



COMPLEXITY OF PROPOSITIONS AS MARKERS OF FOREIGN STUDENTS' LANGUAGE DEVELOPMENT IN WRITING

Nawang Wulan^{1*}, Dawud², Imam Agus Basuki³
State University of Malang^{1,2,3}

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ABSTRACT

Indonesian Language Learning for Foreign Speakers (BIPA) demands language learners to have one of the language skills, namely writing. This description discusses the conceptual study of propositional complexity as a marker of foreign learners' language development in writing, this is intended to find out an overview of complex propositions in influencing foreign learners' language development in writing proficiency. This research is a type of library research, which takes data through data sources in the form of literature that connects with the object of research and is then analyzed for its content. This study confirms that the complexity of propositions needs to be understood by foreign language learners to create and produce writing that has cohesion and coherence as a whole.

* Corresponding author.

E-mail addresses: nawang.wulan.2302118@students.um.ac.id (Nawang Wulan)*

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INTRODUCTION

Indonesian Language Learning for Foreign Speakers or also known as BIPA is an Indonesian language teaching program to speakers of a mother tongue other than Indonesian with a specific purpose. Each BIPA teaching program has a guideline that is used as a reference in determining the learning model, media, and strategies to be implemented. In addition, the existing guidelines serve as indicators in measuring BIPA students' knowledge and language proficiency. The language proficiency guidelines used in BIPA learning can be in the form of SKL, ACTFL, and CEFR. Each guideline has its own characteristics that are adjusted to the learning objectives.

One of the language skills that must be mastered by BIPA students is writing. Writing activity is a productive activity that can be used to find out the level of mastery and understanding of a learner's language towards the target language they are learning. Factors that can improve writing proficiency can be influenced by motivation from within students, the learning media used, and students' perseverance in honing their language production skills. In general, language learners can be said to have writing proficiency if they have met the indicators listed in the language proficiency guidelines used. Language production carried out through writing activities must meet Indonesian language standards, namely being able to create sentences and paragraphs that have coherence and are intact.

A The text can be said to be intact and has a harmonious meaning if there is an idea that acts as a bridge between the clauses that precede or follow, so that the text can be well understood by the reader (Mustofa et al., 2023). An idea contained in a sentence or called a proposition. Propositions in a person's writing have an important position, namely to observe and measure the level of proficiency of a person in producing sentences.

Students who learn Indonesian are expected to have language proficiency. Indonesian has four language skills, namely reading, writing, listening, and speaking. One of the language skills that students must have and is productive is writing. Writing activities are one of the important aspects for BIPA students because they can hone and demonstrate their language skills. One of the writing activities that is routinely carried out by BIPA students is to make a daily journal in the form of narrative discourse.

When making a daily journal, students are asked to organize their ideas

according to themes and topics that have been understood beforehand. BIPA students can tell about their experiences that day or write based on a topic that interests them. The student's daily journal is used to monitor learning outcomes and the level of interpretation of the target language. Ideas or ideas that appear in student daily journals can represent language mastery based on the integrity of the discourse. The proposition contained in the student's daily journal is a reference for how proficient students are in producing sentences and the complexity of the sentences in the writing is a reflector of the language skills of BIPA students. Abilities that can be observed include the ability to compose materials or ideas, utilize words, sentences, and examples, and assemble these sentences into a complete and coherent composition based on aspects of logic and meaning. Therefore, the proposition can be said to be a benchmark for the level of language understanding of students.

Mustaqim (2018) conducted a study entitled Proposition Relations in BIPA Student Essays. The results of the study showed that there were proposition markers, proposition building elements, and logical relationships between propositions in BIPA student essays. Second, Syahrudin (2019) conducted a study entitled Proposition in Argumentation Essay for Grade XI Students of Madrasah Aliyah Negeri 2 Wakatobi. This study examines the propositions in the argumentative essays of grade XI students. The results of the study showed that there were two forms of propositions, seven types of propositions, and three proposition functions in the argument essays of grade XI students. Third, Suwaji, F.A (2021) conducted a study entitled Morphological Errors in the Weekly Journal of Beginner Level BIPA Learners from China at the State University of Malang. The study showed that there were forms of affixes, reduplication, and propositions in the BIPA student weekly journal.

RESULT AND DISCUSSIONS

Proposition

A proposition can be interpreted as a statement that contains a whole idea to state a concept or mark the truth or error about something (Dawud, 1998). A proposition is a statement that is manifested in terms that are interconnected into a construction in the form of a sequence of subjects and predicates (Chaer, 2015). Further explanation of the proposition, according to traditional logic, is connected by the copula. Propositions have three elements, namely subject, predicate, and

copula. The presence of a proposition is necessary to establish and prove something based on the results of a certain understanding (Lubis et al., 2023). A proposition is a declarative sentence that contains two values of truth, namely true and false, but not both at the same time. The proposition can also be interpreted as a constructive element whose presence is mandatory in the preparation, understanding, production, acquisition, and storage of speech and speech transcripts in the form of text (Fauziah, 2017). According to Wade & Travis (2007), the definition of a proposition is a meaningful unit and is created from various concepts that provide a complete picture of the idea. Dardjowidjojo (2008) interprets proposition as an element of *peramu*, a comprehensive sense. Based on this definition, he explained that a complete understanding can be formed if there is a merger between one proposition and another. Both opinions show that there are different perspectives in interpreting a proposition. Wade and Travis view propositions as a fundamental idea, while Dardjowidjojo considers propositions to be an understanding. The relationship of meaning contained in the relationship between predicates and nouns in the structure of language can be recognized as a proposition.

Propositions can be identified in a speech or writing in the form of clauses or sentences (Rosadi, 2018). Further explanation of the form of propositions, in the context of functional grammar, propositions can be in the form of subjects, objects (direct or indirect), and complements that act as companions (arguments). Furthermore, accompanied by a predicate (predicator) of the adjuvant can form a unit (term) known as the core predicate. A simpler explanation of the proposition builder is that every word that occupies the function of a predicate can be called a predicator, while all nouns that occupy a certain role with the aim of sharpening the meaning of the predicate are called arguments. A proposition can occur when one predicator meets one or more arguments in a grammatical construction, thus creating a relationship that confirms the predicator's meaning with the verb, adjective, or zero (0) category. Propositions can be analyzed into words, but words only present the meaning of something and do not explain the meaning based on thoughts about something (Judrah, 2015).

In contrast to Rosadi's statement, Syahrudin, et al. (2019) explained that propositions are functionally part of logic that can be found at every level of linguistics that are conveyed in verbal expressions in the form of speech or words, namely phrases, clauses, sentences, and discourses. Thus, through the definition that

has been explained, a proposition can be explained as an idea that is put forward in a statement with the smallest form in the form of a phrase.

Types and Functions of Propositions

Propositions can be grouped based on five criteria (Chaer, 2015). First, based on the form of propositions, they can be distinguished into single and compound propositions. A single proposition is a proposition that has only one statement, while a compound proposition is a proposition that has more than one statement. Second, based on the material or material, it can be divided into analytical and synthetic propositions. An analytic proposition is a proposition whose predicate is required to be present as an explanation of the subject, while a synthetic proposition is a proposition whose predicate is not required to be present as an explanation of the subject. Third, based on the quantity of propositions, they can be divided into three, namely general or universal, specific, and singular propositions. A universal proposition is a proposition whose scope covers all of the subject's environment. A particular proposition is a proposition that covers only a part of the subject's environment, while a singular proposition is a proposition whose subject is only one person or thing. Fourth, based on the quality of the proposition, it is divided into affirmative and negative propositions. An affirmative proposition is a proposition that has the property of giving a fixed decision and does not decide, on the other hand if the negative proposition has the property of giving a fixed decision and does not decide. Fifth, based on relationships or relationships, propositions can be classified into categorical and conditional propositions.

Propositions fundamentally have a function as elements that form the integrity of the meaning of a speech or a copy of speech in the form of written text (Fauziah, 2017). Holistically, the basic function of a proposition proposed by Clark & Clark (1997) is as (1) an indicator of a statement of a state or event, (2) an indicator of facts about a statement of a state or event, (3) qualified as another proposition-forming element. The explanation of the function of the proposition is in line with the statement of Dardjowidjojo (2008) which states that a proposition is a matter of a state or event that seems to be separate but complementary between its elements. Furthermore, it was stated that propositions function to show the relationship of form and meaning between one proposition and another.

Narrative Discourse as an Essay

Writing is included in one aspect of language skills with a focus on expressing thoughts, ideas, and feelings in written language in the form of essays or known as discourse. The essay itself can be calcified based on various types and forms. Essays or discourses are units of language that have the largest scope and have complete completeness formed based on sentences or clauses with interconnected coherence and cohesion called discourse (Irwansyah, 2017). In a discourse, of course, it has a clear beginning and end and can be conveyed orally or in writing. One type of discourse that is often encountered is narrative discourse.

The Nature of Narrative Discourse

Narrative discourse is a form of discourse that contains the presentation of a person's story that is woven and assembled into an event in a time unit to provide a clear picture to the reader about an event (Suntini, 2016). Narrative discourse can be understood as a reflection of reality that can be in the form of personal memory of the events experienced, so narrative discourse is a series of single events or through the same chronology. Narrative discourse in the form of a narrative in the form of writing to describe an event in sequence (Nugraha et al., 2018). So it can be understood that writing a narrative discourse is a thought process to express an event based on a chronology that occurs in a certain period of time.

In writing activities, a person tries to utilize his imagination and develop his creativity as a form of reflection of the mind. However, in writing narrative discourse, the creation of writing is not only based on imagination but also comes from a person's memory of the events that have been experienced. Narrative discourse writing skills are centered on the real experience of the writer (MS et al., 2017). Narrative discourse can be defined as a type of discourse that tells an event and has an objective or imaginative time relationship. Writing a narrative discourse requires precision so that the narrative in the form of written writing can have a chronology under the complete sequence of time.

Writing that is born based on a person's experience or events in a certain time makes narrative discourse unique when compared to other types of discourses. As an essay developed according to real events, narrative discourse is attached to the characteristics that make it different from other types of discourse. In his writing, Suharta (2018) conveyed that six things show that the essay is a narrative discourse.

First Narrative discourse certainly contains events or experiences carried out by humans. The writer plays the role of the main character who must be present in the narrative. In creating narrative writing, the writer must be involved in the moment he wants to tell. Second real events or happening. This is an important aspect of narrative writing because it affects the process of creating discourse. As an essay that tries to tell an event, it is certainly based on factual events. Third, based on a conflict. Narrative discourse will attract the reader's interest if a conflict is presented in it. This is one way to ensure that the narrative written is of high quality and can inspire others to read to the end. Fourth is conveyed through literary sentences, especially narratives in the form of fiction. In addition to presenting conflict in the narrative, the choice of diction and language style in writing narrative discourse needs to be considered. The use of the right words and can wrap up the event is a complement so that the narrative can be enjoyed. The choice of concise language and the use of literary diction make the narrative discourse have a higher appeal to readers. Fifth determine the chronology or sequence of events according to the time. As a narrative that tries to explain to the reader about the events experienced, of course we must pay attention to the chronology of events. The details of time and place are the main key so that the narrative has the right flow, so that the reader has no difficulty understanding the series of events being told. Sixth contains dialogue. Even though it is in the form of a narrative, it is possible to be able to present a dialogue in a narrative discourse. The dialogue can be in the form of quotes to strengthen the validity of the event or events told by the author.

Propositions in Narrative Discourse

Texts in the form of narrative discourse are often used in the context of learning foreign languages to practice writing and speaking skills (Subandi et al., 2022). This type of text was chosen for the reason that it can be adjusted to the language proficiency level of foreign students. In language learning to foreign speakers, narrative discourse is considered to have flexibility because it is still at the level of telling the chronology or events experienced. Thus, narrative discourse can present ideas, ideas, or arguments that can be processed as a form of reflection on the understanding of foreign students' language skills. Propositions or ideas in narrative discourse are a benchmark that represents the level of a person's language

ability. The propositions presented in narrative discourse will be complex if a person who studies the language has understood the entire context that is intended to be conveyed. Thus, the position of the proposition in a narrative discourse affects the content and breadth of the idea that the writer wants to convey. The delivery of propositions packaged in a whole sentence makes the narrative discourse cohesive and can be understood by readers, especially those who come from native speakers of the language.

CONCLUSIONS

The above description explains that the complexity of the proposition affects the language development of foreign students. Therefore, a narrative discourse created by a writer who comes from a foreign student, narrative has a complex proposition. This can be used as an indicator in measuring the language ability of foreign students in the aspect of writing proficiency. The more propositions are presented in writing, the narrative discourse can be a benchmark that foreign students have a complete understanding of the target language being studied.

Complex propositions can be presented in an essay in the form of a narrative so that it can build a text that can be said to be a discourse. Through narrative discourse, the level of understanding and mastery of foreign students can be tracked and analyzed based on their goals, functions, and diversity. This study is expected to be used as an approach to examining propositions in narrative discourse. Knowing the presence of propositions in a narrative discourse, can not only function to understand a chronology of events but also measure a person's writing skills, especially foreign students. Therefore, through the study of the complexity of the proposition, the author's intention can be understood and the level of proficiency is known.

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