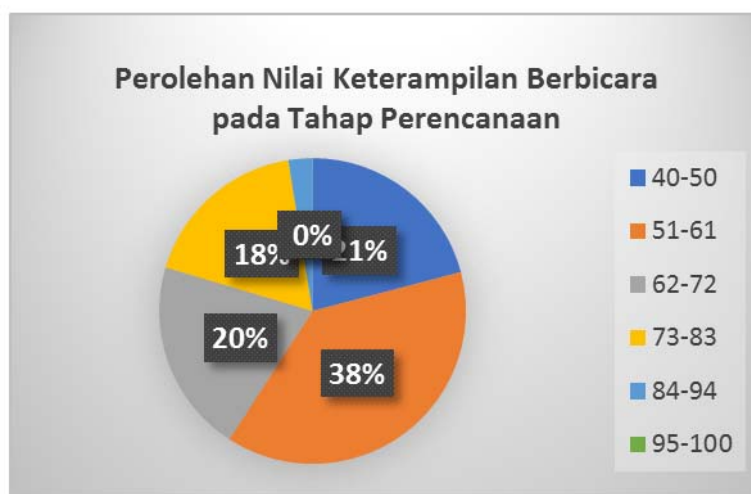


Figure 1. Acquisition of Indonesian Language use value through Speaking skills

Based on Figure 1, the most value acquisition is in the 51-61 interval with a total of 15 people, while for the 40-50 interval there are 12 people. This shows that students' speaking skills are still low. Therefore, it is necessary to carry out further activities.

In this planning activity, the acquisition of scores still seems to be lacking due to the lack of enthusiasm of students when presenting the results of their reports. In the learning process, the teacher also pays less attention to students during presentations. In addition, the lecture method used by the teacher seems boring, so students also feel less stimulated to be active.

They could not start submitting the results of their reports due to several factors. First, students of SMK Karya Bahana Mandiri class XII still cannot convey the results of their observation reports without looking at the text. Second, students seem hesitant and less enthusiastic when they want to convey because there is a feeling of fear of being wrong or nervous.

### 3.2. Implementation

At this implementation stage, the essence of the activities carried out is in accordance with what has been planned. The implementation stage is the implementation or application of the contents of the action plan in the class under study (Saetban et al., 2023). In this case, students are given pictures with the theme of natural disasters. Each image shown, students are asked to provide a review of the image obtained. Then, the results of the review are written in the form of an observation report, which is then presented. The results of the speaking skills obtained from the presentation were taken into consideration by the researcher about how much the students' speaking skills improved on the topic. The improvement in speaking skills is presented in the Figure 2.

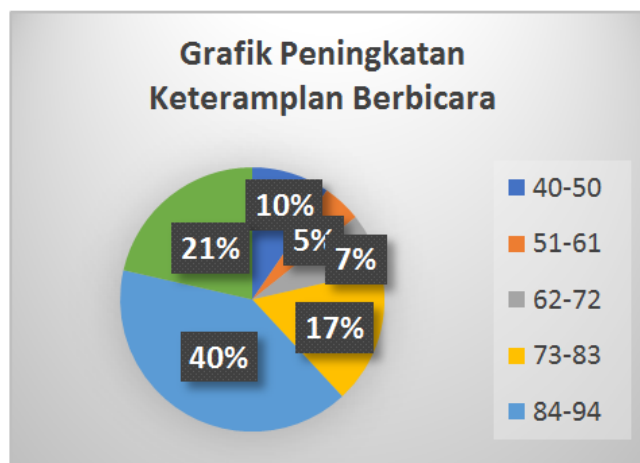


Figure 2. The improvement in Speaking skills

### 3.3 Observation

After the implementation stage is complete, the researcher observes the results of the activities carried out. Speaking skills through the presentation of observation reports at SMK Karya Bahana

Mandiri Class XII showed improvement. The improvement in speaking skills was marked by several assessment aspects. First, an increase in the aspect of word selection. The words used by students look more academic because the teacher stimulates them with several terms that are often used in the field of observation reports. Second, the students' pronunciation has also increased, so that it is quite clear to hear during the presentation. Third, increasing the aspect of intonation during presentations, so students are loud enough during presentations and don't hesitate when delivering. In addition, students also look more expressive which can be seen from their facial expressions and gestures during presentations.

### 3.4 Reflection

After all stages of the activity are carried out properly, the next stage is the reflection stage. The reflection stage is focused on evaluating the activities that have been carried out. Improving speaking skills using good and correct Indonesian will be easily achieved if the method used is appropriate. In the study, the researcher used the text material of the observation report. Students are asked to present well what has been written in the report without being linked to the text. At first, students at SMK Karya Bahana experienced difficulties due to a lack of enthusiasm and lack of stimulus from the teacher. However, then given a communicative method and given a more interesting learning media, namely in the form of pictures about natural disasters that are used for observation. In addition, the teacher also includes terms in that field so that the choice of words used by students looks more academic. Based on these efforts, it can be concluded that the use of Indonesian in terms of speaking skills at Karya Bahana Vocational School has increased from 40% to 80% in all aspects.

## 4. Conclusion and Suggestions

The use of Indonesian at SMK Karya Bahana in class XII in Indonesian subjects needs to be improved. This is due to the widespread use of slang in class when learning takes place. Students experience difficulties when choosing the right words to use in class presentations because they often use slang. This encourages the need to make efforts to increase the use of Indonesian in these schools. One of the efforts made in the Indonesian language subject is to provide a collaborative method based on classroom action research. In this activity, it consists of four stages, namely planning, implementation, observation, and reflection. Based on the activities that have been carried out, the use of Indonesian, especially speaking skills at Karya Bahana Vocational School has increased significantly.

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