

ONLINE ISSN: 2502-6909

PRINTED ISSN: 2502-9207

Journal of English Education

Volume 1, No. 1, March 2016



Editorial Board

Person in Charge

Zakaria, S.S., M.A

Editor in Chief

Roslina, S.S., M.Hum.

Vice Editor in Chief

Citra Prasiska Puspita Tohamba, S.Pd., M.Pd.

Journal Manager

La Ode Muh. Idrus H.B., S.Pd., M.Pd.

Managing Editor

Fernandes Arung, S.Pd., M.Pd.

Technical Editors

Kadaruddin, S.Pd., M.Pd.

Netty Husniati Andas, S.Pd., M.Hum.

Lina Anisah, S.S., M.Pd.

Expert Reviewer

Prof. James T. Collins, Ph.D

Internal Reviewers

Zakaria, S.S., M.A

Kadaruddin, S.Pd., M.Pd.

Fernandes Arung, S.Pd., M.Pd.

Roslina, S.S., M.Hum.

La Ode Muh. Idrus H.B., S.Pd., M.Pd.

Netty Husniati Andas, S.Pd., M.Pd.

Lina Anisah, S.S., M.Pd.

Translators

Fernandes Arung, S.Pd., M.Pd.

La Ode Muh. Idrus H.B., S.Pd., M.Pd.

Exchequer

Ria Resky Hardianti, S.Pd., M.Pd.

Administrative Staff

Nasmah Riyani, S.Pd., M.Pd.

Hardcopy Provider

USN Scientific Journal

Jl. Pemuda, No. 339 Kolaka – 93517

Southeast Sulawesi

Indonesia

Website: www.usnsj.com

Email: info@usnsj.com

All papers in this book are available by online and meet the minimum requirements of the **USN Scientific Journal**.

Dilarang mengutip sebagian atau seluruh isi buku ini dengan cara apapun serta memperjualbelikannya tanpa mendapat izin tertulis dari Penerbit.

No part of this book may be reproduced in any form, by print, photo print, microfilm, or any other means without written permission from the publisher.

The Journal of English Education (JEE) is indexed at Google Scholar

UU No. 19 Tahun 2002 Tentang Hak Cipta

Fungsi dan Sifat hak Cipta Pasal 2

Hak Cipta merupakan hak eksklusif bagi pencipta atau pemegang Hak Cipta untuk mengumumkan atau memperbanyak ciptaannya, yang timbul secara otomatis setelah suatu ciptaan dilahirkan tanpa mengurangi pembatasan menurut peraturan perundang-undangan yang berlaku.

Hak Terkait Pasal 49

Pelaku memiliki hak eksklusif untuk memberikan izin atau melarang pihak lain yang tanpa persetujuannya membuat, memperbanyak, atau menyiarkan rekaman suara dan/atau gambar pertunjukannya.

Sanksi Pelanggaran Pasal 72

Barangsiapa dengan sengaja dan tanpa hak melakukan perbuatan sebagaimana dimaksud dalam pasal 2 ayat (1) atau pasal 49 ayat (2) dipidana dengan pidana penjara masing-masing paling singkat 1 (satu) bulan dan/atau denda paling sedikit Rp 1.000.000,00 (satu juta rupiah), atau pidana penjara paling lama 7 (tujuh) tahun dan/atau denda paling banyak Rp 5.000.000.000,00 (lima miliar rupiah).

Barangsiapa dengan sengaja menyiarkan, memamerkan, mengedarkan, atau menjual kepada umum suatu ciptaan atau barang hasil pelanggaran Hak Cipta sebagaimana dimaksud dalam ayat (1), dipidana dengan pidana penjara paling lama 5 (lima) tahun dan/atau denda paling banyak Rp 500.000.000,00 (lima ratus juta rupiah).



All Rights Reserved by the Indonesian Constitution

Copyright © JEE 2016

<http://www.usnsj.com/index.php/JEE/>

Table of Content
Volume 1, No. 1, March 2016

Language Acquisition and Learning on Children <i>Arung, Fernandes</i>	1-9
Community Language Learning Method: Enhancing Secondary School Students' English Vocabulary at Smp Negeri 4 Kota Ternate <i>Mahmud, Adi F.</i>	10-14
Using Hypnoteaching Technique to Improve the Students' Vocabulary Mastery - Action Research at Second Grade of SMAN 5 Kendari- <i>H.B., La Ode Muh. Idrus</i>	15-19
Students' perception of "English for Nursing" Used at Kolaka Nursing Academy <i>Riyani, Nasmah</i>	20-28
Racism Reflected in Maya Angelou's Poem <i>Hardianti, Ria Resky</i>	29-36
English Tourism at Tangkeno as a Tourism Village <i>Roslina</i>	37-41
Developing the Students' Ability in Reading through Speed Reading Technique <i>H.B., La Ode Muh. Idrus & Yunus, Muh.</i>	42-50
The Empowerment of the <i>Rumah Belajar</i> CSR PT. Antam Tbk. in Improving Education to the Community <i>Arung, Fernandes & Sarmadan</i>	51-62
Informatite Text Translation into English to Indonesian <i>Anisah, Lina</i>	63-69
Improving the Students' Speaking Skill through Debate Technique <i>Arung, Fernandes & Jumardin</i>	70-76



Language Acquisition and Learning on Children

AUTHORS INFO

Fernandes Arung
Universitas Sembilanbelas November Kolaka
Fedyarg@gmail.com
+6281241248541

ARTICLE INFO

ISSN: 2502-6909
Vol. 1, No. 1, March 2016
URL: <http://usnsj.com/index.php/JEE/article/view/JEE001>

© 2016 JEE All rights reserved

Abstract

Debating on Second Language Acquisition is not merely in terms of concept but also the real phenomena which postulate each research result. It needs more investigation on SLA due to the various realities on how children and adults acquire and learn any language.

This research aims to describe how children and adults acquire and learn their first and second language. Participants consisted of children and adults whose ages determined by the researcher based on the purposive sampling technique. They were all six persons and chosen based on the certain characteristics. Content analysis technique was applied in order to analyze all data gained. The result showed that since human alive inside mother's womb especially at up to the age of three months, a fetus has tried to acquire sounds subconsciously. Language proficiency is really determined by three factors of *Phased Process Approach* namely *Subconscious Acquisition*, *Conscious Acquisition* and *Learning*. The ideal time for learning something is begun from the age of 2 or 3 years old, by the fact that children have had the ability to bear a meaning on any input that they catch. The learning process has been begun within the process of acquisition. Based on the findings, it is clear that the children acquire the language step by step based on the development of the brain. Children acquire language is just the same as adult in acquiring the language although there will be some constraints faced by adult concern with the first language because adult has had the strong basic of first language just than children.

Keywords: language acquisition, language learning, children acquisition, adult acquisition, children learning, adult learning

A. Introduction

Whenever and wherever the language is used, we will definitely keep in touch with the fact that people who use the language will have two different experiences. When humans communicate using the language in the meantime they are studying and also acquiring the language they hear and use. This different experience then is what causes the appearance of a very thin and significant difference when viewed from the perspective of the process. The experiences then bring upon a number of factors for each accompanying experience and those factors to be the ones which have caused the greatest impact in terms of Language Acquisition and Learning. The factors may be vary depend on what experience happened. Some

explanations should be explicitly described such as Behaviorism, Acculturation, The Universal Grammar Hypothesis, The Comprehension Hypothesis, The Interaction Hypothesis, Output Hypothesis, Socio-cultural Theory and Connectionism (Menezes; Journal) in order to meet the answer of how natural language happened, acquired, and learned.

The difference between Acquisition and Learning become the most popular research in investigating the area of Second Language Acquisition. Krashen stated *'the acquisition-learning distinction helps interpret findings in all areas in second language acquisition research and practice'* (Krashen, 1981). However, this distinction is very important to be exposed in order to get to understanding on Second Language Acquisition. Some findings have been presented and they are stipulated as the basic concepts of the area of SLA.

B. Literature Review

1. Human Brain in Acquiring Languages

Human brain is unique. No one can prove perfectly what are all in the brain and what are the processes happened in it. The capacity and capability of human brain is restricted to what we call as *human as a creature*. We are all limited to think of our existence in terms of who the creator is and who is the creature. Therefore, we are asked to think what we deserve to think of. In the other hand, we should be grateful to those who have investigated and found all about brain. It has a corpus callosum that is a thick cable of nerves at the base of each brain. This connects two sides of brains; left and right hemisphere.

Brain is divided into two halves; right and left hemisphere which contains 250 cells, 3 pounds weight; around 1.300 to 1.400 grams, consists of 78% of water, 10% of fat, and 8% of protein. It consumes 20% of energy taken from human blood that contains glucose, protein, and oxygen. Brain needs 8 gallons per hour or 198 gallons a day or 8 to 12 glasses of water a day. There are four parts of the brain that is called as lobes of brain. They are *Occipital* that is in the back center of the brain and these functions as sight. *Frontal* is in the front of the brain which functions as to judge, create, solve, and plan. The next is *Parietal* which functions as the capability of senso-motoric and language and is in the top back of the brain. The last is *Temporal* which is in the left and right side of the brain and functions as hearing, memory, processing meaning, and language. In human brain, there is called as Cerebellum and Basal Ganglia that are very functional in regulating language. *Basal Ganglia which are buried deep within the cerebrum clearly play a part in human language and thought* (Lieberman, 2000). In the study of Split-brain, the scientists have found that *"If an ordinary person is seated in front of a screen and asked to look forward and an object is flashed very briefly to his right side (i.e. his left brain), he will respond faster and more accurately if the task involves language"* (Alfred, 2006). The left temporal of the brain is actually the most part of the brain to refer to human language capability in acquiring and processing language.

2. First and Second Language Acquisition

Language acquisition is the way of human being in obtaining subconsciously his/her first language to produce speech. So, language acquisition usually refers to first language. The first language acquisition here is not only to the language s/he acquired in the past for the first time for the first language but it is to the language s/he acquired and acquires for the first time for any language. What any language s/he acquires in the first time that is called as first language acquisition even though s/he has already had the primary first language. In the other words, s/he can acquire any language as his/her first or second or third language and so forth as long as the language is acquired for the first time. This is what we call as Language acquisition that refers to the first acquisition. Language acquisition or first acquisition or first language acquisition or second language acquisition and so forth slowly develops and in this period, listening skill is faster than speaking skill (Krashen, 1982). The process of language acquisition is always the same and it has a natural order as one acquires his/her first language from fetus to adult.

Second language acquisition is just the same as first language acquisition. It is just the time and ages that are the difference between first and second and or third language acquisition as drawn in Conceptual Framework. Some theorists said that in obtaining any language, children tend to acquire language than adults do. In the other words that adults learn the language more than acquiring. But actually, Krashen can prove that *"The acquisition-learning hypothesis claims, however, that adults also acquire, that the ability to "pick-up" languages does not disappear at puberty"* (Krasehen, 1982). Adults also can acquire language as the second language and they have the ability of it in gaining the success of their second language

acquisition. A natural setting is for an acquisition process while a set-up situation is for learning process.

3. *First and Second Language Learning*

As stated above that First Language Acquisition is the language that one acquired and acquires for the first time for any language. Sequentially, after acquiring the L1 one can *learn* his/her L1 Acquisition; structures or grammars (Linguistic and Language Competence). This is what is called as the First Language Learning. The context or situation is set up to a formal. It can be of curriculum demand at school that one should learn in order to pass the examination. S/he has already had his/her L1 and now is the time to learn it formally or informally. This is just all about the setting or the way or the strategy of learning the language. *The more your child knows about the way she learns best, the more insight, strategies, and self-awareness she will have to use her learning strengths to achieve her greatest potential as a joyful learner* (Willis: 2008). In this process, accuracy and correctness are needed in order to approach to Linguistic and Language Competence and Performance.

In the Second Language Learning, L1 Learning has additional language to learn. Let's say English; English as Second Language or English as Foreign Language. What other language learned for the first time besides L1 Learning then we call as Second Language Learning and also *involve a mixture of these (Formal & Informal Learning) settings and circumstances* (Troike, 2006). This should be distinguished from Second Language Acquisition. For example, when an Indonesian is brought in to America and s/he lives there at least three months; s/he hears the language every time and day without any translating from anyone who lives there then this is called as *Second Language Acquisition*. When an Indonesian takes English for example as the subject at school so s/he learns the grammars and structure of English and get the correctness of mistakes then this is called as *Second Language Learning*. But when an Indonesian is brought in to America in the occasion of an English Course, s/he actually acquires and learns the language there. While learning English there, in the other side s/he acquires the language when s/he listens to people use English in a communication.

4. *Language acquisition*

Human beings are unique. They exist is not only for God has created them but also that they are supported by all existence things. According to Skinner, They are absolutely controlled by their environments and it is not only merely by themselves. In his book, *Beyond Freedom and Dignity*, published in 1971, he replied that all behaviors are controlled or managed by external stimuli. In other words that all human behaviors are determined by ways which are predictable by law principles.

Human acquires language is not because of they learn the language but it is merely that they acquire. Vice versa, they learn the language because they have acquired it. A language is a process of customary that is acquired through a conditioning process (Brown, 2000 p. 34). This is in line with the views of behaviorism experts who believes strongly that children come into the world with a tube of taste, a clean slate with no previous understanding of the world and of the language, and that the children are then shaped by their environment and slowly conditioned through a diverse schedule of reinforcement (Brown, 2000 p. 22). This was called as *Nurture*. Watson states that the explanation of any form of learning is through a process of conditioning then human form a stimuli-response relationship and the more complex human behavior learned through how to build a series or chains of responses (Brown, 2000 p. 80). Thus, Watson took an extreme position on one of the oldest psychology questions and fundamental concerns about Nature and Nurture. Watson states that every person is shaped into what they are then they are not born. He ignores the importance of ancestry, saying that the behavior is determined entirely by the environment. But such a view Watson never got a chance to be tested further. Yet his writings contributed significantly to the environmental elements are often associated with behaviorism.

In the 1950's B.F. Skinner fight for the return of a stimulus-response approach belongs to Watson. It has a classical theory, namely Verbal Behavior, which is a continuation effort of a general theory of learning by Skinner himself called operant conditioning (operant conditioning). Skinner conducted experiments on mice where he trained rats to obtain food by pressing a specific pedal. Once the rats are getting the knowledge that if he wanted to eat so he had to push the pedal, then the process for acquiring food compounded by turning on the lights before getting food where they should press the pedal when the light is blinking. The next process is the emphasis pedal twice as flashing lights which can also be understood by rats

before (Dardjowidjojo, 2003 p. 235). So what is meant by operant conditioning by Skinner is conditioning which organisms (humans) to produce a response, or operands (a sentence or speech or activities that operate on the basis of the environment), in the absence of stimuli that can be observed; operand is maintained (learned) through reinforcement (reinforcement) (Brown, 2000 p. 22-23). Skinner's theory explains how the various trends in the response achieved through learning. If the response is followed by favorable consequences also called reinforcement, then the response is stronger and if the response produces negative consequences or punishment, then response will be weakened. Through these experiments, Skinner found that the acquisition of knowledge, including knowledge of the language is a mere habits or things to get used to a particular subject is done constantly and insistently (Dardjowidjojo, 2003 p. 235). Furthermore, following the tradition of Watson, Skinner showed little interest in what is happening "inside" man. He stated that it is useless to speculate on the personal cognitive processes that cannot be observed. Rather, he focuses on how the external environment to form a clear behavior. He suggested determinism, considered that the behavior is completely determined by environmental stimuli. In his view, people tend to show some patterns of behavior because they have tendencies response (response tendencies) they achieve stable through the experiences. Response tendencies can be changed in the future, as a result of new experiences, but it can continue to survive to create a certain level of consistency in behavior.

In relation with the acquisition of language, Skinner is a person supports the Nurture, because for him, every human spoken utterance actually follow a form that is both verbal and nonverbal language and behavior of this kind can only be learned from the human environment or external factors that exist in surrounding (Pateda, 1991 p. 99). Thus, it reinforces and clarifies the view that stimuli are paramount in the process of language acquisition because basically stimuli that affect response. In relation with behaviorism itself, according to Lyons (1977 p. 122) there are specific principles or tendencies which states that the flow tends to minimize the role of instincts and impulses inborn and an emphasis on the role played by learning in which animals and humans obtain -patterns of their behavior; emphasis on fertilization (Nurture) and not the sense of natural (nature), more emphasis on the environment than on heredity.

Furthermore, Bell (1981 p. 24) expressed the view of behaviorism is considered as an answer to the question how human beings actually learn the language, namely:

- a. In an attempt to find an explanation for the process of human learning, psychologists should have a view that things can be observed that will be explained, while the things that cannot be observed should not be given an explanation or form part of the explanation.
- b. Learning consists of the acquisition of habits, begins with imitation.
- c. The response is considered good yield good rewards too.
- d. Habit strengthened by repeated so often that the stimuli with the response given were to be something that is automatic.

One more way in how to acquire language that is usually called as a Nature. This term is the view of some experts such as Chomsky, Derek Bickerton and David McNeill. Basically, the process of language acquisition that is the nature is that the process of language acquisition that is determined by innate knowledge and innate properties that are universal for experienced or owned by human beings (Brown, 2000 p. 34). Chomsky found that language acquisition is based on nature because he said when the child was born he had to be equipped with a specific tool makes it able to learn a language. The tool is called the Language Acquisition Devices (language acquisition device / LAD) is universal as evidenced by the similarity to the children in their process of language acquisition (Dardjowidjojo, 2003 p. 235-236). According to the nativist language is something only humans have because language is a system that has certain rules, creative and depending on the structure (Dardjowidjojo, 2003 p. 236). This view is rather opposite to Skinner's. Still in relation to language, as well as the complexity of the language, the language of the nativist found is a mental activity and should not be considered as the physical activity, this is why it is also called the nativist approach mentalistic approach (Pateda, 1991 p. 101).

Other supporter of the process of language acquisition that is nature is Derek Bickerton (Brown, 2000 p. 35). He did some research on the provision brought humans from birth (innateness) and get some significant evidence. The evidence revealed that the man had indeed "biologically programmed" to switch from one language to the stage and the next stage of language that humans hard-wired from birth to make certain linguistic properties at a certain developmental age as well (Brown, 2000 p. 35). Thus, language acquisition is not determined by

the process conditions in children, but is determined by the processes running on its own since the child was born into the world along with the knowledge of language and maturity of the child's age.

Brown (2000 p. 24) states that language acquisition device LAD consists of four innate linguistic properties, namely:

- a. The ability to distinguish the sound of human beings' speech (speech sounds) of the other sounds in the environment.
- b. The ability to organize data into a variety of language classes that can be refined or improved in the future.
- c. The knowledge that only certain types of linguistic systems that are likely to be used and other system types is not possible to use.
- d. The ability to evaluate the system constantly evolving language so as to build the simplest system from the existing linguistic input.

In answer to the question of how human beings learn language, Bell (1981 p. 24) also tries to bring some Chomsky's view, namely:

- a. Activities occurring within the mind, such as how to process, store and retrieve knowledge from these deposits, which is the main focus and not the physical embodiment of knowledge.
- b. Learning is a matter of "reasonable acceptance" of the data received by the brain through the senses.
- c. Individual's ability to respond to new situations in which if only armed with stimulus-response habits alone will not be able to make the individual is ready.
- d. Learning is a process of mental because it is better to know and cannot express it in words than to speak without understanding.

C. Methodology

1. Research Design

This research applied longitudinal research. It is to say that Longitudinal Research is an observational method in which the data is gathered over period of time on the same subjects repeatedly. This research had been conducted for around five years that involved nine (9) participants. The important thing in a Longitudinal Research is the observational activities that contain deep analysis on the data gained and in repetition. The process of triangulation is one important step for the data validity.

2. Participants

The participants of this research were a mother, children, and adults. The researchers used Purposive Sampling Technique in taking the participants of the research. Purposive Sampling Technique is one of the techniques used to determine the participants by considering something (Sugiyono, 2009) or based on certain characteristic. Therefore, the researchers took participants of this research that consisted of one mother with her fetuses; first fetus was 4 months and 3 weeks, second fetus was 3 months and 6 weeks. The fetuses were of one mother and it was 1 year period of time between the first and the second fetus. The investigation was done on both fetuses until they were 5 and 4 years old. The next participants were of four adults whose age was 13 to 25 years and they were living in bilingualism family. The adult participants were used as the supporting data.

3. Technique of Data Collection

In order to get the data in natural setting, the researcher was at the location during investigation and started to take data periodically by recording the activity of the investigation. The technique was to apply recording, observation, in-depth interview, and questionnaires. The recording was turned on to each conversation between the researcher and participants and it was finished if the conversation contains the data needed. This technique was applied for the observation and interview. The questionnaires were applied to gain the perception and the variable of how children and adults acquire and learn their second language and how to mediate the learners with EFL in the teaching and learning process. The investigation was done also regularly in order to get the supporting data. These supporting data were in the recording and on notes.

4. Instruments

Mostly qualitative research indicates that the researcher might be the single instrument of the research besides the other instruments that can be used. So, the instrument of this research

consists of the researcher himself, video recorder, Interview manual, observation check list, field notes, and non-structure questionnaires.

5. *Technique of Data Analysis*

According to Kaelan (2005 p. 209) in Muhammad (2011 p. 221) data analysis is a process of raring the data orderly, organizing in one pattern, category, and describing the data unity. Based on this definition data should be ordered, grouped, and based on the pattern, category and unity. Thus, the content analysis technique that applied by the researchers to analyze the data when the data have been collected. In the process of analyzing data, the researchers apply some steps based on the technique of data analysis as follows: The data actually were taken 150 times and analyzed them each time after the data were taken in order to find the characteristic or substance of the aimed investigation; this was all about the validity of the data. The researchers firstly took the data in the field by recording the conversation and all activities and wrote down all important events happened during taking the data. Especially the fetuses and children, the researcher recorded the video and took some notes. The notes were taken far before birthing since the participants were 4 and 3 months inside their mother's womb. For the adult participants, the researcher gave questionnaire, interview, and recorded the conversation during interview. The researcher took important notes during interview and wrote it down on field notes. Second, all collected video and recorded data were analyzed by transcribing the conversation and after that, the data were reduced by making gist summary and categorized into some patterns in the same pattern. The next was to display the categories and finally was to verify and conclude. Some data were triangulated for the validity.

D. Findings and Discussion

1. *Findings*

This part shows some findings related to the results of the investigation. In the early investigation before birthing, it was the fetus, who was three months in her mother's womb, at the rest of her life had developed to mold her own auditory system to catch sounds from inside and outside of the womb. This enables her to hear and interpret what sound comes and what the meaning to what she can understand in her own interpretation. This situation is the beginning of human to hear the sounds though it is rather imperfect. At this time of age, a fetus has been ready to acquire language in shape of sounds that s/he hears to. When the researcher started to read some paragraphs to the fetus, the reaction usually was in a reflex movement to indicate her response to the sounds she heard. Although the movements did not always appear when reading performed but the quantity of movement was more regular to happen than when there was no reading performed at all.

At the age of 5 to 9 months, the fetus often moves when the researcher spoke in both languages; Indonesian and English. She tent to move if the sounds stopped (spoken language) and she stopped moving when the researcher started to speak again so as to cause her mother's stomach out grow on the right or left side. In this age of life, the fetus has perfectly developed anatomically included the brain.

At the age of 0 to 6 months after birth, she was just usually keep silent or stared at anywhere when the mother or the researcher spoke to her. She occasionally opened her mouth at the age of up to 4 months as if she wanted to follow her mother's mouth. At the age of 7 months to 1 year and 11 months, the researcher tried to challenge the baby by saying 'come on' or saying 'no.. no.. no' when the researcher did not want her to do something as the researcher wanted. It appeared that the baby only stared at him for a meantime and then she tried to do again what she wanted to do.

At the age of 1 year, the researcher tried to say one word like 'papa' or 'mama' once and again but the baby could not follow the researcher's spoken word after he said the word. In 20 times of saying the words, it was only three times the baby followed to say 'pa' or 'ma' instead of 'papa' or 'mama'. At this age the researcher tried to play music and as the result, the baby liked it very much. When the baby was crying, the researcher turned on the music that she had heard then she was calm down, but when the music was turned off, the baby turned to crying again. This happened up to early of three years old.

At the age of 2 years, the baby had started to say some words in Indonesian that the researcher never asked her to say before. She got it in her father's and mother's daily conversation. At the same age, when the researcher said 'no' or 'don't' while actuating his index finger to the left and right and she tent to stop doing activity. At the first time the researcher said it, the baby was still continuing to do the activity but the next command or warning seemed

successful. The other participant at the same age, she only followed the phrases in the end of the phrase. It was the last word uttered by her mother. When mother said "bilang, sudah makan" then she tried to imitate by saying "...makan". It was just the last word that she could say.

At the age of 3 years, the baby had understood to do what the researcher wanted her to do such as when the researcher asked her *to get down* from the motorcycle, by helping her to get down, in both Bahasa and English. She also could do *counting* in English from 1 to 5 though she cannot spell it perfectly. This was done once and again since 2.5 years old and sometimes the researcher make correctness in Bahasa when she made misspelling in counting. She also understood when the researcher asked her in English *to go down* in order to water after defecating or urinating. The baby also would lift her hands if the researcher asked her to do so by saying '*hands up*' to mean to use a towel after taking a bath. These were also done since she was at the age of 3 till now with sometimes instructed and practiced in Bahasa but lately, she can act the instruction or command without any help. She also sometimes repeated the words as if to confirm the researcher's words such as saying 'gu daun?' instead of go down or 'endsap?' instead of hands-up. The next finding was when the researcher set music up then turned it on then she tried to listen to it and then tried to follow the lyrics to say without any instruction. In up to two months, she was able to say the whole lyrics although she could not understand what the meaning of the lyrics are.

At the age of 4 years, the researcher started to ask her name by saying "what is your name?" and she was able to say "my nem is Keysha" instead of "my name is Keysha". The next finding was when the researcher said "Keysha, don't go anywhere. *Do you understand?*" then she replied "Yes, papa". In this practical conversation, the researcher always gives reinforcement by teaching her how to answer such question.

The adult of 13 to 25 years were dominant in using their first language. They acquire their first language step by step. In the recorder, there was an adult whose age was 23 years. He uses Bahasa Tolaki mostly every day but his first language is Bahasa Indonesia. Based on the interview done, the fact was that his parents always uses Bahasa Tolaki to communicate in the family rather than Bahasa Indonesia even though it is his first language and he never learns Bahasa Tolaki formally but he always learn it informally instead. He uses Bahasa Indonesia when he is being at campus or talk to someone of different tribe.

Regarding to English language, two adult participants was more passively when they were being asked in English rather than the other two participants. The first two participants still understood what the researcher said though they cannot utter or reply in English. The second two participants did not understand at all what the researcher was talking about. Especially the first two participants, they never use English at home but they had ever joined an English Course.

2. Discussion

All the findings discussed above present the different process or experience of acquisition and learning the language. Since human alive inside mother's womb especially at up to the age of three months, a fetus has tried to acquire sounds subconsciously. In his or her insensibility, s/he is able to hear various sounds that come inside or outside of the womb. This is actually a basic in developing his/her ability to utter any language. From the shape of sounds to the shape of words, phrase, sentence, paragraph, till the discourse that describe the sequential process of development of human being in his/her existence concern the language. However, the power of a life is absolutely real in each part of human body. Brain is the most role of human being in dealing with language ability and it is the key factor in determining one's language proficiency. Language proficiency is really determined by three factors of *Phased Process Approach* namely *Subconscious Acquisition*, *Conscious Acquisition* and *Learning*. These are the three key factors deal with language ability. Based on the findings, the process of Acquisition has been begun since human is being in mother's womb at up to 3 months. She or he acquires the sounds subconsciously but consciously, she or he receives the sounds at all and as the result that she or he does such movement inside. The process of acquisition happened accidently, naturally, and multiple times. It can happen in the way of setting up but the process should be in natural. For instance, in the case of setting the music up, the participant just tried to listen to the music without instruction and she could sing the song with the lyrics after two months. This means that she acquired the sounds or melody and the lyrics without being taught at all. She acquired subconsciously but she knew consciously that she was listening to the music and the lyrics. This is the same as in adult acquisition, when one of adult participants uses his dominant language; Bahasa Tolaki, he had never been taught the grammar or the structure but he can fluently speak

it. When his parents communicate using Bahasa Tolaki, the participant acquires the language subconsciously and in the other side, he consciously knows that he is hearing that language is being communicated but however, it is not being taught. The real subconscious acquisition is happened from 3 months in the womb to the last of 8 months after birth and it continues from that moment on.

In the Learning Process, everything is set up, instructed, and sometimes switched into the first language or dominant language as the guidance or instruction. The ideal time for learning something is begun from the age of 2 or 3 years old, by the fact that children have had the ability to bear a meaning on any input that they catch. This demands a mental agent which is described as the understanding of self and this, of course, requires a significant brain development. Goswami said *"It has been demonstrated that by 3-4 years of age children develop a sophisticated understanding of persons as "mental agents" whose actions are caused by intentional mind states such as desires, intentions, and beliefs"* (Goswami, 2002).

Based on the findings, the children at the age of 2 is started ideally to be taught. The learning process has been begun within the process of acquisition. When the participant spoke any word, she was just able to say the last word of the phrase. For instance, when the mother said "bilang, sudah makan", this contains an instruction of being taught. While she was acquiring her first language, in the mean time she learned the language of how to say the phrase uttered. The point is that learning process needs an instruction or the setting to achieve what the speaker wants someone to do. Learning process usually needs correctness in order to show the learner the correct one. Correcting mistakes is the characteristic of a learning which is never found in acquisition process.

Actually, there is no compound process of both acquisition and learning but the process of them may occur in the same situation, in the other word, there might be a process of acquisition during learning process or in the learning process there might be a process of acquisition as long as there is no such instruction in its acquisition. For instance, when a person is learning English at school, while learning English, some conversations may occur naturally in English. The conversation that is happening naturally may become the process of acquisition because it is happening naturally without any instruction and or switching.

Now, we come to how actually children acquire and learn the language. Based on the findings, it is clear that the children acquire the language step by step based on the development of the brain. Children acquire language is just the same as adult in acquiring the language although there will be some constraints faced by adult concern with the first language because adult has had the strong basic of first language just than children. By this case, it is suggested to acquire any language since early childhood in order to get the natural process of acquisition. The first language as the language performance can be the powerful evidence of a process of acquisition. The following figure describes the theoretical framework between acquisition and learning.

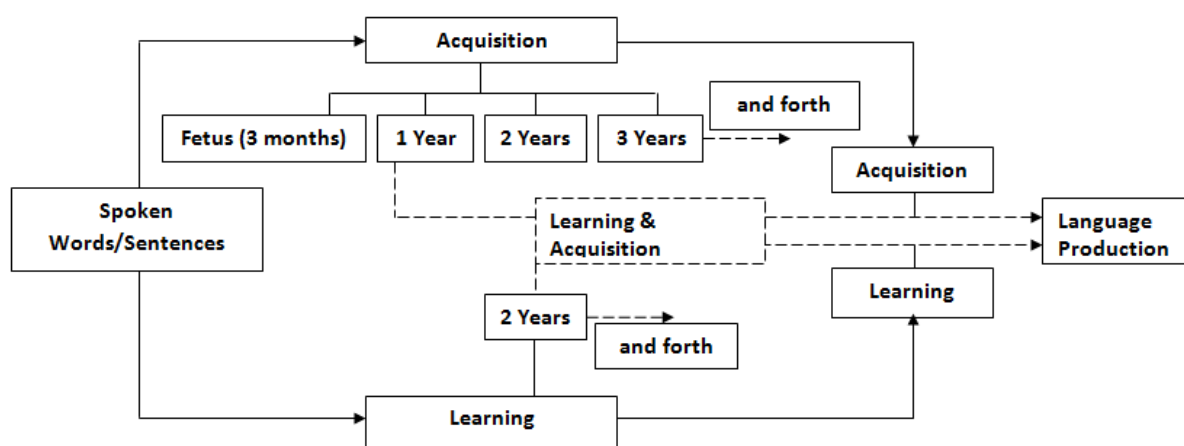


Figure 1. The Theoretical Framework between Acquisition and Learning

In acquiring language, children tend to just listen to and then imitate, try to utter, repeat over and again, and need a positive reinforcement which is without any instruction or switching into the dominant language. They acquire language subconsciously and consciously based on the level of age. The point is that children subconsciously acquire language when they have not already had the capability in understanding the situation, self, and beliefs while when children

acquire language consciously then means they have had significant capability in understanding the situation.

In learning language, children only need instructional reinforcement by describing the situation or meaning using the dominant language. From 2 or 3 years old up to 5 or 6, the time is good for children to teach in order to learn the language. In this phase of age, children have already had the enough capability in understanding the situation when instructing or describing or switching is perform. In this process of learning, children may have interference of the previous knowledge of understanding. Children usually need confirmation in order to get reinforcement in learning process. Asking for confirmation indicates the capability of understanding the situation or uttered words in learning process. It is actually not for asking for a correction but it is more to just confirming on what actually the uttered words meaning.

E. Conclusion

The difference between acquisition and learning is laid on the *process*. Acquisition process happened in two ways namely Subconscious and Conscious Acquisition while Learning is happened consciously. Acquisition is happened accidentally, naturally, and multiple times while Learning is planned, unnatural, multiple times. Acquisition is happened in the way of setting up but the process should be in natural while Learning is happened in the way of setting up and the process is also set up, instructed, and switched. Acquisition is experienced ideally from around three months inside the womb up to the last of eight months after birth and then continue from that moment on but learning is experienced ideally from two or three years after birth and so on. In the process of learning, there might be a process of acquisition but in the process of acquisition there might not be a process of learning.

Children acquire language step by step based on the development of the brain and the case of learning as well. In acquiring language, children do not have any constraint deal with first language interference. Children tend to just listen to and then imitate, try to utter, repeat over and again, and need a positive reinforcement which is without any instruction or switching into the dominant language. In fact, it is needed for children who live in the context of EFL and ESL. Children acquire language subconsciously when they have not already had the capability in understanding the situation, self, and beliefs and consciously based on the level of age and they acquire language consciously when they have already had them. Children learn the language by using instructional reinforcement. Children need confirmation in order to get reinforcement in learning process. The best time for children to learn language is at up to two or three years old.

F. References

- Alfred , Jay. (2006). *Brain and Realities*. Victoria: Trafford Publishing
- Brown, H. Douglas. (2000). *Principles of Language Learning and Teaching*. White Plains, NY: Longman.
- Goswami, Usha. (2002). *Blackwell Handbook of Childhood Cognitive Development*. Victoria: Blackwell Publishers Ltd
- Krashen, Stephen. (1982). *Principles and Practice in Second Language Acquisition*. California: Pergamon Press Inc.
- Krashen, Stephen. (1981). *Second Language Acquisition and Second Language Learning*. Southern California: Pergamon Press Inc.
- Lieberman, P. (2000). *Human language and our reptilian brain*. Cambridge, MA: Harvard University Press.
- Menezes, V Lúcia. (No year). *Second Language Acquisition: From Main Theories To Complexity*. Brazil: University of Minas Gerais
- Muhammad. (2011). *Metode Penilitian Bahasa*. Jogjakarta: AR – RUZZ MEDIA
- Sugiyono. (2009). *Metode penilitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*. Bandung. Penerbit: Alfabeta Bandung
- Troiike, M Saville. (2006). *Introducing Second Language Acquisition*. New York: Cambridge University Press.
- Willis, Judy. (2008). *How Your Child Learns Best*. Illionis: Sourcebooks, Inc.



Community Language Learning Method: Enhancing Secondary School Students' English Vocabulary at Smp Negeri 4 Kota Ternate

AUTHORS INFO

Adi F. mahmud
Muhammadiyah University of North Maluku
Ternate, Indonesia
mahmud_adif@yahoo.com
+6281340286854

ARTICLE INFO

ISSN: 2502-6909
Vol. 1, No. 1, March 2016
URL: <http://usnsj.com/index.php/JEE/article/view/JEE002>

© 2016 JEE All rights reserved

Abstract

Vocabulary is a fundamental unit in learning a language. Vocabulary drives us in learning and understanding English skills (reading, listening, speaking, and writing). Without vocabulary, a reader, listener, speaker, or writer does nothing. This study attempted to carry out Community Language Learning Method to enhance secondary school students' English vocabulary. Its hypotheses are (1) Community Language Learning Method cannot enhance secondary school students' English vocabulary (H_0) and (2) Community Language Learning Method enhance secondary school students' English vocabulary (H_1). This study used quantitative study by applying experimental design of one group pretest- posttest. The population was secondary school students at SMP Negri 4 Kota Ternate. Number of population were 337 students. Sample was 35 students of secondary school. They clasified into two sexes namely; 15 male students and 20 female students. Simple random sampling technique used in taking sample. The instrument applied in this study was multiple choice test. It consisted of 30 iteams. The data were collected by applying pretest, treatment, and posttest. The data obtained were analyzed by using t- test formula from SPSS 16 version.

Data findings and analysis on score mean and standart deviation indicated that pretest score mean was lower then posttest = (15.625), than for the posttest score mean was hagher then pretest = (72.69). And, it compared standart deviation of pretest and posttest, standart deviation score of pretest and posttest showed differance each other. Standart deviation score of pretest = (15.625) and posttest = (10.707). it meas that, independend variable had an affect on total score of subject (dependent variable). Moreover, t-test results showed that the average score in posttest $x_2 = 40.163$. is greater than pretest $x_1 = 15.037$. by applying level of significance of 0.5. Therefore, its conclusion that Community Language Learning Method is effective in teaching English vocabulary to the secondary school students. Alternative hypothesis stating that the Community Language Learning Method echange students' English vocabulary was accepted (H_1) and null hypothesis stating that the Community Language Learning Method cannot enhance students' English vocabulary was rejected (H_0).

Keywords: CLL, teaching vocabulary, CLL method, enhancing students' vocabulary, secondary school, SMPN 4 Ternante

A. Introduction

Vocabulary is a fundamental unit in learning a language. Vocabulary drives us in learning and understanding English skills (reading, listening, speaking, and writing). Without it, a reader, listener, speaker, and writer will do nothing. Thornbury, (2002) defines vocabulary is the total number of the word that makes up the language. Vocabulary is the total number of word in a language at list of words with their meaning (Oxford). We can know a language if we know all vocabularies in that language. Vocabulary is a vital part of learning a language involves learning English. Therefore, when we Help students improve their language skills, we should improve thier vocabularies. On the other word, vocabulary is one of important elements in mastering English skills (reading, speaking listening and writing).

Why vocabulary is one of important elements? When many people think of vocabulary, they think of it as a tedious learning process. However, it is very vital to your success in our world of today. It is no longer enough to just know what is happening in your neighborhood, city, or country. It is equally important for you to understand what is happening on a global scale. Vocabulary is part of reading, writing as well as establishing the foundation of effective communication (Bowman, 2006). Among other things this involves the learning of the vocabulary of the language. But, vocabulary is not simply a list of individual words, rather it's a very complicated issue that involves many aspects. Taylor, (1990:1-3) argues that the knowledge of a word exist on various levels, namely, the knowledge of the frequency of the word in the language, the register of the word, the morphology, the semantics, the polysemy, and the knowledge of the equivalent word in L1.

In addition, Lado, (1955) talked about difficulties in teaching vocabulary. He stresses some key issues related to words and he stated that when dealing with vocabulary one should take into consideration three important aspects of words; (1) their form, (2) their meaning, and (3) their distribution. Lado, (1955) also concluded that different languages differ in their vocabulary in the meaning of forms, meaning distribution and classification of words. And these differences may of course lead to vocabulary problems to the learners of that foreign language. So we can conclude that learning vocabulary is at the heart of mastering a foreign language and it needs further attention and a deep look into the ways in which people learn them.

Concerning to teaching vocabulary is complicated issues. So, teaching vocabulary needs a better way in oder to make it easier. Teaching vocabulary should focus on principles of teaching vocabulary for successful, which are valid for any method namely; (1) aim- teaching vocabulary has purpose like what is to be though, which word, (2) need- target vocabulary should respond students' real need and interest. The successful teaching vocabulary depends on the students need, (3) meaningful presentation - students get clear and unambiguous denotation or reference should be assured, (4) frequent exposure and repetition (Wallance, 1988).

All principles should be achieve in teaching L2's vocabulary because one of the key elements in learning a foreign language is mastering the L2's vocabulary (Schmitt, 2000:10). On the other words, all Teachers are likewise interested in their students' improvement. However, to achieve it, teachers should apply various methods to develop students' ability in acquiring English vocabulary easily. so, this study applied Community Language Learning Method as one methods to facilitate the students in achieving it well. It was regarded as an effective method in teaching vocabulary to secondary students.

Stevick (1976) in Prasastie (2009) presented that there are five important principles in Community Language Learning Method such as; (1) language is a behavior of a learner that is directed towards others. The learner can talk about thing that make him interested and thing that he has been experienced before, (2) a learner can learn a new behavior fast if he is not interrupted. Therefore the learners the client must have many opportunities as possible to practice his language knowledge without many interference from the teacher as the counselor, (3) the counselor should give assistance the client in using their language all the time, (4) The counselor should give assistance in maintaining useful behavior by using three suggested techniques, there are (a) give the chance to clients to talk much, (b) develop the language productivity of the client and (c) give the counseling and then make some evaluation, and (5) In preparing the materials, the counselor should choose the easy one for both the client and counselor which are suitable for the level and goal to be accomplished. This study aimed to carry out *Community Language Learning Method:Enhancing Secondary School Students' English Vocabulary at SMP Negeri 4 Kota Ternate*. Its hypothesis was Community Language Learning Method echange students' English vocabulary (H_1) and Community Language Method cannot enhance students' English vocabulary(H_0).

B. Methodology

This study was quantitative study and using experimental design one group pretest posttest. Experimental study was designed to gain numerical data in order to compare between independent variable and dependent variable. At the sometimes, the researcher advances one or more hypothesis stating the nature of the expected relationship. This study used t- test in in order to compare the results between pretest and posttest. There are two kinds of t- test namely, independent t- test and dependent t- test. Dependent t-test was designed one group pretest-posttest only while independent t-test is designed two groups pretest posttest design (experimental group and control group).

To find out the relationship between variables (vocabulary and Community Language Learning Method), the researcher used dependent t- test because it only took one group pretest and posttest by using **0.05** level of significance. According to Sumanto, (1990:136-137) t- test is used to predict two means to see whether a significant difference or not in a probable level chosen. The Population was 337 secondary school students at SMP 4 Kota Ternate. Determining the sample of the study, the researcher used simple random sampling technique. So, the total sample taken by researcher was 35 students. The researcher applied simple random sampling technique to take sample because the population is homogeneous. They mostly the same characteristics. In collecting the data, the researcher administered a pretest of the multiple-choice test. It consisted of 30 items. After, pretest, the researcher was teaching vocabulary by applying CLLM to the sample of the research. Then, posttest was given after treatment. Posttest applied using multiple-choice test. The instrument was applied in this study was multiple choice test items, it consisted of 30 items. this intruments applied in both tests (pretest dan posttest). Data analysis applied t-test pretest posttest daesign from SPSS 16 version.

C. Finding and Discussion

1. Mean Scores and Standard Deviation

The study was conducted to explore the Community Learning Method to enhance the secondary school students at SMP Negeri 4 Kota Ternate. The students consisted of 35 totally. The sample was axamined by applying pretest and posttest design. Pretest was given before treatment and posttest was given after treatment. In analyzing the data gathered from the results of pretest and posttest. Data were analyzed by using SPSS (Statistical Package for the Social Sciences) 16 version. Tests results were analyzed based on the results of pretest and posttest.

The mean score analysis of pretest = (39.71) and mean score of posttest = (72.69). Then, standard deviation score of pretest = (15.625) and posttest score = (10.707). This means, data mean scores and standard deviation of pretest and posttest indicated statistically difference from both of them. Data analysis of the students pretest and posttest, were used for the table 1 to examine the mean score and standard deviation in order to find out the level of difference between pretest and posttest.

Table 1. Data mean score and Std. deviation

	N	Mean	Std. Deviation	Std. Error Mean
Posttest	35	72.69	10.707	1.810
Pretest	35	39.71	15.625	2.641

It can be seen in table 1, the pretest score mean was lower then posttest = (15.625), then for the posttest score mean was hagher then pretest = (72.69). Also, as the study compared standart deviation of pretest and posttest, standard deviation score of pretest and posttest showed difference. Standart deviation score of pretest = (15.625) and posttest = (10.707). it meas that, independend variable (Community Language Learning Method) had an affect on total score of subject dependent variable (English vocabulary).

2. T-Test Result

In order to examine the interactions between pretest and posttest results to determine what exactly, was statistically difference. The comparing is only pretest and posttest results. Because this study was a design one group pretest-posttest.

T-test result of pretest = (15.037) and posttest = (40.163). The pretest and posttest were administered to see the effectiveness of the Community Language Learning Method in teaching English vocabulary. The result indicated that there was a statistically difference between the result of the pretest and posttest. The detailed differences are presented in Table 2 below.

Table 2. T- Test Result

	Test Value = 0					
	T	D f	Sig. (2- tailed)	Mean Differenc e	95% Confidence Interval of the Difference	
					Lower	Upper
Posttest	40.1 63	3 4	.000	72.68 6	69.01	76.36
Pretest	15.0 37	3 4	.000	39.71 4	34.35	45.08

Data analysis on both tables (1&2) which was conducted to find out whether there was a statistical difference between the scores of the pretest and posttest, the results showed that the students' scores in pretest were (mean= 39.71) than the students score in posttest was (72.69) and it was found that the variation of scores within the pretest was (SD= 15.625) and posttest was (SD= 10.707). The results demonstrated the effectiveness of Community Language Learning Method toward secondary school students' English Vocabulary at SMP Negeri 4 Kota Ternate. It can be inferred that using Community Language Learning Method in teaching English vocabulary enhance the students' vocabulary, the scores started lower but ended higher.

The results of both tests appeared that there was a statistically difference in performance between pretest and posttest scores. The overall test scores were showed on tables 1 and 2, in the pretest (M = 39.71, SD = 15.625) showed a statistically difference from the posttest (M = 72.69, SD = 10.707). and t- test in pretest (t=15.037), in the posttest (t= 40.163) The researcher concluded that the implementation of Community Language Learning Method had a statistically effect on the vocabulary proficiency. With regard to the pretest, the results showed that there was a statistically difference in performance between pretest and posttest scores.

D. Conclusion

The goal of this experimental study was to investigate the effectiveness of Community Language Learning Method on students achievement toward English vocabulary. The research design was pretest and posttest, than the study was conducted in secondary school students at SMP Negeri 4 Kota Ternate. The samples of the study was 35 students from second grade. It was found that students in the posttest results reported positive improvement. On the other word, Community Language Learning Method was affective in teaching English vocabulary to secondary school students at SMP Negeri 4 Kota Ternate. Therefore, Null hypothesis stating that Community Language Learning Method cannot enhance students English Vocabulary (H_0) was rejected and alternative hypothesis (H_1) stating that Community Language Learning Method enhance students' English vocabulary was accepted

E. References

- Bowman, A. T. (2006). Methods of teaching vocabulary to students with Learning disabilities: What were the findings of the national reading panel and what are the current trends. Retrieved from http://www.wm.edu/education/599/06_projects/bowman.pdf.
- www.ihes.com. (no year). Community language learning method. Retrived from <http://www.ihes.com/ben/tt/articles/cll/html>.
- Lado, R. (1955). *Patterns of difficulty in vocabulary*. *International journal language learning*, (6) p. 23-41.
- Schmitt, N. (2000). *Vocabulary in language teaching*. USA. Cambridge University Press.
- Sumanto. (1990). *Metodololi penilitian sosial pendidikan*. Yogyakarta: Andi offset.
- Prasastie. (2009). Community language learing. Retrived from <http://prasastie.multiply.com/journal/item/43/>

Taylor, L. (1990). *Teaching and learning vocabulary*. London: Prentice Hall.

Thornbury, S. (2002). *How to teach vocabulary*. UK. Bluesstone Press, Charlbury Oxfordshire

Wallance. (1988). English vocabulary builder. Retrived from <http://www.write-better-english.com/English.aspx>.



Using Hypnoteaching Technique to Improve the Students' Vocabulary Mastery -Action Research at Second Grade of SMAN 5 Kendari-

AUTHORS INFO

La Ode Muhammad Idrus Hamid B
Universitas Sembilanbelas November Kolaka
idrussaldiano@yahoo.co.id
+6285298685236

ARTICLE INFO

ISSN: 2502-6909
Vol. 1, No. 1, March 2016
URL: <http://usnsj.com/index.php/JEE/article/view/JEE003>

© 2016 JEE All rights reserved

Abstract

The objective of this research was to improve the students' vocabulary mastery through hypnoteaching. It was a mixed research with action research method in SMAN 5 Kendari. The research data were taken in the first semester of SMAN 5 Kendari with 28 students and analyzed qualitatively and quantitatively. The data were collected through observation and vocabulary test. The data analysis and interpretation indicated that there is an improvement in students' vocabulary mastery. Quantitatively, it was found that the students' vocabulary mastery increased significantly from the first until second cycles. Therefore, it concluded that the students' vocabulary mastery can be improved by using hypnoteaching. The finding lead to the recommendation for the teachers to use hypnoteaching as an alternative technique in teaching vocabulary. It also recommended to other researcher for continue research.

Keywords: improving students' vocabulary, vocabulary mastery, hypnoteaching, action research, SMAN 5 Kendari

A. Introduction

Basically, English language has four main language skills: reading, listening, speaking and writing skills. Speaking and writing are productive skills while listening and reading are receptive skills. These skills should be thought interestingly in order to enable students to express and get ideas, through speaking and writing and even absorb science and technologies through reading and listening.

In the second and foreign language teaching, speaking is considered to be the most important element which is involved in the language skills is vocabulary. Vocabulary is integrative skill, The students can communicate to others if they have enough vocabulary. It is accepted that vocabulary would be more important than grammar, without grammar very little can be conveyed but without vocabulary nothing can be conveyed. The quality of our language skills clearly depend on the quality and quantity of vocabulary one possesses. The more vocabulary one has the greater possibility of language skills can be.

It is clear that the knowledge of vocabulary can positively facilitate the students to use English effectively in their communication. Based on interview between the researcher and the

English teacher of SMAN 5 Kendari shows that the students of SMAN 5 Kendari still lack of in vocabulary they felt annoy when the teacher asked them for memorizing some vocabulary, it might happen because the teacher did not apply some methods for teaching vocabulary especially and added the limiting time when learning and teaching process. So, the teacher should have a good preparation and technique that can be applied in vocabulary. One of method in teaching vocabulary that made the teacher was interest is by hypnoteaching. In teaching English vocabulary, the teacher has many ways and techniques. In this way, the teacher applied hypnoteaching.

Braid (1860) stated that the advantage of learning hypnoteaching teaching-learning is that process is more dynamic and there is good interaction between educators and learners. Learners can develop according to their talents and interests. The process of granting a lot of skills is in order here. The learning process is more diverse. Learners can easily master the material, because more motivated to learn. Learning was active. Monitoring of learners was more intensive. Learners more were imaginative and creative thinking. Learners made learning a pleasure. Power absorbed faster and more lasting, because students do not memorize. Attention of learners was successful of material.

Soedijarto (1993) stated that the quality of teaching and learning process is determined partly by the approach or teaching method used by teachers. In the past - perhaps still - teachers often use the lecture method when teaching; active teachers speak to the class while the learners listen to what is conveyed by the teacher while, if necessary, took notes. The method did not make clear so learners learn optimally. Recently, introduced a variety of approaches or methods of teaching that can empower learners and one of them with use Hypnoteaching.

Braid (1860) stated that usually, hypnotic questioning serves to elicit the information more readily than can be done in the waking state, but the entire process depends on the development of a good student-teacher relationship rather than upon hypnotic technique, and the hypnosis is essentially a means by which the client can give the information in a comfortable manner. Hypnotherapy generates effective learning that would not be possible except by prolonged effort in non-hypnotic therapies. Successful hypnotherapy should be systematically directed to a re-education of students, and the stimulation of their strongest desires to reorganize themselves to the realities of life and their ability to cope with the problems confronting them.

In other word, Board (1993) state that hypnoteaching is a blend of two words "hypnosis" which shall mean suggesting and "teaching" which shall mean teaching. Same with board, Novian (2010) also explain hypnoteaching is a blend of teaching that involves the conscious mind and subconscious mind. So, hypnosis greatly impact in motivating and improving performance. In the process of teaching and learning, hypnosis is also good to motivate students, improve concentration, confidence, discipline, and organizational. Skills can be improved with certainty through hypnosis therapy.

Hypnosis in daily activities, very often we actually experienced. However, we often do not realize that what we have experienced is a series of activities in a conscious state of hypnosis and the following simple events actually a hypnotic. Like when we watch a movie or soap operas on television, sometimes our emotions are too carried away, sometimes crying or sometimes angry about a certain character. Though, we consciously know that it is man-made and not merely apparent. This often happens in the classroom when the teacher asked all students to be quiet and all the students and then silence, the class was silent. That's when the students have been hypnotized by her professor. Similarly, when the lecturer gives the students a joke and laugh, in truth they have been hypnotized by her professor.

Conscious Mind and Subconscious Maclean (1974) stated that the quantum learning, named the three components of the brain is the organ with the name of the triune brain or brain three-in-one. He mentioned that because in one human brain there is three sections, each of which develop at different times throughout human evolutionary history. Each section also has specific neural structures to organize the tasks to be done.

B. Methodology

This study is an action research. Emzir (2013) describes the action research is an informal research, qualitative, formative, subjective, interpretive, reflective, and a model of research experience, where individuals were included in the study as participants who know and support.

In line with Emzir, Hopkins (2002) explains that the action research combines research procedures with substantive action, an action taken in the discipline inquiry or a business person to understand what is happening, while engaged in a process of improvement and change. In other words, action research means trying out ideas in practice as a means of improvement and increase understanding of the curriculum, methods and strategies of learning, a learning process which results in improvement over what happens in the implementation of the learning process, especially those that occur in class.

Besides of that, L.R. Gay (2011) also gives the sense that action research is a systematic investigation carried out by the teacher, principal, school counselor, or other stakeholder in the teaching and learning environment and also involves gathering information about the procedures for teachers and students in the learning process. So, that action research is a study in which all participants involved in the study.

In this research, researchers took the action research of Kemmis' model. Kemmis in Emzir (2013) a simple model of the nature cycle of action research process that each cycle has four phases: (1) planning; (2) the action; (3) observations; (4) reflection. The fourth concept in the study raised performed blend, gradually and systematically. The Kemmis when examined essentially in the form of devices or strands with a device consisting of four components: planning, action, observation and reflection, because in this model brings together the two components between acting and observing implementation because the two entities cannot be separated. In this case, both of these activities should be done in unison the same time, when the occurrence of an action then so is the observation must be implemented. This action research is a series of studies conducted in a cyclic manner, each cycle consisting of four main activities, namely producing the plan (plan), action (action), monitoring (observation) and reflection (reflection) in order to solve the problem until the problem was solved.

This research was conducted at SMAN 5 Kendari, Southeast Sulawesi from March to April. Data were obtained from students of first grade the number of students is 28 people. The data was then analyzed quantitatively by means of the results of any tests performed each end of the meeting in each cycle and also qualitatively by describing the results of observation. Vocabulary test was used at the end of each cycle.

The research instrument used was adapted based on Depdikbud (2006) scoring rubric with if true get score one and zero for false. Benchmark assessment of students according Depdikbud as follow:

Table 1. Scoring Rubric for Vocabulary Test

No	Uraian	Score
1	True	1
2	False	0

Based on the criteria of success, process and product whether the cycle continue or not the next of the action. Process meant in this study were all the activities did by the students in teaching and learning process, in this case whether the process success or not based on she result analyzing the data obtained from the observation sheet. Product meant in this study was the students' vocabulary product from vocabulary test done by the students, in this case whether the product success or not based on analytic scoring rubric. The success of these measures can be seen from the improvement or advancement of the learning process is the result of an increase in students' vocabulary mastery.

C. Finding and Discussion

1. Findings

The result of this research also shows that hypnoteaching can improve students' ability in vocabulary mastery at first grade of SMAN 5 Kendari. It can be seen from the average score of the improvement through hypnoteaching before cycle one, 25% or 21 students could not reach score higher than 75, score increased in the second cycle, 82% or 21 of the students got the score greater than equal to 75.

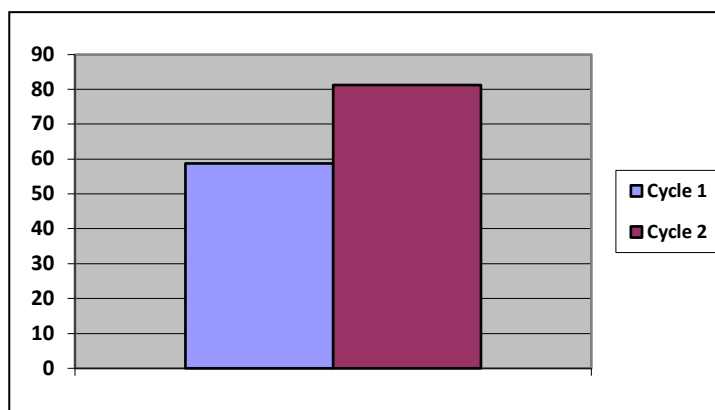


Figure 1. Improvement of Students' Score in Each Cycle

Based on the figure 1 it can describe that teaching vocabulary by using hypnoteaching can improve the students' achievement that the average score of first cycle was 58.75%, it improve 25% or 81.28% in second cycle.

2. Discussion

The analysis of the teaching and learning process in the first cycle trough hypnoteaching did not yet satisfactory result on the improving the students' ability in hypnoteaching. Therefore, the implementation of the action still needs be improved so that it could achieve the criteria of success of this study.

The researcher and the observer did reflection toward the implementation of the technique in teaching and learning process. The students' were not active fully in the teaching and learning process. In addition, the students' were not well motivated and enthusiastic to study hypnoteaching. So, the improvement was needed on same aspects of the teaching and learning process. Therefore, this section was continued to the second cycle.

The analysis at the second cycle can be conclude that teaching vocabulary through hypnoteaching could improve the students ability in hypnoteaching, it can be examined from the criteria of the success defined in this study. The researcher and the students had been more active in the teaching and learning process, as seen on the result of the score of vocabulary that all activities were implemented appropriately.

Finally, the average score of the students' ability in vocabulary achievement obtained the first cycle was there were 58.75% or 7 students' it become improve be 25% or 81.28% or 25 students' got the score greater than or equal to 75. Therefore, the action research was complete accordingly.

D. Conclusion

Based on discussion before, it can be conclude that the teaching vocabulary through hypnoteaching can improve the students' vocabulary mastery at the first grade of SMAN 5 Kendari. It can be seen on the result of students' average score were 58.78% or 7 from 28 students got score more than 75, it increased to be 25% in the second cycle, 81.28% or 25 students goy success from 28 students in the second cycle. On the other words, the students' were actively involved in the teaching and learning process. From the score of the students' the researcher can take the conclusion that all of the students' categorized in improving vocabulary mastery. It can also describe that teaching vocabulary by using hypnoteaching can improve the students' achievement in learning vocabulary.

E. References

- Braid, Lamp. (2015). *The Adventages Hypnoteaching in Teaching*. Retrieved on April, 12
- Depdiknas. (2006). *Petunjuk Teknis Pengembangan Silabus dan Model Silabus*. Jakarta.
- Emzir. (2013). *Metodologi Penelitian Pendidikan Kuantitatif dan Kualitatif*. Jakarta: PT. Raja Grafindo Persada.

- Gay, L.R. et al. (2011). *Educational Research, Competencies for Analysis and Applications Tenth Edition*. USA: Pearson Education, Inc.
- James, Board. (1989). *Improving the Efficiency of Educational System Indicator of Educational Effectiveness And Efficiency*. New York.
- Maclean, Paul. (1975). *Hypnosis Teaching Vocabulary*. www.teachingvocabulary.com
Retrieved on April, 10 2015
- Novian. (2010). *Hypnotheaching "Bukan Sekedar Mengajar"*. Bekasi. D-Brain.
- Soedijarto. (2011). *Inspiring Teaching, Mendidik Penuh Inspirasi*. Jakarta. Gema Insani.



Students' Perception of "English for Nursing" Used at Kolaka Nursing Academy

AUTHORS INFO

Nasmah Riyani
Universitas Sembilanbelas November Kolaka
nasmahriyani@gmail.com
+6285242825290

ARTICLE INFO

ISSN: 2502-6909
Vol. 1, No. 1, March 2016
URL: <http://usnsj.com/index.php/JEE/article/view/JEE004>

© 2016 JEE All rights reserved

Abstract

The objectives of this study were: to identify the students' perception of "English for Nursing" module, to investigate to extent to which existing syllabus and module have covered those needs, and to select materials that are relevant to students' needs of English at the same institution. The study adopted a qualitative method, and was designed as a survey study. Conducted at the Nursing Academy in Kolaka, the study involved 30 subjects, which were selected through a simple random sampling method. The instruments of the study were questionnaires, interview guidelines, documents, audio-visual materials, and filed notes. The result of the study indicate that: the students tended to find the module used by the teacher difficult. Meanwhile, in target situations students are demanded to master certain skills, particularly writing and nursing technical terms, as well as ability to communicate with others in order to obtain and provide information accurately. In terms of syllabus, the one being used in Nursing Academy does yet not cover an area of nursing itself. It can be concluded that the students' perception for English in the Nursing Academy include writing and speaking skills needed to support their profession in the future, so for this reason it is necessary that the course syllabus and module are made more specific in the nursing area.

Keywords: Students' Perception, Language Skill, Syllabus and Module

A. Introduction

Professionalism is developed, empowered, and important. Education has been established and to prepare students to continue existing to modernization, where the splitting up of labor is more specialized. To be modern to a great extent is to specialize in a certain field of expertise. Thus, to compete professionally one has to be proficient in the language of the profession.

It is common to distinguish English for general purposes (EGP) from English for specific purposes (ESP), in ESP learner's needs are often described in terms of performance Richard (2012). that is, in terms of what the learner will be able to do with the language at the end of course of study, whereas in a general English course the goal is usually an overall mastery of the language that can be tested on the global language test; the goal of an ESP course is to prepare the learners to carry out a specific task or a set of task.

English for specific purposes has been taught in our higher educational centers for years. For certain reason, however, this course has been marginalized and less exposed to expert's criticism and less exposed and evaluation. In Indonesia, college English as MKDU has failed or it

is not professionally performed, and even it is claimed to be an ESP but in fact that it did not fulfill the criteria of ESP. Alwasilah (2001) assume that the failure of this course as a result of the absence of interesting textbooks which are close related to the substance or field of study, no obvious benefit the students can see, meaning that there is not any direct contribution to shape the students' career and profession. One would expect that the students might praise their teachers in their presence, but what was particularly impressive about these students, was confidence with which they addressed the assembly group. It was this very language proficiency that we had all desired to instill in the students in program.

Prior to establishment what would such teacher need to know in order to be able to handle the ESP situation assigned? The role of ESP practitioner is called for. It seems fairly obvious that if teachers are to be the ones responsible for ESP course, they need time, the skills and support. Support may include curriculum models and guidelines, and may include support from individuals acting in a curriculum advisory position. The provision of such support cannot be removed and must not be seen in isolation (Nunan, 2008) He recognized that issues of time, skills, and support are keys for teachers faced with very real task of developing curricula.

English for specific purposes has for about 35 years been separate branch of English Language Teaching. It has developed its own approaches, materials and methodology and is generally seen as a very active. Furthermore, it has always seen itself as materials-driven and as a classroom-based activity concerned with practical outcomes.

The implementation of the practice of ESP in Indonesian higher context has taken longer time, very little information is known to its existence, due to the lack of researcher or seminars being carried out and reported into national level (Chen, 2012). As a matter of fact, recently the teaching of English for specific purposes becomes fashionable. The need to specify the aims of learning English is especially felt in university level in Indonesia where access to scholarly works and scientific literatures is difficult for those with no knowledge of English relating to their major. The mastery of English language is thus demanded in their study because nowadays more and more textbooks are written in English. The demand for this has often come from groups of students with no need for 'general English' as is provided by secondary schools. They normally have already completed a 'general' course and are to learn English for particular reasons connected with their discipline or profession.

In such a situation English is no longer a 'general subject' that must be learned in order to pass the language examination, but it is probably the medium of instruction and access to scholarly works and literature written in English or for particular reasons connected with their studies or their job (professions). For this reason the extent of teaching for specific and limited purposes is steadily growing. It is because the learners are more aware and know specifically why they are learning the language. The situation like that can be found and resulted in the expansion of one particular aspect of English language teaching (ELT), namely the teaching of English for Specific Purposes (ESP).

Students' needs of ESP discipline can be analyzed through need analysis (Richards, 2001). The term need analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of particular group of the students (Songhori & Haseli, 2008). English is a compulsory subject for Nursing Academy in Kolaka. It is mandatory for all new students. Everyone has to attend two semester language courses worth six credit hours. Thus three credit hours are given to the first year students, with 90 minutes per week, and the other half are given to the second semester. The emphasis of Nursing Academy is on reading ability and skills stated in the objectives. Nursing Academy is associated with the specialist studies of the students. So that, the characteristic of English courses at Nursing Academy is that it takes the ESP approach.

Although English has been taught for a long time at Nursing Academy in Kolaka, based on the researcher's observation there are still a lot of problems faced by students, such as students' achievement which are not yet satisfactory, certain teaching methods cannot be applied, and the relevance of the materials to the students' needs. However there has not been any research which tried to investigate all these problems.

Considering the importance of Need Analysis in conducting ESP class, the researcher interested to find out Nursing Students' Needs for English for Specific Purpose. The information from the Need Analysis will also be used to formulate a syllabus and develop teaching material.

B. Literature Review

1. *The Nature of ESP*

This study is primarily based on the ESP theories proposed by some ESP expert, (Hutchinson, Tom, & Waters, 2004) noted that ESP as “an approach to language teaching, in which all decisions as to content and method are based on the learner’s reason for learning. It means that teaching ESP must consider the question of ‘why do students need to learn English?’

Meanwhile, (Munby, 2011) states that ESP courses are where the syllabus and materials are determined by analysis of the communication needs of the learners. Moreover, (Richards & Renandya, 2012) states that ESP is “the role of English in a language course are fixed by the specific needs of particular group of learners”. In relation to those two definitions, (Master, 2011) said that the purposes of ESP are occupational requirement, vocational training, and academic and professional study. Furthermore, ESP is an approach of language learning, which aims to prepare learners to be able to carry out specific task.

ESP was firstly emerged after the World war II. It has been influenced by three main factors: the ‘demand of brave new world’, a revolution in linguistics, and focus on the learner (Hutchinson et al., 2004) The first factor, the demands of brave new world, further explained as the need of English as international language due to enormous and unprecedented expansion in scientific, technical and economic activity on international scale. International language made people all over the world could communicate in the same language. In relation to English as a lingua franca, (Evans & M.J, 2008) said that English has become so desirable. Further, the self-conscious realization of learning English are for the purpose of natural link within multi-cultural, multi-lingua societies as a vehicle for international communication, a global carrier-wave for news, information, entertainment and administration, and as the language in which has taken place the genesis of the second industrial and scientific revolution (Sheppard & Stoller, 2010). The illustration above indicates the demand of English to be learned optimally is more increasing.

The second factor was ‘revolution in linguistic’. A revolution in linguistic emerged after the World War II, it is reflected in the way people viewed language. They no longer thought that linguistic was description of language rules, but the awareness to see language as a means of real communication (Hutchinson et al., 2004). This new point of view made people realize that they learned new language to use it in communication not because they wants to learn the result of it.

The last factor of emergence of ESP is ‘focus on the learner’. It means that the ESP course should consider the learners and their attitudes in learning as the central importance. It is because each learner has different needs, interest, and motivation. In relation to this, Hutchinson (2004) stated that a clear relevance of the English course to the learners needs would improve the learners’ motivation. Making use of texts from the learners’ specialist area is one of the ways to achieve this goal.

It can be conclude that ESP course should consider the learners’ reason of learning English for each learner or group of learners has special needs and expectation. A clear relevance between what the learners’ needs which become they reason to learn English and the content of materials thought will increase their motivation in learning. It is one of the concern in this study, analyzing the students of Nursing Academy needs for ESP class and what materials are relevant to their needs.

2. *Material Development for ESP*

Materials are anything, which can be used by teachers or learners to facilitate the learning of a language (Jebahi, 2009) Materials may be linguistics, visual, auditory, or kinesthetic, and they may be presented in print, audio or video form, on CD-ROMS, on the internet or through live performance or display. This means that materials can be in various forms.

In general, materials are usually related to module or printed materials. As for ESP, the module developed for certain group of learners with certain needs, and to do this ESP teacher ought to do need analysis. However, John (2001) questioned whether the does ESP module really exist. John argued that it was not easy to produce or to find appropriate module for appropriate group of learners. As Nunan said that only few materials provide opportunities for genuine communication with a ‘real purpose’.

Among some differences between ESP and general English, the one that makes them different is that.

As for material development, there are some principles for material development. First, materials are supposed to provide a stimulus to learning. It means that good materials do not

teach, instead they encourage learners to learn. Good materials need to contain interesting texts, enjoyable activities, and content which both learner and teacher can cope with. Second, materials help to organize the teaching learning process. Third, materials embody a view of the nature of language and learning. Fourth, materials reflect the nature of the learning task. Fifth, materials provide models of correct and appropriate language use. The process of material design is shown in the following.

The figure shows that to develop ESP materials, first of all, an ESP teacher needs to get input in the form of a text, a diagram, etc. then those inputs ought to be analyzed by considering two things: its content (the subject) and its language (in this case English). After analyzing the content and the language, he/ she develop activities/tasks that cover the content and the language. One thing for sure, the teacher must also consider the learners' needs in order to meet the relevancy between the materials and the target situation.

According to (Richards, 2001) effective materials should reflect the following statements:

- a) Language is functional and must be contextualized.
- b) Language development requires learner engagement in purposeful use of language.
- c) The language used should be realistic and authentic.
- d) Classroom materials will usually seek to include an audio visual component.
- e) Language learners need to develop the ability to deal with written as well as spoken genre.
- f) Effective teaching materials foster learner autonomy.
- g) Materials need to engage learners both affectively and cognitively.

Good materials are supposed to be accompanied by appropriate method. If the materials are focused on communicative activities, the method should also be communicative. Richterich (2001) gave the example of the role of materials in communicative methodology as follows:

- a) Materials will focus on the communicative abilities of interpretation, expression, and negotiation.
- b) Materials will focus on understandable, relevant, and interesting exchanges of information, rather than on the presentation of grammatical form.
- c) Materials will involve different kinds of text and different kinds of media, which learners can use to develop their competence through a variety of different activities and task.

Regarding to what materials should be given to the students in ESP course, Rowntree (2007) mentions that good materials should:

- a) Arouse the learner's interest.
- b) Remind them earlier learning.
- c) Tell them what they will be learning next.
- d) Explain new learning content to them.
- e) Relate these ideas to learners' previous learning.
- f) Get learners to think about new content.
- g) Help them get feedback in their learning.
- h) Encourage them practice.
- i) Make sure they know what they supposed to be doing.
- j) Enable them to check their progress.
- k) Help them to be better.

Moreover (Naban, 2003) argue that the materials used for language for specific purpose are defined by two major sets of factors, namely (1) the specific areas in which the language will be used, and (2) the types of learners who will be learning the language. It means ESP materials are focus on specialized area and the learners of the language.

The above characteristics become the teachers' consideration in providing materials in teaching and learning process, and can also be determined by doing need analysis. Furthermore, preparing the ESP material should also follow the criteria or characteristic or principles of good materials.

In this study, the propose materials will design by considering the need of students of Nursing Academy.

3. *Material Evaluation*

As it has been mentioned before, materials can be in various forms. In general, materials are usually related to module or printed materials. Sheldon (2008) has offered several reasons for module evaluation. He suggests that the selection of an ELT module often signals an important administrative and educational decision in which there is considerable professional, financial, or even political investment. A thorough evaluation, it would provide for a sense of familiarity

with a book's content thus assisting educators in identifying the particular strengths and weaknesses in module already in use.

Various writers have suggested ways of helping teachers to be more sophisticated in evaluating materials, by presenting evaluation 'checklists'. Although Samira (2013) argue that no general list of criteria can ever really be applied to all teaching and learning context without considerable modification, most of these standardized evaluation checklists contain similar components that can be used as helpful starting points for ELT practitioners in wide variety of situations.

Regarding to criteria for materials evaluation, Jangahard (2007) have done a study to evaluate EFL materials Taught at Iranian Public High schools. Having analyzed several criteria provided by some writers, he offered his own criteria in materials evaluation.

- a) Are objectives explicitly laid out in an introduction, and implemented in the material?
- b) Good vocabulary explanation and practice.
- c) Approaches educationally and socially acceptable to target community.
- d) Periodic review and test sections.
- e) Appropriate visual materials available.
- f) Interesting topics and tasks.
- g) Clear instruction.
- h) Clear attractive layout, print essay to read.
- i) Content clearly organized and graded.
- j) Plenty of authentic language.
- k) Good grammar presentation and practice.
- l) Fluency practice in all four skills.
- m) Encourage learners to developed own learning strategies and to become independent in their learning.

However, the researcher also includes the criteria of students' needs analysis to see the relevancy of the materials towards students' needs. The complete criteria are as follow:

- a) Is materials level of difficulty meets the students' needs?
- b) Are the contents meets the students' needs?
- c) Are the learning activities meet the students' needs?

C. Research Methodology

1. Allocation Time and Place

The researcher conducted this research at Nursing Academy in Kolaka. The reason of choosing these academy because based on the primarily research that was done on September and the primarily research conduct such as, administrative data of the Nursing Academy, interviewing some students directly and ask them general questions about ESP and holding investigation to the lectures and the Director of the Nursing Academy. Based on the instruments, the students argue that the ESP not fulfill teach on the Academy. Meanwhile the limited of time, the researcher conducted the research in one month.

2. Participants and Sampling Technique

There will be 30 students who are going to be the subjects of this research. It will be taken from branch of 2014 that first semester.

In sampling technique, this research used random sampling. It means that all students got same chance to be taken as the subjects of this research based on the table of random digit numbers. In the other hand, the intent of simple random sampling is to choose individuals to be subjected who will be representative of the all participants. Any prejudice in the population will be similarly distributed among the people chosen (Creswell, 2007).

3. Procedure of Data Collection

The procedures of data collection in this research were as follows:

- 1) Researcher requested consent to the Director of nursing academy in Kolaka concerning on research conducting.
- 2) Researcher found out the students that branch of 2014 in this case students that first semester in nursing academy.
- 3) Researcher prepared research instruments such as the students' perception on textbook and what are Language skill needed.
- 4) Researcher requested the participants to undertake two questionnaires and observation sheet in 30 minutes. After that, they also have personal interview in 20 minutes. Since

there were 30 participants and one month time conducting (30 days). So, in one day 1 or 2 students covered in interview.

- 5) Researcher analyzed data qualitatively based on the questionnaires, documents, recording, and interview.

In this research, two kinds of questionnaire will be given to the students scientifically. Questionnaires, will use closed ended and some are open ended questions. It can make researcher's programmed closed-ended responses remaining useful information, Nevertheless, the open-ended answers permit researcher to explore reasons for the closed-ended responses and identify any comments from students' in nursing academy.

4. *Research Instruments*

a) Questionnaires

There two questionnaires will provide in this study. The first questionnaire is students' perception on the textbook and the second one is students' responses toward proposed materials questionnaire. Students' questionnaires consisted of three part. The question were divided under three categories; present categories, target situation and learning needs (Hutchinson et al., 2004). The combination of open ended and closed questionnaires is aimed to investigate and explore deep answer on students' needs analysis under those three categories.

b) Interview

Interview is chosen to gain information from English lecture and the Director of Nursing Academy. The respondents' answer first, would record and then transcribe.

Interview gave in a semi structured way, because researcher has an aim to explore all information that appears during the interview. The researcher not only focuses on the prepared question, but also developed the questions as the interview is going on. All interviews will be recorded and transcribe to ease the researcher to analyze them.

c) Audiovisual Material

Audiovisual materials consist of images or sounds that researchers collect to help them understand the central phenomenon under study. Used with increasing frequency in qualitative research, sounds or visual materials such as photographs and videotapes, are all sources of information for qualitative inquiry (Creswell, 2013).

d) Note

The data recorded during an observation are called fieldnotes. Fieldnotes are text (words) recorded by the researcher during an observation in a qualitative study (Creswell, 2013).

e) Document

To get the data required more accurately, the researcher also gathered additional information from documents. It was intended to complete information or data, particularly pertaining to English syllabus, teaching materials. Teaching materials were obtained from English lectures. Meanwhile, the syllabus was obtained from academic affair. Those data were analyzed their relevance and appropriateness to the English for Specific Purposes then.

D. Finding and Discussion

This study is conducted as the serious determination to help the students know well English as they need. Moreover, regarding the research questions that are already mentioned in Chapter I, therefore this research focused on English needs of students and the material are considered relevant with the Nursing students' needs.

Previously the research, there were scopes as focus (pre-research). First part discusses the data on Students' Needs Analysis. The second part discusses the Textbook relevancy analysis to students' needs. In this part, the data were gathered through document analysis, in this research, a textbook used by students of Nursing Academy to see whether the textbook used has matched the students' need. And the last part the data taken questionnaire on students' responses toward proposed materials. This part was intended to see students' opinion on materials designed based on data students' needs analysis and theories on materials development.

The researcher did this research on Nursing Academy in Kolaka. This place was located in Kolaka, Kolaka Regency, Southeast Sulawesi. The subjects of this research involved 30 students.

The first thing finding for students perception include, grammar, in the grammar micro skills, Expression of quantity is considered difficult by majority of the students, there are 54% very hard and 33% hard students who thought understanding grammar is difficult.

The second one in vocabulary micro skills, multi word verb are difficult to 39% very hard and 33% hard students for each micro skill and 13% very hard and 54% hard students find

word that go together is difficult. ESP vocabulary can be referred to in the literature by very different names from one study to another. These terms include special purpose, specialized, technical, sub-technical, and semi-technical vocabulary. In essence, such terms usually refer to the vocabulary of a particular area of study or professional use. The range of a word is important in ESP. That is, a specialized word would have a narrow range of use within a particular subject area. This means that specialized words are expected to belong to a particular subject area at university or to a professional discipline.

The third one is reading, skimming text to obtain the gist 60% very hard and 33% hard. Then, scanning text to locate specific information equals to 57% very hard and 33% hard. Both of them considered difficult by that students. It then followed by 40% very hard and 43% hard students indicated Identifying stages of an argument, development of idea. To gain a better understanding of current perspectives on and approaches to ESP and reading, it is helpful to see where reading has come from as related to ESP. Like ESP itself, interest in reading began to shift in the 1970s. As Peter (2007) commented while noting a significant pedagogical change taking place at that time: the pendulum may have swung too far in the direction of speech, and many teachers are now seeking to increase the effort applied to learning and teaching a command of the written language, and especially to the learning and teaching of reading.

The fourth is writing, the students claimed the most difficult writing micro skills are letter writing 44% very hard and 33% hard. Writing corrects an appropriate 33% very hard and 33% hard. In recent years the field of ESP has become increasingly sensitive to the ways in which texts are written and responded to by individuals acting as members of social groups. Ideas such as communicative competence in applied linguistics (Swales 2010), situated learning in education (Love 2002), and social constructionist in the social sciences (Belcher 2004) have contributed to a view that places community at the heart of writing and speech. Basically, it encourages us to see that not all writing is the same and that that we use language to accomplish particular purposes and engage with others as members of social groups. For these reasons, the concept of needs, retains its position as a key feature of ESP practice while ESP itself stead concerns itself with communication, rather than isolated bits of language, and with the processes by which texts are created and used as much as with texts themselves.

The fifth is listening, students' perception on listening skill recognition of function of structure 67% very hard and followed by obtain gist of what being said 60% very hard and 33% hard. A further point that merits consideration in our discussion of ESP listening is the limited interface between general ESL listening and listening for specific purposes. Although the labels they bear seem to imply differences between the two types of listening, in fact the two share many fundamental characteristics. Fulcher (2000) discussion of content validity in English for academic purposes (EAP) tests offers insights that can help illuminate this. He argued that EAP testing within the broader framework of ESP had focused too much on subject knowledge and this had detracted from the main purpose of drawing valid inferences about language knowledge, skills or abilities from test scores. This situation had arisen, Fulcher (2000) reasoned, as a result of the perceived need within EAP to be "authentic" by ensuring that relevant content from real life is included.

The last is speaking mostly students' perception in practice conversation and speech 50% very hard and 33% hard. Then, question and answer 33% very hard and 33% hard. ESP in the many areas of EAP speaking, some, such as university lectures (Camiciottoli, 2007) have received greater research attention than others. However, a small, but growing literature is available on under - explored, occluded academic encounters such as office hours (Limberg 2007), classroom talk (Csomay 2006), project groups in US university settings (Axelson 2010) and small group discussion in post - graduate courses in the US (Kim 2007). Two studies of office hours are particularly relevant here, one by Limberg (2007) investigating the structure and another by Reinhardt (2010) examining differences between international graduate students who teach in US universities - International Teaching Assistants (ITAs) - and practicing academics.

E. Conclusion

Based on the researcher findings, there are some conclusions that can be drawn from this study. First of all, writing skill and Nursing technical terms are the priority to be taught for students of Nursing Academy that have 40%. Further, speaking skill is also the priority to be taught for the students of Nursing Academy to future career that have 40%. This language skill and component will help them to handle their future job responsibilities. Based on data from questionnaire and interview, Nursing Academy graduates will be placed in Hospital, Clinic, and

Puskesmas. Those responsibilities involve language writing and speaking skill at the most other two language skill cannot be excluded from the learning process though, they should be taught in integrated way.

Second, based on the syllabus and text book analysis, it can be concluded that the content of syllabus and text book have not specified on Nursing area. The syllabus, there are twenty five competency elements covered in fourteen meetings, each elements focuses on language skills or language elements.

Finally, an appropriate, in this term a consistent materials with the English needs of students of Nursing Academy study program, are those which focus on the subject-area, in this term, Nursing.

In order to get in-depth information about some aspects of students' needs of ESP class, interview was conducted to some respondents: Director of Nursing Academy, English lecturer and students itself.

A semi structured interviewed was used in order to elicit specific answer from respondent (West, 2004). This kind of interview was also used to get deeper information and deeper problem analysis (Sugiyono, 2008). The question focused on target situation analysis.

References

- Alwasilah, A., & Chaedar. (2001). *Language, Culture, and Education: A Potrait of Contemporary Indonesia*. Bandung: VC. Andira.
- Belcher , D. (2004). Trends in teaching English for specific purposes *ELT Journal*.
- Chen. (2012). From Common Core to Specific. *The Asian ESP Journal*, 1.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*: Sage Publications.
- Creswell, J. W. (2013). *Educational research : planning, conducting, and evaluating quantitative and qualitative research*. Boston: Pearson Education, Inc.
- Csomay , E. (2006). Academic talk in American university classrooms: Crossing the boundaries of oral - literate discourse. *ESP Journal*.
- Evans, T. D., & M.J, J. (2008). *Development in English for Specific Purposes: A Multy Diciplinary Approach*. Cambridge: Cambridge University Press.
- Fulcher , G. (2000). Assessment in English for academic purposes: Putting content validity in its place. *ELT Journal*, 3.
- Hutchinson, Tom, & Waters. (2004). *English for Specific Purposes: A Learner Centered Approach*. Cambridge: Cambridge University Press.
- Jangahard, A. (2007). Evaluation of EFL Materials Taught at Iranian Public High Schools. *ASIAN EFL*, 9(2).
- Jebahi, K. (2009). Using a Commercially Developed ESP Module: A Classroom Dilemma. *The Asian ESP*, 5.
- John, T. F. (2001). Some Problems of A World-wide Profession. *Teflin*, 2(2).
- Limberg , H. (2007). Discourse structure of academic talk in university office hour interactions. *ESP Journal*.
- Love , A. M. (2002). Lexico - grammatical features of Geology module: Process and product revisited *ELT Journal*, 5(2).
- Master, P. (2011). *The Development of ESP. Responses to ESP*. California: San Jos State University Press.
- Munby. (2011). *A Sociolinguistic Model for Defining the Content of Purpose Specific Language Programmes*. Oxford: Oxford University Press.
- Naban, L. (2003). Evaluating EFL Module and Materials. *English Language Teaching Journal (ELTJ)*, 4.
- Nunan, D. (2008). *Language Teaching Methodlogy*. Oxford: Oxford University Press.
- Peter, S. (2007). *New orientations in the Teaching of English*. Oxford: Oxford University Press.
- Reinhardt , J. (2010). Directives in office hour consultations: A corpus - informed investigation of learner and expert usage *ESP Journal*.
- Richards, J. (2001). *Curriculum Development in language Teaching*. New York: Cambridge Press.

- Richards, J., & Renandya, W. (2012). *Methodology in Language Teaching: An Anthology in Language Teaching*. Cambridge: Cambridge University Press.
- Richterich, R. (2001). *Identifying the Needs of Adults Learning a Foreign Language*. Oxford: Oxford Pergamon Press.
- Rowntree, D. (2007). *Making Materials Based Learning Work*. London: Kogan Page.
- Samira, B. A., & Fateme, F. M. (2013). A Needs Analysis of English for Specific Purposes (ESP) Course For Adoption Of Communicative Language Teaching :(A Case of Iranian First-Year Students of Educational Administration). *International Journal of Humanities and Social Science Invention (ISSN)*, 2(6).
- Sheldon. (2008). Evaluating ELT Module and Materials. *ELT Journal*, 42.
- Sheppard, K., & Stoller, F. L. (2010). Guidelines for The Integration of Students Projects into ESP Classroom. *English for Specific Purpose*, 33.
- Songhori, & Haseli, M. (2008). Introduction to Needs Analysis. *English for Specific Purpose*, 4.
- Swales, J. M. (2010). Developing materials for writing scholarly introductions *Collins ELT*.



Racism Reflected in Maya Angelou's Poem

AUTHORS INFO

Ria Resky Hardianti
Universitas Sembilanbelas November Kolaka
Ria_ilham@yahoo.co.id
+6285399512972

ARTICLE INFO

ISSN: 2502-6909
Vol. 1, No. 1, March 2016
URL: <http://usnsj.com/index.php/JEE/article/view/JEE005>

© 2016 JEE All rights reserved

Abstract

The major problem of this research is racism reflected in Maya Angelou's poems. The aim of this research is to find out how racism reflected in Maya Angelou's poems. This research focuses in Maya Angelou's poems especially about racism. The type of the research is qualitative research. The method of data collection is document analysis, and the technique of data collection is note taking, while the technique of data analysis is descriptive analysis in which the researcher interprets the text and the content of the poem. This research uses two data sources, namely primary and secondary data source. The primary data source of the study is Maya Angelou's poem itself, from the collection of Maya Angelou published in 1994. The secondary data sources are Biography of the author Maya Angelou, websites in the internet about *Maya Angelou*, and other resources which support to analyze. Based on the sociological approach, the researcher concludes that Maya Angelou's poems reflected racism based on the poem text and the expression in the poem. Maya Angelou's poem also indicates types of racism such as slavery and discrimination. The last conclusion is Maya Angelou choose racism as the important issue in her poems because she is an African-American poet and activist.

Keywords: racism, reflected, Maya Angelou's poems, Sociological Approach

A. Introduction

Maya Angelou is one of the most renowned and influential voices of our time. Hailed as a global renaissance woman, Angelou is a celebrated poet, memoirist, novelist, educator, dramatist, producer, actress, historian, filmmaker, and civil right activist. Born on April 4th, 1928, in St. Louis, Missouri, Angelou was raised in St. Louis and Stamps, Arkansas. In Stamps, Angelou experienced the burtality of racial discrimination, but she also absorded the unshakable faith and values of traditional African-American family, Community, and culture. As a teenager, Angelou's love to arts won her a scholarship to study dance and drama at San Fransisco's Labor School. At 14, she dropped out to become San Fransisco's firs African-American Female cable car conductor. This research will investigates the meaning and the way Maya Angelou face her pain and sentimental moment against racism represent from her collection of poem "The Complete Collected Poems of Maya Angelou" (1994) written by Maya Angelou, there will be thirteen poems to analyzed with structural analysis and sociological approach in racism perspective they are: *My Guilt, The Calling of Names, On Working White Liberals, The Thirteens*

(*Black*), *The Thirteens (White)*, *Harlem Hopscotch*, *Africa, America, One More Round*, *Ain't that Bad?*, *Our Grandmother*, *Riot:60s* and *Sepia Fashion Show*.

In this study the researcher explains how Maya Angelou's poems against racism, the criticism against types of racism and find out why racism become an important issue in Maya Angelou's poems using the structural analysis and the sociological approach. The researcher use Rene Wellek perspective to understand the connection of racism in Maya Angelou's poem and Maya Angelou's background.

Wellek explains that there are three classification of sociological approach, First, the writer sociology, it is about the social background of the writer, the ideology of the writer which reflects in his / her other activity besides literatures as the writer is a society, he/she can learn as a social person. Second by the content of their literary works, it is related to the purpose of a literary work and other things reflect from the literary work related to the social problem. The last one is the reader problem and the social impact of the literary work. It is about how far a literary works define of depend on the social background, social change and social development.

B. Research Method

This research belongs to descriptive qualitative research, which refers to the research based on qualitative data taken from Maya Angelou's poems. The object of the research consists of two object, namely formal object and material object. The formal object of this research is optimistic view of life, and the material object of this research is Maya Angelou's poems. The data source of this research is divided into two, namely primary data source and secondary data source. The primary data source of the study the poem itself, from *The Collection Poem of Maya Angelou*. The secondary data sources are Biography of the author namely Maya Angelou, websites in the internet about *Maya Angelou*, and other resources which support to analyze. The method of data collection is document analysis by collecting, note taking, and selecting both of the primary data and the secondary data. Technique of the data analysis used by the writer is Descriptive technique, in which the writer interprets the text and the content relating to the psychological condition of the major character.

C. Research Finding and Discussion

Racism in this research divided into two they are the expression of racism in Maya Angelou's poem which explained in kind of diction and the criticism against types of racism in Maya Angelou's poems. Angelou with her poem reflected the action of racism specifically the action of white people (Caucasian) toward black people (African-American) not only as an idea but an action which recorded in history of America turn into so many unequal judgment as it turn into slavery, discrimination, segregation, hegemony, prejudice and stereotype and class struggle specifically to the class conflict.

1. *The Expression of Racism*

According to the text of Maya Angelou's poem, the researcher finds out that Angelou's poem indicates racism as it is shows in few indicators such as diction, imagery and symbol. Diction or the choice of the words becomes one of the important indicators to decide that Angelou's poems reflected racism. Diction can be dividing into four such as borrowing diction, this diction involving the use of different language words to reach particular meaning and effect of a literary work. Dialect is the second part of diction. It is also meant to make a literary work easy to judge based on the dialect. The special expression is also one of the important parts in Angelou's poem. It will give the particular information to the reader about certain condition. The last one is the special term; it is the chosen of words to make particular meaning as a symbol and image of the literary work meaning. In this part the researcher can be suspicious toward the text based on the words that remain racism because Angelou reflected racism in her poem based on the dialect and the special term she use.

Imagery also helps the researcher to figure that Angelou's poem reflected racism. As it is known that it is explain the mental picture that is picturing, portraying or painting of imagination as a reaction when the readers understand the poem. One of the most influence parts in Angelou's poem is visual imagery.

Symbol becomes the last language style the researcher use to decide that Angelou's poem reflected racism. It is also become one of the most important indicators since symbol define the other meaning then the literally meaning of a words. One of them is the use of *black* and *white* words. These words not literally meaning as colors but the different race which later become

the long history of racism from slavery, discrimination, hegemony, stereotype and prejudice, and class struggle. We find the words in *Harlem Hopscotch* poem below:

In the air, now both feet down.
Since you are black, don't stick around.
Food is gone, the rent is due,
Curse and cry then jump two.

From the verse above the speaker of the poem straightly put *black* words as the determiner of the verse. It is the center of all verse. It is not only refers to the color of black. Black means African-American. The words deliver the meaning that since you are an African-American you cannot socialize as free as you want it. It is related to segregation, discrimination, stereotype and all those racism idea.

2. Criticism against type of Racism

Angelou's poem becomes one of the most useful literature works to track the trace of racism in America which happened in sixteenth until nineteenth century. The poem also reflected the sentimental feeling as she is an African-American she seriously describe the ignorance of white people toward her race. In her poem Angelou try to describe racism and kind of it is institution toward Black African-American as slavery, discrimination, segregation, hegemony and prejudice and stereotype.

a. Slavery

Slavery becomes the most painful part for Angelou in her poem about racism. She repeatedly mention the condition about slavery in her poem with different tone of emotion such as anger, sad, guilty, even hopeless because slavery seems too difficult to stop while at the same time it is sacrificed so many live of black African-American as she describe in the first verse of *My Guilt* poem Below:

My Guilt
My guilt is "slavery's chains" too long
The clang of iron falls down the years.
This brother's sold, this sister's gone,
Is bitter wax, lining my ears.
My guilt made music with tears.

Angelou mentions in the previous chapter that this poem describe her sad feeling by entitled it as "*my guilt*" which deliver the reader to throw back the history of slavery in America, as she mention that *my guilt* "*slavery's chains*" *too long* to describe the memory of slavery era. Slavery in the early thirteenth century is known famously in Egypt, Syria, Cyprus, Sicilia, Catalonia and other Mediterranean market (Davis, 1999:61) but long before it arrives in America it is already known among the Muslim that slavery is almost have no different as a servant not as a plantation farm as in America, slavery among Muslim used to show the measurement of richness and quite different because it is treat with no roughness and no dangerousness. It is simply just to show and manage the wealthy of the master (Franklin, 1988:28). Unfortunately this slavery still becomes the beginning of the slavery later with cruelty including in America. George M. Fredrickson explain that the very first time slavery introduced as a servant from Africa which later turn to called as a slave was in Virginia. They are not mention as a slave because it is not commonly known, the black people only doing the life servitude instead of called them as a slave because on that time Virginia also not have been a center of plantation yet. In the seventeenth century especially in 1619 by a Dutch vessel in Jamestown sells about 20 black African to the Virginian (Pinkney, 1975:2). On that time the black African-American is in a complex situation because there is no clear legal law action to protect their right even thought by the time black slave introduced in Virginia the white also in particular situation being a servant but they still can pursued their right if they convert into Christian. The same chances are not given to the black slaves. They are considered no longer as human but as property which there is no particular institution can protect them except the slave holder (Pinkney, 1969:2), Including the edging of marriage relationship. Parents, husbands, wives and child in a slave marriage can be separated depends on the slave holder decisions in particular situation.

The next line she wrote that *this brother's sold, this sister's gone* to prove that the slavery still exist as an inconvenience truth. In a history of American, Slaves really traded as a property.

AlphonsoPinkney has written that slave “could be sold, traded, or given as gifts and slave families were frequently dissolved for economic reasons” even in a history slave can be a change of payment than money, to pay debt, or when one win the gambling they can be awarded slaves. The female slave face the different problem, they always or suggest to make a relationship to another slave which end with the intention of reproduction to born another and more slave and give more profit to the slave holder. Slavery become the important property to increase the income of the landlord because the more they are the more the result of the harvest and wealth of a person (Franklin & moss, 1988:28). It is being a developed into a big business in the seventeenth and eighteenth centuries. Slavery trades mainly run by Dutch, French, and English companies (Franklin & Moss, 1988:33). It was Bishop Bartolomeo De Las Casas as the one who propose the permit of immigration of Black African slaves into the new world. Being the most dominated the slave trade in the seventeenth century and Portugal was the first country occupied with the slave market. The need of clearance the forest and farming of tobacco fields, Virginians realize the existence of black servant can be use. They then decide so called “perpetual servitude” of Negroes. The Virginians manage the other island of Negroes might usually use to escape. They start to do the correction toward Negroes and punish them with the legal support of law. Since 1640 the difference of white and black are quite reputable. At the same year, there are three servant runaway, one was the white servant and the other were black and unfortunately get caught. The court sentences them not with the same charge. The white servant is sentence “to serve his master in one additional year” and the Negroes sentence “to serve his said master or his assigns for the time of his natural life here or elsewhere.” That is the beginning of *African servitudewhich* later known as African Slavery (Franklin, 1988:54).

My crime is “heroes, dead and gone,”
 Dead Vesey, Turner, Gabriel,
 Dead Malcolm, Marcus, Martin King.
 They fought too hard, they loved too well.
 My crime is I’m to tell.

In the Eighteenth century, slavery becomes the important role to growing the economic condition in the United States (Franklin, 1988:64). Angelou mention one of the name such Denmark Vesey, Gabriel and Nat Turner these men represent the rebel of slave who fight for their right and try to erase the slavery in their era. In 1822 there is **Denmark Vesey**, he is an ex-slave who won the lottery and uses the money to free himself. At that time he also planned the rebellion and soon become a member of African Methodist Episcopal Church and also become a preacher. In his religion mission she prepared the recruitment of other black slave confidence to become a rebel vision to kill the slave holder and spent four years to select those who dare to fight. Unfortunately, the mission is failed because someone divulged the information of his mission. The end of his planned the mission resulting 35 slaves were executed and 34 others were deported. **Gabriel** is actually the pioneer of the slave rebellion in 1800 before Vesey. He works in a plantation around Richmond, Virginia. He stated that he has a heavenly mission. He then chooses slaves to follow his mission plan to kill the slave holder with his family around the plantation. In short, Gabriel and his army killed all the whites. In this mission even he is not doubt to recruit the landless white which is later becomes the fatal cause of his mission. While after that in 1831, **Nat Turner** also known as one of the rebel slave who run away and revisit for religion faith. He also known as “mystic and frequently buried himself in prayer”. AlphonsoPinkney explains that he has a bravery to lead the mission based on his vision. According to his mysticism, Turner not recruits much rebels as previous rebellion. But it is become the most the biggest slave rebellion because it is need army to stop them. Turner and his participants killed 60 whites but get down because army and other white already surround them (1988:12-13). This is the reason of Angelou sadness and her guilty feeling. All of them died to fight for their right and never be judged equal as human whether it is in religion and also law.

In the other poem the imagination of slavery era describe in *One more Roundin* this poem Angelou expresses her spirit to not give up. That happiness can come toward the hardest life of a slave just because they can finish their work in the plantation.

There ain’tno job beneath the sun
 As sweet as rest when a job’s well done.
 I was born to work up my grave
 But I was not born to be slave.

One more round
 And let's heave it down,
 One more round
 And let's heave it down.

Papa drove steel and momma stood guard,
 I never heard them holler' because the work was hard.
 They were not born
 To be worked-out slaves.

In this poem Angelou try to dig the imagination of the reader by add the diction which somehow related with the slave daily grin as the servant in the plantation area which is one of the truth in the past in North America that commonly the slave work at the cotton plantation and have to deal with the heat of sun. She describes that Negro basically get used to their condition as a slave but there will be no people deserve to be called and treat as slave. As the researcher already explain above that slavery found no advantage to what they do as a servant. Because they are not treat as human but property that possibly sends to anywhere depend on their slave holder, master, or land owner.

The other sentimental poem describe the woman as a slave have to deal with the fact that they cannot protect their children but give up to the condition where the master holder ask them to do including sell their child far from her as in the *Our Grandmother* poem.

No angel I stretched protecting wings
 Above the heads of her children,
 Fluttering and urging the winds of reason
 Into the confusion of their lives.
 They sprouted like young weeds,
 But she could not shields their growth
 From the grinding blades of ignorance, nor
 Shape them into symbolic topiaries.
 She sent them away,
 Underground, overland, in coaches and
 Shoeless.
 When you learn, teach
 When you get, give
 As for me,

I shall not be moved.

The situation above is probably one of the most powerlessness situation can be guess and prepared to face for every single slave. Angelou describe the mother as the speaker surrender the fate of her children. The mother already realize for she and other black women born as a slave let go the children with their unfortunate fate, work hard, hiding and disappeared or survive and again become slaves is the undeniable fact.

b. Discrimination

Discrimination being one of the complex issues toward African-American in America. The segregation laws for example makes black lose their right as human and also as a citizen. Discrimination can be transform in kind of forms as nationality, racial or ethnic, regional, religious, sex and gender. United Nation states that the term discrimination refers to "Any distinction, exclusion, restriction or preference based on race, color, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life."(Dyke, 1985:5).

In one of her poem, Angelou mention the situation of the discrimination in one of a town in America. The poem entitled "Harlem Hopscotch" as below:

One foot down, hop! It's hot.
 Good things for ones that's got
 Another jump, now to the left.

Everybody for hisself

In the air, now both feet down.
 Since you are black, don't stick around.
 Food is gone, the rent is due,
 Curse and cry then jump two.

All the people out of work,
 Hold for three, then twist and jerk.
 Cross the line, they count you out.
 That's what hopping's all about.

Both feet flat, the game is done.
 They think I lost. I think I won.

The speaker of this poem talks as she is playing the hopscotch. But Angelou choose Harlem as the subject of black life in her poem, it is one of the urban state in America which majorly known as the most black civilian live in there. Harlem is also known as the biggest area for black transmigration. She describes the condition of daily life in Harlem. As we know that segregation is the separation toward different races or subordinate race. African-American gets used to receive the lower treatment than the white people. In America, black African-American cannot socialize everywhere they want but deal with the poor economic improvement they still have to fill them all as the requirement of American citizen as the victim of this law treated injustice to their right as a citizen, where they cannot have the same public service with the white people (Anglo-Saxon and Caucasian). As she describes above that since *you are black, don't stick around*, means for African-American their presence in public area tend to invite the suspicious even their not doing something bad. The African-American is not socially welcome by their environment just because the different of their skin color and the stereotype toward their bad attitude. The result of this discrimination is the exclusion of the African-American itself and the poorness because they only allowed doing the rough work while the need to afford the normal life is not appropriate with the treatment from the government. Such situation also resulting from the black migrants who run away from plantation area and escape to New York as powerless human because they are not get used to the modern life and new skill. Even though they have socialized with the new environment they still remain in a slum area because the situation is not really different with their old place. At the end, they remain depressed because economic life and different place not give them different chance.

White supremacy is one of discrimination of racism idea and put white as the superior to the non-white. The terrible part of this idea that it is applied in politic, economic and social dominates in America. Angelou mention one of the social domination as the Calling of Names in her poem. In this poem she describes how the white people start to change the calling of African-American as black as they represent their skin. Later, the calling of names labeled not only happen toward African-American but it is also happened toward Jews.

From colored man to Negro,
 With the N in Caps,
 Was like saying Japanese instead of saying Japs.
I mean during the war.

The next big step
 Was a change for true,
 From Negro in caps
 To being a Jew.

The speaker of this poem describes the different color which turns called as Negro while the fact is they are the citizen of America there suppose to be no need to mention about race. Later the arrival of the Jewish from Europe also become a new racism even though in Europe the Jews already face the different treatment just because what they belief. Angelou try to describe that religion hatred is not the reason to differentiate others. After long history of slavery in America, the religion hatred toward the Jewish also becomes the long dark history to remember.

History recorded that in Europe before spread in west, Judaism is a scary fact of a person has since it is the opposite of the Christian beliefs. This later, known as Anti-Judaism which the

Christians beliefs that a Jew is a sin as French Historian, Leon Poliakov explain the bible in Matthew 27:25 that the Jew is a criminally guilty. They called for the death of Christ cry out after the deed has done that "his blood be upon us and our children."(Fredrickson, 2002: 18) the traditional belief also describes the Jews as not human but devil. Cecil Roth, the anti-Semitism historian explain that the Jews planned unbelief and made them not like any other human, it is make them different and be able to do the worse crime where people cannot imagine. This idea then make Jews have to deal with the condition also their inherited receive the human crime. Including the different call of name and treatment even have to deal with convert they belief into Christian. The effect is multiple such as the forbidden of inter marriage, the convert of belief and the great massacre of Jews in Europe especially in German.

D. Conclusion

Based on the analysis and discussion, this study comes to the conclusion as follows. Firstly, the researcher find out how racism reflected in Maya Angelou's poem by gathered the indication of racism come from the expression in the text of Maya Angelou's poem such as the diction, imagery and symbol. In diction it is analyzed specifically from the dialect, special term, special expression, and borrowing that Angelou choose to put in her poem are appropriate with the indication that her poem reflected racism. In this part Angelou choose the certain words and accent as her own style or even represent her race as she is an African-American. Not only diction, the expression also come from imagery and symbol. These two expressions build the certain imagination in visual or auditory to the researcher. In symbol also, Angelou put certain word to describe one poem entirely to prove that Angelou's poem reflected racism.

Secondly, the researchers identified further to the types of racism reflected in Maya Angelou's poem by understand the meaning of the poems. It is concluded that the thirteen of Maya Angelou's poem against types of racism. The types of racism here are: slavery, discrimination, segregation, Hegemony, prejudice and stereotype and class struggle especially in class conflict. These types of racism reflected in Maya Angelou's poem specifically describe in the personal, sentimental feeling and emotional way to remind the reader about racism.

References

- Alexander, Peter & Halpem, Rick. (2000). *Racializing Class, Classifying Race Labour difference in Britain, the USA and the Africa*. Great Britain: Macmillan Press.
- Angelou, Maya. (1970). *I Know Why the Caged Bird Sing*. New York: Bantam Books.
- Banton, Michael. (1998). *Racial Theories, Second Edition*. United Kingdom: Cambridge University Press.
- Barker, Chris. (2000). *Cultural Studies, Theory and Practice*. London: Sage Publication.
- Bulmer M. & Solomos J. (999). *Racism*. Oxford: Oxford University Press.
- Clarke, Simmon.2003. *Social Theory, Psychoanalysis and Racism*. New York: Palgrave Millan Publisher.
- Fredrickson, M. George. (2002). *Racism A Short History*. United kingdom: Princeton university press
- Fredrickson, M. George. (1971). *The Black Image in the White Mind: Debate on Afro-American Character and Destiny, 1817-1914*. United States: Wesleyan University Press
- Kennedy, X. J. (1983). *Literature: An Introduction to Fiction, Poetry, and Drama*. Canada: Little Brown & Company.
- Perrine, Laurence. (1977). *Sound and Sense: An Introduction to Poetry*. New York: Harcourt Brace Jovanovich, Inc.
- Puteri, A.N. (2011). *American Revenge Against Japan in Michael Bay's Pearl Harbour Movie (2001): A Sociological Approach*. UMS: Unpublished Thesis
- Ratcliff, Peter. (2004). *'Race', Ethnicity, and Difference: imagining the inclusive*. England: Open University Press.
- Reisigl, Martin.,Wodak, Ruth. (2001). *Discourse and Discrimination, Rhetoric of Racism and Autisetism*, London and New York: Rouledge.
- Yoon, Tecnan. 2013. *Listening to ESL students' real voice: A case study of multicultural English Language Arts (ELA) classroom*. In International Journal of Research Studies In Education.
- Wallenfeldt, Jeff. (2011). *African American History and Culture: Black American Biographies. The Journey of Achievement*. New York: Britanica Educational Publishing.
- Wissman, Kelly. (2009). *Reading and Becoming Living Authors: Urban Girls Pursuing a Poetry of Self-Definition*. The English Journal

Virtual References

<http://www.dosomething.org/tipsandtools/racism-against-african-americans>

<http://www.poetryfoundation.org/bio/maya-angelou>



English Tourism at Tangkeno as a Tourism Village

AUTHORS INFO

Roslina
Universitas Sembilanbelas November Kolaka
roslina@usn.ac.id
+6285398350111

ARTICLE INFO

ISSN: 2502-6909
Vol. 1, No. 1, March 2016
URL: <http://usnsj.com/index.php/JEE/article/view/JEE006>

© 2016 JEE All rights reserved

Abstract

This community service program is aimed to improve the ability of Tangkeno youth in serving foreign visitor by using English. This is done due to the examine of the problems commonly faced by the Tangkeno in serving foreign visitor namely: (1) guiding services are still performed by external parties; (2) alternative tourist spots tend to be not visited by visitors who come without a guide, it is caused by the absence of a local guide who can direct visitors to that alternatives spot; and (3) although some residents have been delegated to learn English intensively in Pare, East Java, but they have not been able to serve up to guests.

This community service program includes four phases of activities, namely: ((1) preparation, preparation of curriculum and syllabus of learning English Tourism; (2) the determination of the participants; (3) the English tourism training; (4) practice/micro guiding English; and (5) writing report. Furthermore, the method used in the training and mentoring include: (1) participatory methods, (2) focus group discussions (FGD) (3) division of the working group (4) practice and training in the classroom, (5) Analysts need. Finally, the resulting output are as follow (1) a local guide in the village Tangkeno; (2) MoU Government of Bombana and Nineteen Universitas Sembilanbelas November Kolaka; and (3) Scientific Publications.

Keywords: community service, English tourism, foreign visitor, guides and guiding.

A. Introduction

In line with Suwanto (2002) who argued that Natural Tourism is a form of tourism activities that utilize natural resources and environmental governance, the Tangkeno village is one of many villages in Indonesia that is worthy of being a tourist destination.

RPJM village of transition by 2015, stated the fact that the village Tangkeno renowned as one of the tourist destinations in Bombana. It can be seen from the election of the village as a tourist village that will be developed by the government of Bombana defined by statute of Bupati Bombana No. 13 in 2013.

The selection was based on three main reasons. First, Tangkeno is located at an altitude above 1,500 km above sea level and at a time when certain covered with clouds so that citizens cannot see each other. This condition makes Tangkeno get tagline of 'country in the Clouds' and always invites tourists to visit.

Second, Moronene tribal ancestors, Tokotua, which is one of the indigenous tribes in the Southeast Sulawesi believed to have originated from Tangkeno. This fact makes Tangkeno is rich with historical value and rich repertory of popular stories and unique cultural attractions including Lumenso Dance, Dance Lulo Alu and Ore-Ore. Third, from the existing data in the Village Guest bookkeeping, between 2010 and 2015 there are hundreds of local tourists and foreigners who have been to the Village Tangkeno.

Fourth, the complexity of the existing tourism potential in Tangkeno include Fort Tuntuntari which is the bulwark of the Portuguese era which is about 3 km from the village, Fort Tawulaagi which is the bulwark of Dutch heritage and is just 1 km, and waterfalls Mata Lakambula within 4 km of Tangkeno village. Another potential is owned Sabampululu mountain which is the second highest mountain peak in the Southeast. Another interesting thing is, the offer of the Plaza Tangkeno Horse riding toward a number of tourist spots in the region Tangkeno tourist village. No less important is that the view point Plaza Tangkeno which allows tourists to enjoy the beauty of the Sagori island and beautiful Sangia Wita.

From the Village Development Plan (RPJM) transition in 2015 in the village of Tangkeno also stated that one of the potential Tangkeno village to lure tourists to Tangkeno is an Indonesia nuance in Tangkeno still very typical. A peaceful community life under the leadership of the village administration to develop an attitude of mutual cooperation that always makes the lives of the people in the village Tangkeno be one of the interesting parts to be enjoyed.

A number of potential tourist village Tangkeno above have been explored, but according to the results of interviews with local people found that this potential has not contributed to the betterment of society. From the results of the same interview also found that that triggered the problem is the lack of human resources of Tangkeno village to manage natural resources and the potential tourism potentials.

Based on the above background, as well as the dedication the team propose a program of English language training at the Tourism Village Tourism Tangkeno with the aim of helping to resolve the big problems in Tangkeno is to develop resources of the Tangkeno tourist village youth in managing existing tourism potential.

B. Methodology

Procedures training activities in English Tourism were: (1) general approach, this devotion began with a persuasive approach to the village government and community Tangkeno. (2) the determination of the trainee and guidance, Determination Participants English Language Training Tangkeno Tourism in the village is done by using purposive sampling. (3) the scale of activities, service activities include your candidate recommended by the village government of Tangkeno.

The choice of location in the tourist spot in the village Tangkeno intended to further familiarize the prospective guide with tourist spot that will be visited by tourists in the village Tangkeno.

This training was conducted in September 2014 to November 2014, while assistance was done until December 2014.

C. Findings and Discussion

Broadly speaking, the implementation of this social service involves the villagers Tangkeno since the beginning of the preparation to the evaluation stage of training. In the other word, there was a research partner in conducting this research scheme which had been asking for availability prior to conducting the research. The following were the steps in doing the research.

1. Preparation

On August 19, 2015 a team of devotion held socialization program in the village Tangkeno, Bombana. On the occasion, carried out in preparation of the curriculum and the learning of English Tourism, coordinated by the village government Tangkeno. The

village government, Abdul Aziz, realizing the full potential of their local tourism and also understand the limitations of human resources have by the village. He again expressed that three young people his village have been sent to join an English course in Kampung England Pare Kediri but the application does not match the expected field. Listening to the narrative of his team to the three young men who intended to explore the constraints and expectations of the potential that exists in the village Tangkeno related to English language teaching program of Tourism that will be done. In an interview just off was found that the main constraints faced by these youth were:

- a) The substance of the lessons they learned in Kampung England Pare was a general English, not English Tourism;
- b) Mastery of vocabulary (register) of tourism they have still lacking;
- c) Insecurity to speak English, especially in the face of foreign stigmatized people will laugh at their limitations in English;
- d) Mastery of potential locations (spots) travel is still lacking.

Based on the off interview, the team devotion took the preliminary conclusion that the village youth Tangkeno require intensive English language training specifically tourism which includes the value of leadership and entrepreneurship. This assumption has led the team to formulate learning English curriculum Task-Based Learning which means that the participants will be guided to learn English directly at the location (spot) tourism in the village Tangkeno. At this stage also conducted to determine the timetable and the implementation of training and preparation of materials and facilities.

Considering the distance for the team to the location of devotion; considering the number of tourism spots; and consider the agenda in the village Tangkeno then following the agreed schedule of implementation of the program:

DATE	LOCATION	MATERIALS
22/8/2015	Rumah Belajar Plasa Tangkeno Niagara Lakambuta	- Motivation in English - Register in Travel Spot
10/9/2015	Rumah Belajar Caves Tawulaagi Caves Tuntuntari Land Paddy Field Bolonangka	- Motivation in English - Register in Travel Spot - Dialog practical tourism
24/9/2015	Rumah Belajar Mount Sabampolulu	- Motivation in English - Register in Travel Spot - Dialog practical

	Plaza Tangkeno	tourism
--	-------------------	----------------

2. Participants Determination

This devotion engage youth Tangkeno expected tourist village will manage BUMDES management Tangkeno tourist village. Here is a list of participants targeted:

NO.	NAME	EDUCATION
1.	Dian	SMA
2.	Dien	SMA
3.	Rian	SMA
4.	Irsal	SMA
5.	Dedi	SMA
6.	Muliadi	SMA
7.	Ade Sukma	SMA
8.	Julianto	SMA
9.	Imam	SMA
10.	Isra	SMP

3. English for Tourism Training

This training included the following activities:

- a) The introduction of basic tourism management,
- b) The material presented was introduction to the basic concepts of tourism management which is expected to be implemented by the Village BUMDES Tangkeno. In this training, participants were introduced to the concept of Tour Management and Guiding Management. Participants began to discuss the management structures BUMDES Tangkeno village. Participants were directed to discuss with the English language,
- c) Guidance roles and responsibilities of tourism management,
- d) This guidance is directed to guide participants in understanding the duties and role of Tour Leader, Tour Guide, Tour Planning. With the introduction of the three concepts, the participants begin to understand the roles and duties of each in managing BUMDES later.
- e) Introduction of guiding,
- f) These activities are carried out directly in the tourism spot Tangkeno village. Participants were asked to record the whole thing in that spot in English. Participants one by one directed to present their initial understanding of the spot, then discuss their prior knowledge, and re-present the results of their discussion,
- g) English language skills training,
- h) English debriefing is done by using the Task Based Learning. Payload English lesson embedded in the formation of tourism management activities BUMDES Tangkeno village and at the time of the introduction of the register in all the tourism spots in Tangkeno,
- i) Training presentation in English,
- j) Every tourist spot, the participants one by one directed and guided presentations related to the most visited tourist spot or into the training location. This training takes a long time

because psychologically participants rarely appeared in public and English mastery is minimal. At the end of the activities of seven out of 10 participants have had satisfactory spot presentation skills.

- k) Training and guidance presentation of tourist spots,
- l) Participants are directed to each tourist spot, directed to examine all the potential at that spot, and was asked to present its findings,
- m) Mentoring practice presentations at tourist spots

In the third training, the participants one by one presented the results of their review of the existing tourism spots in the village Tangkeno. Even still haltingly in English but the ability of self-control and mastery of the location spot is better than the initial meeting.

- a) Guiding real mentoring / peer guiding.
- b) On September 24, 2015, the village Tangkeno became the location of Sail Indonesia, Sail Kabaena opportunity to visit Tangkeno. The team used the opportunity to practice the skills of guiding devotion of the participants. Devotion team agreed with organizing committee to make the trainees become your 122 foreign tourists who visit the Tangkeno at the occasion.
- c) Practice / micro guiding English
- d) Participants were given the opportunity to be guide for college student of some local visitors who happened to visit the village during training Tangkeno implemented.
- e) Report writing.
- f) The team prepared a report on this program together with Data Manager of Village Gembira, Bombana, Sahrul S.Pd. Results of this study was written in two versions, namely the Indonesian language version and the English version. Writing in two versions, is directed to the publication of the results of this study in the journal USN-SJ institutions, especially in the Journal of English Education.

D. Conclusion

From the community service activities, it is concluded that the first guiding competence village youth Tangkeno become increased. Secondly, skills Tangkeno village youth in the preparation, implementation, management and development of tourism in the village Tangkeno increase, especially in the preparation itinerary guests traveling to tourist spots in the village Tangkeno.



Developing the Students' Ability in Reading through Speed Reading Technique

AUTHORS INFO

La Ode Muh. Idrus Hamid B.
Universitas Sembilanbelas November Kolaka
idrussaldiano@yahoo.co.id
+6285298685236

Muh. Yunus
Universitas Sembilanbelas November Kolaka

ARTICLE INFO

ISSN: 2502-6909
Vol. 1, No. 1, March 2016
URL: <http://usnsj.com/index.php/JEE/article/view/JEE007>

© 2016 JEE All rights reserved

Abstract

This study was designed to improve the Students' Ability in Reading through Speed Reading at the first year of SMKN 1 Watunohu. The writer formulated a study question "How can speed reading developing the students' ability in reading at the second year of first year of SMKN 1 Watunohu?" In addition, the objective of the study was generally aimed to improve the students' reading ability through speed reading at the first year of SMKN 1 Watunohu.

The design of this study was collaborative Classroom Action Research (CAR). It means that when doing the study, the writer collaborated with the English teacher of first year of SMKN 1 Watunohu. The subject of this study was the first year of SMKN 1 Watunohu in academic year of 2014/2015. This study was conducted in two cycles.

The development of students' ability in reading at the first year of SMKN 1 Watunohu supported by some evidences. First, it could be seen from the improvement of the average students' value which showed from preliminary study the students only reached average 43.56 or only 32% or 6 from 26 students got the score greater than or equal to 72. Second, the average of the students' value was 58.74 in the first cycle where only 44% or 8 from 26 students got the score greater than or equal to 72.

Meanwhile in the second cycle, the average value of the students' reading ability through speed reading became 87.42, there were 88.00% or 24 from 26 students got the greater than or equal to 72. Third, the students were actively involved in the teaching and learning process. It can be seen from the result of analysis of observation sheet. So it can be concluded that speed reading can improve the students' reading ability at the first year of SMKN 1 Watunohu.

Keywords: reading ability, speed reading, action research

A. Introduction

Reading is one of the basic communication skills, but it has a very complex process. It can be said that reading is a process in which reader finds information given by the writer in the written form. Reading is an important skill of English. It is a source to get information

and the researcher can increase students' vocabulary. No one can get much information without reading. Reading is the easiest and the cheapest way to get information.

Students can read not because of incidentally or pushed by inspiration, but because at teach. Reading not natural activity, but component set that dominated personally and gradual, then integration and be automatic. In this case, Wouldiam S. Gray in Oka, (2005:34) emphasized that reading not other than reader activity which apply amount of skill cultivates story is written (reading) at read it in order to realize reading.

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. The reading skill became very important in the education field, students need to be exercised and trained in order to have a good reading skill.

In process of study usually a student feels enjoyment read but merely as code solution event, but more as erudition acceptance and happiness. Person like would come up calm and ripe because has various addition experience, as can enjoy but merely from fiction but also nonfiction at read it. Reviewed from child aspect, possibility their finds joy but very base on upbringing and directive parents and teacher. Lesson aim reading for students is create the students love to read. Usually this matter can be stimulated with use story. Students make us their reading ability with enjoy, according to need, what merely comfort or erudition adder.

Speed reading is a collection of methods for increasing reading speed without an unacceptable reduction in comprehension (Wikipedia). Using fast reading supposed students can efficient in use time in learn. By speed reading students can read information more quickly. The students may also get a better understanding of it, as we would hold more of it in short term memory. Speed reading also is how can the students read with better comprehension during quicker and remember it well also at the same time Nurhadi (1987: 31-32) declare to read fast and effective is kind reads that give top priority speed, without leaving comprehension towards the reading aspect.

One of four skill in English that very important is reading skill because generally in senior high school for example, reading is the main skill it's mean that in the end of the students' study they would get reading test in national examination or mostly the contain of the test is reading.

The writer chose SMKN 1 Watunohu based on the preliminary study that was done. The writer found some problems by interview the English teacher and the students, namely; first, the students were bored to read a text because it was not interesting. Second, the students have limited vocabulary so they are difficult to understand the reading text. Thirdly, the students did not know the structure of sentence, it made the students to work hard to translate the word in sentence of the text.

From the problems above the writer would apply one of teaching strategy. This was an interesting strategy and it can increase the students' reading comprehension, namely speed reading. This strategy was advantages to create the students' atmosphere more active in learning English in the classroom.

Based on the background before, the writer was interested in carrying out the study entitle: Developing the Students' Ability in Reading through Speed Reading Technique at the First Year Students of SMKN 1 Watunohu.

B. Literature Review

1. Definition of Reading

Reading is very closely applied to other language processes such as listening, speaking, and writing. It's better understood when it is regarded as language processes (Taylor et al. 1983:3). Reading must be recognized that is a language process. It is closely linked to other language processes, particularly to cognitive process. It is centered in the brain and it involves all the process that brain uses in the normal course of mental activity like: we pay attention, we perceive, we remember, we forget, etc (Taylor et al, (1983).

Reading is an interactive process between what a reader already knows about given topic or subject and what write. Reading must be recognized that a complex skill, that is to say involves a whole series of skills. First of these is ability to recognize stylized shaped which are figure on a ground, curves, lines, and dots in patterned relationship. The second of the skill involved the complex be that is the ability to correlate the black marks on the paper by way of the formal elements of language. Let us say word as sound, with the meaning which those words symbolize (Broughton et al. in Sudirman, 1999:8).

Harris and Sipay (1980: 8) define that "Reading is the meaningful interpretation of printed or written symbol". Reading is the result of the interaction between the perception of graphic symbols that represent language and the reader's language skill and knowledge of the world. In

this process the reader tries to create the meaning intended by the writer.

Based on the definition above the writer concludes that reading is one of the activities to look for information in the text reading, with reading will open the mind in the face of a problem. In reading suppose the reader realizes what they read, so that aim at specifying can reach.

2. Levels of Reading

In language teaching, reading is one of the language skills of reading, each person may have different capability. The skill of someone is determined by his creativity himself and capability when he is reading. In relation with this, reading material also affects a reader to develop his reading skill. Based on this, psycholinguistic particularly those who are expert in reading make classification of reading levels.

Simanjutak (1988:26) says that experts set up reading curriculum into four levels, mainly:

a. Initial Level

The instructional goals in initial level are the students will be able:

- 1) To read silently a passage of at least two paragraphs in length
- 2) To demonstrate comprehension by responding to oral or written question within their vocabulary and grammar.

b. Elementary Level

- 1) To read short English selection of passages b. To demonstrate and understand the content c. To identify sequence of event.

- 2) To recognize cause and effect and perceive organization.

The study of this level is the ability

- 1) To read follow instruction of direction b. To use or consult reference of direction.

- 2) To comprehend information on graphs, charts, maps, and well.

c. Intermediate Level

- 1) Develop greater ability to comprehend more complex content areas of the instructional materials.

- 2) Apply reading ability to develop of study skill c. Develop critical reading ability

- 3) Continue refine reading skill acquired at the earlier levels e. Refine word attack skills

- 4) Scan for including sentences, main idea, and specific information

The studies of this level are as follows:

- 1) Reading and following instruction and directions.

- 2) Skimming to locate information found in reference materials

d. Advanced Level

The instruction goals of this level are the students will:

- 1) Continue to refine the reading skills acquired at earlier levels and will also refine text attack skills.

- 2) Develop critical reading ability.

- 3) Apply reading ability to development of study skills.

- 4) Read selection of increased difficult for study purposes.

- 5) Develop greater ability in comprehending more complex are instructional materials.

- 6) Scan for including sentences, main ideas specific information.

There are two study skills in this level, namely:

- 1) Using content area of the text book and reference materials used by native English speaking peers.

- 2) Scanning to locate specific details of informing and adjust to rate of speed the level of difficult of a selection.

3. The Strategy of Reading

a. Skimming

Skimming is to read text superficially a rapidly in order obtain the gist or main idea it is a skill that requires concentration. There are three basic aims in skimming, namely:

- 1) To get impression from a book of articles or short stories.

- 2) To find specific cases from a reading material.

- 3) To look for material that we need in library

The eye runs quickly over the next to discover what it is about, the main idea, and the gist. Thus skimming occurs when the reader looks quickly at the content pages of a book, or at the

chapter headings, subheadings, etc. This is sometimes called previewing, when the reader glances quickly through a newspaper to see what the main items of the day are. This will often mean just glancing at headlines when the reader goes through a particular passage such as newspaper and article merely to get gist.

b. Scanning

Scanning is to read a text quickly in order to locate a specific item of information. We simply have our eyes through the text until we find what we are looking for, whether it is a name, a date, or less of specific information. In addition, there are some procedures for scanning, they are:

- 1) Keep in mind only the specific information to be located.
- 2) Read the section containing the clues to get the information needed

Here the reader is on the lookout for a particular item or items. He believes is the next. For example the name of the scorer in a football report. It is fairly fast reading with instant rejection of all irrelevant data, perhaps most of the text.

4. *Kinds of Reading*

There are kinds of reading, they were:

a. Reading aloud

Reading aloud is very important device that cannot be overlooked in achieving the goal because it is a great aid in developing our habits to practice. In reading aloud the students will get experience in producing sound that should be practiced as many times as possible.

b. Silent reading

Silent reading tends to reinforce the readers to find out the meaning of the words. This kind of reading leads the readers to have better comprehension. Silent reading is a skill to criticize what is written. To discuss something written means to draw inferences and conclusion as well as to express a new idea on the basis of what is read.

c. Speed reading

This kind of reading is used to improve speed and comprehension in reading. This skill of speed reading must run side by side with the main purpose of reading that is comprehension. The rate of speed reading, however, depends on the kinds of material. The rate of speed reading a story or narration will be different from the reading scientific material.

5. *Concept of Speed Reading*

Speed reading is a technique of improving a reader's reading ability, improving both the speed at which text can be assimilated, and the level of understanding of the material. Speed reading is the ability to read as many 10,000 to 25,000 words a minute (Berg 2002).

It is safe to say that almost anyone can double his speed of reading maintaining equal or even higher comprehension. In other words anyone can improve the speed with which he gets what he wants from his reading.

The average college student reads between 250 and 350 words per minute on fiction and non-technical materials. A good reading speed is around 500 to 700 words per minute, but some people can read a thousand words per minute or even faster on these materials. (Berg, 2002).

In order to reach the maximum speed reading, the readers need to understand the physical factors involved in the reading processes and how these affect the speed with which the reader reads. There are three physical factors that influence. They are as follows:

a. Eye Movements

The visual symbol a reader sees on the printed page are the means by which his mind interprets what she reads, in other words, reading is a visual as well as mental process. This section is intended to explain the visual role in the total reading process.

1) Fixation

In reading, a fixation is made as the eyes stop to focus on a word group of words. Very slow readers fixate or focus on each word in the sentences. Some slow readers may even fixate on each syllable. The duration of the fixation is as the number of fixations. The eyes usually remain on a word until the mind perceives the meaning, therefore, if the number of fixations is large and the duration long, the reading process will be exceedingly slow. (Zoon, 1980:25).

2) Recognition Span

The number of words a reader recognizes and perceives during one fixation is called his or her recognition span. Many studies have been made to determine the number of words the eyes is capable of seeing time. The result of this study indicates that the eyes can actually see not more than two or words for fixation. (Zoon, 1980:5)

3) Regression

In the reading process, a reader regresses when he or she goes back and rereads what he or she just reads. Some regression is normal, even necessary, in order to gain complete understanding of what the readers read. However, habitual regression not only decreases the reader's speed but lower his or her level comprehension as well.

b. Lip Movement

As mentioned earlier, reading is a complex process, reading is both a visual and mental process. The mind is capable of perceiving the message directly from the eyes contact with printed page. Therefore, lip movements are seldom necessary and in fact, will interfere with reader's speed of reading. There are two kinds of lip movements which are not accepted. They were as follows:

1) Vocalization

If a reader moves his or her lips or whispers each word as he or she reads, he or she is vocalizing. This indicates that he or she did fixating on each word and pronouncing the words as he or she is reading orally. This practice will limit his or her reading rate. (Simanjutak, 1988:46).

2) Sub Vocalization

Although a reader might not actually whisper or moves his or her lips while reading, he or she might say the words to him or herself. In other words, he or she vocalizes. Since thinking is essential to the reading process.

3) Phrasing

In order to comprehend what a reader reads, he or she must read for ideas. An idea is seldom contained in a single word, but rather in a group of words. When the reader speaks, he or she does not distinctly say each individual word instead, he or she speaks in phrases.

Learning to read rapidly and well presupposes that you have the necessary vocabulary and comprehension skill. When the students have advanced on the reading comprehension materials to a level at which that the students can understand college level materials, they will be ready to speed reading practice in earnest. Understanding the role of speed in the reading process is essential. There is some reason to believe that the factors producing slow reading are also involved in lowered comprehension, most adults are able to increase their rate of reading considerably and rather quickly without lowering comprehension. These same individuals seldom show an increase in comprehension is actually better at higher rates of speed. Such results, of course, are heavily dependent upon the method used to gain the increased rate. Simply reading more rapidly without actual improvement in basic reading habits usually result in lowered comprehension.

Some of the facts which reduce reading rate as follows:

- a. Limited perceptual span: word-by-word reading.
- b. Slow perceptual reaction time: slowness of recognition and response to the material.
- c. Vocalization, including the need to vocalize in order to achieve comprehension.
- d. Faulty eye movements, including inaccuracy in placement of the page, in return sweep, in rhythm and regularity of movement.
- e. Regression, both habitual and as associated with habits of concentration.
- f. Faulty habits of attention and concentration, beginning with simple inattention during the reading act and faulty processes of retention.
- g. Lack of practice in reading, due simple to the fact that the person has read very little and has limited reading interest so that very little reading is practiced in the daily or weekly schedule.
- h. Fear of losing comprehension, causing the person to suppers more time on the individual words.
- i. Habitual slow reading, in which the person cannot read faster because he has

always read slowly.

- j. Poor evaluation of which aspects are important and which are unimportant.
- k. The effort to remember everything rather than to remember selectively.

There are two very encouraging things about increasing reading speed in: (1) it is easiest reading skills to improve, and (2) no matter how fast people read, they can learn to read still faster. As an excellent reader people can still achieve higher speed in reading. When people want to increase their reading speed they can do, so if they understand rapid reading, having careful guidance in applying these principles and are willing to practice.

When we try to read fast, it is important for us also to know: first is how to pronounce every word in the text. Second, people or the students which can read fast, can cover the text and understand the meaning of the lines in print faster and widely, than the people who can only read slowly, they can only see and understand short angle of the line in the text. Poor readers usually view glance a small, meaningless units of few letters words. For some people they will think that they can really read faster if they could learn to grasp more large meaningful units' throughout each eye pause. Some people also think that they comprehension may improve if a reader learned to read in understanding thought units rather than separate words or in small units or translating them into first language words per words which finally the words itself do not have much a meaning in themselves. Third, to increase our reading speed is to learn to grasp longer units or thought. Fourth, thing to do for faster reading skills is to quicken the reading pace. Just as one can walk faster when he wants to, he can also read faster if he wants to.

Basic condition for increased reading is rate. A well planned program prepare for maximum rate by establishing the necessary condition. Four basic conditions include:

- a. Have the eyes checked.

Before embarking on a speed reading program, make sure that any correctible eye defect may have are taken care by checking with the eye doctor. Often, very slow reading is related to uncorrected eye defect.

- b. Eliminated the habit of pronunciation words as read.

If the sound out words in the throat or whisper them, you can read slightly only as fast as you can read aloud. You should be able to read most material at least two or three times faster silently than orally. If you are aware or sounding or hearing words as you read, try to concentrate on key words and meaningful ideas as you force yourself to read faster.

- c. Avoid regressing (rereading)

The average student reading at 250 words per minute regresses or rereads about 20 times per page. Rereading words and phrases is a habit which will slow your reading speed down to a snail's pace. Usually, it is unnecessary to reread words, for the ideas you want are explained and elaborated more fully in later contexts. Furthermore, the slowest reader usually regresses most frequently. Because he reads slowly, his mind has time to wander and his reading reflects both his inability to concentrate and his mind has time to wander and his rereading reflects both his inability to concentrate and his lack of confidence in his comprehension skills.

- d. Develop a wider eye span

This will help you read more than one word at a glance. Since written material is less meaningful if read word by word, this will help you learn to read by phrase or thought units.

Speed reading helps the students to read and understand text more quickly. It is an essential skill in any environment where are the students had to master large volumes of information quickly as the norm in fast-moving professional environment.

The most important trick about speed reading is to know what information you want from a document before you start reading it. If you only want an outline of the issue that document discusses, then you can skim the document very quickly and extract only the essential fact. If you need to understand the real detail of the document, then you need to read it slowly enough to fully understand it. You will get greatest time saving from speed reading by learning to skim excessively detailed documents.

Even you know how to ignore irrelevant detail; there are other technical improvements you can make to your reading style which will increase your reading speed. Most people learn to read the way young children read either letter, or word by word. For most adults, this is probably not the case think about how your eye muscles are moving now. You will probably find that you are fixing our eyes on one block of words,

and then moving your eyes to the next block of word, and so on. You are reading blocks of word at a time, not individual words one by one. You may also notice that you do not always go from one block to the next, sometimes you may move back to a previous block if you are unsure about something.

A skilled reader will read many words in each block. They will only dwell on each block for instant, and will then move on. Only rarely will the reader's eyes skip back to a previous block of words. This reduces the amount of work that the reader's eyes have to do. It also increases the volume of information that can be examined in a period of time.

A poor reader will become bogged down, spending a lot of time reading small block of words. They will skip back often, losing the flow and structure of the text and overall understanding of the subject. This irregular eye movement will make reading tiring. Poor readers tend to dislike reading, and may find it harder to concentrate and understand written information.

C. Methodology

1. Research Design

The design of this study was conducted Collaborative Classroom Action Research (CAR). It means that in doing the study the writer collaborated with one of the real teacher of SMKN 1 Watunohu. They would work together in planning and action, implementation the action, observing the action and analyzing and reflecting the action. In this case the writer as a teacher and the real teacher as a observer. The real teacher would observer all activities were done by the teacher and the students as long as the implementation of the reading speed in teaching and learning process. In observing the action, study used the observation sheets that were arranged.

In conducting the study would be done the action in the form of cycles referring to the model of Kemmis, and Mc. Taggart R (1998), which consists of four steps. They were planning an action, implementing and action, observing the action, and reflecting the action. It means that if the first cycle fails, the design would be continue to the first cycle. The study stopped if the criteria of success achieved.

2. Participants (Population and Sample)

This study conducted at the first year of SMKN 1 Watunohu who registered in academic year of 2014/2015.

The subject of the study was the first year students. Class X/a with 26 students. The writer chose this class because this class was ever thought when the writer conducted PPL in this school and he knew that this class was broken down in reading.

3. Instruments

The study used observation sheet and reading test to collect the data as the instrument of the study.

a. Observation sheet

The observation sheet used to observe the teacher and the students' activities during the teaching and learning process in each cycle. It aims to evaluate the effect of the action that has been carried out.

b. Reading test

Reading test was used to know the improvement before and after use speed reading.

4. Step of the Study

In conducting this study, the writer will applied some steps such as a preliminary study, planning, implementing, observing, analyzing, and reflecting.

a. A preliminary study

This had done by the writer to know the real condition of the students in class and teachers' problem in teaching and learning process. In order to gets the real condition of the students' problem in learning English especially reading. The result of preliminary study showed that the students' reading achievement still low and not achieve the criteria of success that have determined of SMKN 1 Watunohu. Based on the preliminary study, the writer and collaborative teacher planned all activities were used in teaching and learning process. The study was used speed reading technique in teaching and learning process. The collaborative teacher observes all

activities which did by the writer as a teacher. Before conducting the study there were meeting between the writer and collaborative teacher to discuss some important points, such as preparing suitable strategy, preparing instrument, design lesson plan, and preparing criteria of success. Writer designs lesson plan, it was important to make the implementation of speed reading technique.

b. Implementing

The implementation of speed reading technique concept was conducted at the first year students of SMKN 1 Watunohu. The implementation was actually the manifestation of what was design in the lesson plan. It was conducted for 2 x 45 minutes in a meeting. There were two meetings in a week.

c. Observing

The writer collected the data. There were two kinds of data were used in this study: qualitative and quantitative. Qualitative data was taken from the result of the observation sheet during the teaching and learning process. Meanwhile, the quantitative data was taken from the result of the reading test given at the end of each cycle.

5. Data Analysis and Reflecting

This part was divided in two points, data analysis and reflecting. The writer and observer analysis and reflecting the result of the implementation of the action by speed reading in teaching and learning process, whether the study stops or continue to the next cycle.

a. Data Analysis

During the observation process in each cycle the writer was collected the data. After the data was collected, the researcher analyzed the result of the data taken from the observation and reading test. Analysis data would be conducted in each cycle.

b. Reflecting

After analysis the data, the writer and observer did reflection towards the implementation of the strategy in teaching and learning process. Reflection was very important to do evaluate the effect of the action that would be carried out, it was intended to see whether the effect of the action success or not. In other words, reflection is intended to see to successfulness or the failure of what was done in the previous action or during the action. The writer and observer predetermined criteria.

D. Findings and Discussion

The result of the research also showed that reading could increase the students' ability in reading at the first year of SMKN 1 Watunohu. It could be seen from the average score of the improvement of students' ability in reading by using speed reading after action was 58,77 in the first cycle in which 30.84 % or 8 of the students' got the score greater than or equal to 72. in the second cycle, the average score of the students' ability in reading by using speed reading was 87.42 and 88% there were or 24 of 26students' could reach the criteria of success. The increased of the students' reading ability can be seen in figure 4.1

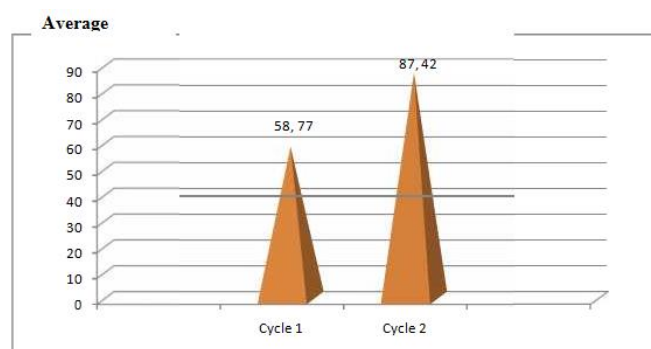


Figure 4.1 The Increasing of the Students' Reading Ability

E. Conclusion

Based on the finding and discussion in chapter IV, it could be concluded that the teaching reading by speed reading could increase the students' ability in reading at the first year of

SMKN 1 Watunohu. The increasing could be seen from two aspects. Firstly, the average scores that the student' got was 58.77 in first cycle, it increased to be 87.42 in the second cycle. Secondly, the students were actively involved in the teaching and learning process. It could be seen from the result of analysis observation sheet that in first cycle was 3. It belongs to fair. The increasing was caused by some factors. First, they always involved in reading activity by team work. Second, they always shared with their friends in team and third, they always did regular practice in reading.

Based on the conclusion of this research, the writer suggested that students' speed reading technique could increase in reading ability and can facilitated students in reading. It is suggested to the English learner. And English teacher should be able to implementation of speed reading technique in English lesson.

F. References

- Berg. (2002). *Suggestion for Improving Speed Reading*. <http://www.idi.no/english/guidelines/guidelines55.asp>.
- Harris, Albert & Sipay, Edward R. (1980). *How to Increase Reading Ability*. Sevent Edition (Revised and Enlarged). New York: Longman Inc.
- Nurhadi, (1987). *Membaca Cepat dan Efektif*. Bandung: SinarBaru.
- Kemmis, s & Mc Taggart R. (1998). *The Action Research Planner*. Deakin University Pres Victoria.
- Oka. (2005). *Research for Reading*. Sevent Edition (Revised and Enlarged). New York: Longman Inc.
- Simanjutak, Edithia Gloria. 1988. *Developing Reading Skills for EFL Students*. Jakarta: Departement Pendidikan dan kebudayaan, Direktorat Jendral Pendidikan Tinggi.
- Sudirman. (1999). *The Correlation Between Reading Habit and Writing Skills*. Unpublished Thesis Unismuh Makassar.
- Taylor, Barbara. (1983). *Study Skill*. Third Edition New York: Scottforesman. www.wikipedia.com
- Zoon, C. Robert. (1980). *Speed Reading*. New York: a Division of Header and Row.



The Empowerment of the *Rumah Belajar* CSR PT. Antam Tbk. in Improving Education to the Community

AUTHORS INFO

Fernandes Arung
Universitas Sembilanbelas November Kolaka
Fedyarg@gmail.com
+6281241248541

Sarmadan
Universitas Sembilanbelas November Kolaka
Sarmadan.usnkolaka@gmail.com
+6285241981462

ARTICLE INFO

ISSN: 2502-6909
Vol. 1, No. 1, March 2016
URL: <http://usnsj.com/index.php/JEE/article/view/JEE008>

© 2016 JEE All rights reserved

Abstract

This devotion aimed to improve the service of CSR PT. Antam Ltd. by empowering Rumah Belajar Masyarakat (Home Learning Communities) in the village Hakatutobu, Kecamatan Pomalaa. The issue was raised based on observations made on the activities of Rumah Belajar Masyarakat contributed by the CSR PT. Antam Ltd. which found lack of activity and learning process seemed less maximal for empowerment as its function as a house of learning for communities. This devotion covered four phases of activities, namely: (1) a common approach that takes the form of a preliminary study, (2) determination of the partners and participants of research, (3) the type, data collection procedures, and (4) scale activities. Outputs generated in this devotion are the services, methods, and products.

Keywords: rumah belajar masyarakat, community learning house, community empowerment, cooperate social responsibility, CSR P.T Antam Ltd., lbM USN Kolaka

A. Introduction

The principle of a teacher is to 'give' and giving more blessed than to receive. In other words that someone can give when he has something to be given. Give selflessly is a form of devotion that is substantially in the society in which the human being as the creator of reality can interpret it as part of the existence of life. As well as giving help or contribute. It is often carried out by almost all the major companies. In the operations of a large company, there is a division that handles a social responsibility - Corporate Social Responsibility (CSR).

PT. Antam Ltd. is a State-Owned Enterprises (SOEs) which is managed since 1968 is growing rapidly along with the needs of the International Nickel until today and has many contributions in national and international trade. In connection with social responsibility carried by PT. Antam, CSR division of the company at the forefront of social activities in promoting small and medium-governmental organizations as well as some sort of grant aid. The direct benefits perceived by the public really will be a model of self-help for the surrounding community.

Among the multiplicity and diversity of the assistance provided by PT. Antam Persero through CSR division, there is one form of assistance that is interesting to study in order to find a substantial solution to provide recommendations to help resolving issues that are considered to influence the benefits of the aid given and at least become the basis for determining the contribution decisions for next budget. The aid in question is the construction of Rumah Belajar

Masyarakat (RBM), which rated non-targeted both functionality and etymologically meaning of the words used. If ever RBM is a place where people who were dropped out of school and are not able to improve themselves fostered, then it can be said to be right on target and in accordance with its function as a house of education. However, activities characterized as education can also be done in such places but with a different name because every symbolism has a meaning of different philosophies.

The situation that is seen at a glance when passing the building RBM gives the impression to the public that the building rarely and never even used for the education of people in need of self-development that is generally caused by a lack of formal education is tasted. The lack of learning activities that is carried out make it look standing beautiful without occupants. RBM less of significant empowerment can lead educational activities also do not have a significant impact to the surrounding community. It is what lies behind this research that the results can serve as a good basis for the management of CSR PT. Antam Limited and communities existing around the village Hakatutobu, Kecamatan Pomalaa in particular and society in neighboring villages Haktutobu.

Preliminary studies conducted by researchers at the date of August 5, 2015 found the initial information that is considered as a problem that needs to be given a solution. There are some issues that at least between the CSR and the local communities are lack even a significant benefit if the situation is as mentioned above occurred in a long time. Some of the problems found during the preliminary study gives a general description of a problem worth to be studied so that the expectations of the destination desired by CSR PT. Antam Limited and communities around RBM can enjoy the benefits of RBM to the sustainability of their non-formal education. Some of the findings of the initial problems such as the motivation of people about education is still very low, the mindset of a materialistic of society to education, the role of parents are not wise to children in connection with their education, education management and public in RBM itself, the availability of instructors, and the NGO that does not perform its functions in relation to a cooperative relationship with the CSR PT. Antam Limited. Looking at the above problems, it is necessary to investigate this phenomenon to find some recommended solution through the research conducted

B. Target and Outcomes

The expected outcome of this activity Community Service oriented to services, methods, and products presented as follows:

1. Services: This study provides a solution in the form of services which include research and partners to work together in exploring the problems faced by the partners. Furthermore, the form of services to the community around or user RBM is to facilitate them in making use of RBM itself so that the utility can function properly.
2. Method: In addition to services, the study was also able to offer an ideal method specifically designed for partners in this respect CSR PT. Antam Limited so that the division can be easier to carry out their responsibilities in terms of contribution to the community to improve thinking skills, reading and writing or other skills needed, helping to create tranquility and comfort in the life of society, and establish or develop a group of independent community economically.
3. Products: The results of final outcome to be expected in this study is a product in the form of learning design such as a syllabus that can later be used as a guide by the instructors in implementing the learning process for people in existing RBM.

C. Methodology

1. Solutions offered

In connection with the problems that have been described that the lack of learning activities that are performed in RBM by partners that causes a lack of benefits received by users or participants. Other issues such as the role of parents and communities in improving education has also become the focus of researchers in finding and recommending solutions or even guidance on the importance of sustained education.

The objectives of these service activities are:

- a) To guide the partners and provide some outcomes as well as guiding the user community in enhancing the ability of themselves.
- b) To improve the ability of partners' reflection in see symptoms of the problem existing in respect of their social contribution to the community so that they can identify all the problems and then acting on the appropriate methodology for a solution.

- c) To improve the public mindset about the importance of education and to increase governmental organizations through the assistance provided by the partner.

2. *Priority issues*

- a) Low understanding of the concept of learning owned by the partners so that learning activities focusing only on activities to increase micro-enterprises without involving improvement of the ability of people who dropped out of school.
- b) There is still a lack of instructors who are competent in the field of teaching-related theme or subject of common learning or specifications disciplines to set as an instructor.
- c) The unavailability of adequate curriculum and syllabus that shape the activities provided by the partner only limited training for micro enterprise development.
- d) The NGO that was entrusted as partner to help them in the learning community was not running optimally so this study aims to find the right solution to facilitate both the partners and NGOs, to continue to work together in advancing the education community around the location of RBM.
- e) The low understanding of the local community about the importance of education for their children which led to compulsory school children no longer savor their formal education.

3. *Method of Activities*

The method used in this research was to apply a qualitative approach with methods grounded in which the process is based on the phenomenon that is in the field were later investigated in stages and the data collected was analyzed qualitatively with the model of Spradley such as Domain Analysis, Taxonomic Analysis, Componential Analysis, and Discovering Cultural Theme. Triangulation of data was done for a validation of the data collected in order to produce research results that is valid and reliable.

4. *Procedure of Activities*

Procedure of events in this study were: (1) a common approach which was in the form of preliminary studies, (2) determination of the partners and participants of research, (3) techniques, instruments, and data collection procedures, and (4) scale activities.

a) General Approach or Preliminary Study

This activity was research with the scheme of community service which aimed to provide the knowledge, understanding, and skills to participants or partners through (a) interviews and observations, (b) reflection or description of the constraints faced in relation to CSR programs specifically applications and benefits to people who receive contributions from the partners, and (c) set the stage research.

b) Interview and Observation

In this activity, the researchers conducted interviews in order to obtain initial information about the problems faced by partners and communities. The next activities followed by the observation that aimed to adjust the initial interview data with observations as well could then be used to dig and find general information or a description of the initial problem.

c) Reflection and Description of Constraints

This process aimed to reflect on things that were considered as the main partners' and the community's problem who later described as obstacles that need to be further investigated.

d) Develop Stages of Research

This activity aimed to design measures or procedure that started from the beginning to the quest for information reporting research results.

e) Determination of Research Partners and Participants

This stage showed how researchers determined Partners and or research participants. In determining the partners, researchers referred to the phenomenon of RBM hereinafter known by researchers as an aid of CSR or partners so that researchers choose PT. Antam Ltd as a partner in this study. Other participants who were included in this study were the community user or beneficiaries of CSR PT. Antam Ltd.

f) Technique, Instruments, and Data Collection Procedure

In this study, researchers used a technique of interview, observation, and document analysis which instruments used in collecting the data were unstructured interview guides, observation sheets, and documentation relating to the variables in this study.

g) *Activities Scale*

These activities may include partners, in this case is the party responsible for the division of CSR PT. Antam Ltd and all the people who live around RBM especially people who ever or receive benefits from the use of RBM itself.

5. *Planned activities*

The location of this research was focused on the PT. Antam Ltd at CSR division, which was located at Kecamatan Pomalaa, Kolaka, Southeast Sulawesi Province and at the village Hakatutobu located at Kecamatan Pomalaa, Kolaka, Southeast Sulawesi. This activity took place in November 2015. The implementation of this study was divided into six phases of activity: (1) preparation (socialization to the group of partners), (2) the determination of participants (3) training and mentoring, (4) the participation of partners (5) report writing, and (6) improvement of the final report, duplication, and distribution of reports.

1. *Preparation.*

At this stage, it was carried out preparation ranging from socialization to Partners of the research plan. Determining the schedule and conduct of research, and facilities and infrastructure will be determined by the proponent in coordination with partners or participants.

2. *Determination of Partners and Participants.*

Having done which once interviewed socialization, it can be obtained from the data about the obstacles faced by the partners and the community as participants. Then, based on the analysis of the constraints faced by each of the partners from any location, we then carried out the location dividing according to the needs of researchers. In other words, there was a group of participants which will be interviewed and observed in their respective locations without disrupting the activities they do

3. *Training and Guidance*

Training and guidance were held in the form of seminars or workshops that aimed to train and guide partners and participants on an ongoing basis that can be formed in a series of good cooperation between researchers with a partner, a partner with the community Hakatutobu, and researchers with community Haktutobu.

4. *Report writing*

Based on existing research process, we then compiled a progress report of activities. After the study ended, a final report was complete. The report was a responsibility of all this community service activity.

5. *Repair, Multiplication, and Distribution Report.*

Improvements of the final report, duplication and distribution of a report executed after a whole series of community service activities was completed in December 2015 at the latest the beginning of January, 2016.

6. *Partner Participation*

- a) Meanwhile, the participation of CSR PT. Antam as partners in research activities were: Being involved directly in the activities of dissemination of research to community service.
- b) Determine the participants related to CSR programs.
- c) To provide preliminary data on the condition of the problems faced by partners and beneficiary communities contributed CSR.
- d) Provide advice on its contribution to the preparation of guidance and facilities for research and training as well as guidance in the research community service.
- e) Provide brainstorming for the determination of the schedule and place of study and research guidance and training in community service.
- f) Mentoring and coaching participants and trainees and guidance.

7. *Type of outcomes*

- a) Partners understand the concept of public aid contributions with respect to education.
- b) Partner skilled and able to create a whole learning fun, interesting, creative, innovative, and meaningful to learners.
- c) Partner skilled and able to reflect and analyze the problems faced in their own learning activities.
- d) Community users RBM can be a model for the community or other communities.
- e) Partners and the community can properly manage RBM has been facilitated by a team of partners.

D. Finding and Discussion

1. Description of Activities

Science and technology program for the Community (IbM) entitled "empowerment the Rumah Belajar CSR PT. Antam Ltd. in Improving Education to the Community "has been going well. The study was conducted from August 2015 to January 2016. The results obtained are:

1) Description of interview and observation activities

Interview and observation activities carried out 4 times with several informants. The results of these activities are found problems that occur on the Home Learning Community (RBM) built by PT Antam Tbk. Interview and observation will be the main activity to absorb and collect information regarding the problems faced by the RBM. The first interview was conducted in October 2015 to one employee named Mr. Julius Daud, who lived in the compound PT Antam Tbk. Based on the interview, obtained information that RBM is built in the village of Sopura and it does not run in accordance with the expected function. This information becomes something that is important to develop the activities of interviews and observations of other parties, especially to the division of CSR PT Antam Tbk., Sopura village officials, village Hakatutobu, and the people who live around the RBM.

The next interview we did with Partners named Drs. Rupi Lukman on December 23, 2015 at his home located in the village Sopura. Based on the interview, the PT Antam Tbk is opened to anyone to use the RBM. Facilities are in RBM can be used. But then, the development of the dynamics of that there is the intention of certain parties to create a remote class of Masters Program from one campus in Semarang. Plans to set up a long distance program in the RBM for Masters Program is clearly contrary to the main purpose of RBM. Therefore, the parties plan would make RBM as a master's of education program ultimately rejected by the management of PT Antam Ltd.

The problem that we get from this interview that the education and training activities are carried out not through a good planning. A review of the recruitment system (instructors and participants), the implementation of the training, as well as the follow-up into the classic problems of RBM built by PT Antam Ltd., Pomalaa are the main problems appeared. Description of these problems is as follows.

a) Instructor Recruitment System

One thing we really highlight were instructor about how the system of recruitment of instructors to become an instructor at RBM managed by CSR Division PT Antam Ltd. then how the competence of the instructor who conducted the training field. As far as we know that an educator or trainer or instructor must meet certain requirements to be designated as an instructor. Meanwhile, requirements are specified, such as documents or certificates owned diploma instructor, had not been involved in criminal acts, have high discipline, experience as an instructor, professionalism, and so forth.

In this regard, it should be clear the track record contained in the CV of prospective instructors. As expressed by Mr. Harman that during this time instructors who brought in by the CSR is an average derived from outside the Southeast. By financing clearly this is quite burdensome because the CSR will spend more for instructors from outside Southeast Sulawesi either the transportation, accommodation, lodging, consumption, and so on. This is definitely our evaluation and for the future if there is an instructor of Kolaka or Kendari along the competent then it could be invited to work (interview on Tuesday, December 15, 2015).

For us, as academics pay close attention regarding the recruitment and competence instructors. Obviously, instructors greatly affect the outcome or output of a training program. If qualified instructor, rooster trained, skilled, it is conceivable that the participants will get a supplement of cognitive, affective, and psychomotor expected. The next issue was the design of learning and training used by instructors to provide training services to the community. Learning design in the context of education or training becomes very important variable. Therefore, an instructor before the training should have the design of learning or training. Example: learning design, such as RPP (Lesson Plan) in level of education of SMP / SMA or SMK held by teachers who would then be used as a guide or a corridor in running learning programs.

b) Participant Recruitment System

Trainee recruitment system during the time felt there was a problem. The results of the interview with Mr. Rupi Lukman (Interview on Wednesday, December 23, 2015) were that the planning of the training program in the recruitment of participants that seem random. Cases that no one participant has been training many times. After training as sewing, as well participated mechanic training, then joined again the other skills training. Even for the majority of participants in the category of productive age. Well, it is that we need to pay attention. Do not let the selection system instantly without considering the principle of interests, talents, potential and willingness of the participants to the training areas followed.

It may be that in this case were due to recruiting system that is not transparent, their participant selection process through tests interests, talents, and potential, interviews, and competency testing of potential participants, a high element of subjectivity, and so on. As has been suggested by Mr. Rupi Lukman that the recruitment of trainee was subjective impressed. Once there was a former village head of training. If you want to think in terms of age should be considered again to participate because there are many young people are more viable and productive. His observation, it seems a few trainees who just want money from the training (Interview on December 23, 2015, at 17:40 pm).

c) Implementation of the training

Each party related to CSR, namely PT Antam Tbk., Government, private, and community must work together to think about the positive things what do I need to do to maximize the function of RBM. Openness, transparency, regulation and competence, as well as an understanding of the principle of utility would be a force to implement and develop this project. Therefore, the four parties mentioned above shall we reseat the commander for the empowerment of Home Learning Communities PT Antam Tbk, which is located in the village of Sopura, Kolaka.

Problems faced in the implementation of the training were the limited training time, resulting in the shallow concept and management, as well as practical activities were limited. As if the training activities took place in a rush that were resulted in less than maximum output or outcomes. RBM business, participants, and the instructor is less use of the opportunity as a form of self-development capacity so that it seems that the activities carried out as if merely a formality, and only to abort responsibility.

It is also important in the implementation of the training is how the relevance of the scope of competence in instructional design competencies with the needs of trainees. In this case if the training material to answer the needs of competence expected. Instructor avoided is not to generalize the ability of all participants. If this happens then this is an oversight that should be addressed. It is clear that the competence of the trainees were implemented in Java with participants in different Sulawesi. Based on these facts it becomes illogical if instructors use the same instructional design. Thus, an instructor in designing instructional design should be based on the needs of trainees, as well as referring also to the standard of competence specified in the curriculum of education and training in RBM PT Antam Tbk. This means that the design of learning or training designed by the instructor should adjust in the context of the training was implemented.

In addition, the implementation of the training needs to the availability of learning resources, its textbooks, scientific journals, as well as adequate internet access. Learning resources provided will be used as a study material that will be studied by the participants to the deepening of the concept, managerial knowledge, and the development of knowledge at the field of training followed. Thus, participants get a

stock of knowledge, and interaction with fellow participants will have an impact on improving the quality of your attitude, and skills.

d) Follow Up

Follow-up of training conducted less than the maximum. It is based on data from interviews with informants that almost no follow-up activities of training that have been implemented. This is in accordance with what was said by Mr. Lukman that each of the training is completed, the people that join the training difficulty in developing the provision of skills acquired. Average constraints experienced were the inability of funds or lack of capital to start a business (Interview with Mr. Rupi Lukman, December 23, 2015, 17:30 pm). This leads to wasteful activities that because after the activity, all the education they provide when training away by itself.

Funding for follow-up programs are also not run optimally. Of course, this also cannot be forced fully to be charged to CSR PT Antam Tbk. This is due to nickel prices in the market volatile and many CSR programs implemented by PT Antam Tbk in sectors or other places. Therefore, creativity, productivity, and innovation become merely something that must be done.

Follow-up measures in the form of mentoring, guidance, and business management are also less run with the maximum. Logically form of follow-up activities such as this is very important to continue to encourage and keep participants remain focused on what started it. However, with such a situation we do not necessarily blame the CSR PT Antam Tbk. It may be that this is happening because of limited manpower, time, funding is also limited personnel CSR PT Antam Tbk to take care of all that. It is, as described by Mr. Rusdan as manager of CSR PT Antam Tbk that they are constrained by the limited means at their disposal, both limited in aspects of personnel, time, tanaga and budget (Interview with Mr. Rusdan manager of CSR PT Antam Tbk, Tuesday, December 15 2015).

Funding for follow-up programs are also not run optimally. Of course, this also cannot be forced fully to be charged to CSR PT Antam Tbk. This is due to nickel prices in the market volatile and many CSR programs implemented by PT Antam Tbk in sectors or other places. Therefore, creativity, productivity, and innovation become merely something that must be done.

Follow-up measures in the form of mentoring, guidance, and business management are also less run maximally. Logically, the form of follow-up activities such as these is very important to continue to encourage and keep participants remain focused on what started it. However, with such a situation we do not necessarily blame the CSR PT Antam Ltd. It may be that this is happening because of limited manpower, time, funding as well limited personnel CSR PT Antam Ltd to take care of all that. It is, as described by Mr. Rusdan as manager CSR PT Antam Ltd that they are constrained by the limited means at their disposal, both limited to the aspects of personnel, time, energy and budget (Interview with Mr. Rusdan manager of CSR PT Antam Ltd, Tuesday, December 15 2015).

2) Description of the Activities of Reflection and Description of Constraints

Expectations of the people of the presence of RBM as a place for young people who dropped out of school to be given the skills or soft skills, such as mechanics, tailors, electrical power, as well as other soft skills becomes a hope that never goes out. Basically what was done by the CSR PT Antam Ltd has been on track and the right corridor. It is proved that one of the participants of the Village Sopura has successfully developed the skills of training within the RBM, the tailor that are now able to become economically independent. However, that success must always be accompanied by reflection and continuous evaluation.

Issues of participant recruitment system must be addressed. Trainee recruitment system that has not been established that can be done in various ways whether it is a balanced portion of participants to the each villages or wards within the scope of Kabupaten of Kolaka. Trainees distributed equitably balanced. As information is obtained that there are two villages and eight villages that were targeted use of RBM. Therefore, if in a training program amounted to 20 participants, so each village gets a quota of 2 participants for training in question. The hope was for the recruitment of trainees to be selective. Not just

any recruits because many events that had gone through training in sewing, come again training mechanic, electrical training, then joined again the other skills training. This fact is an awkwardness that must be addressed.

Furthermore, the system of recruitment of instructors in case the CSR PT Antam Ltd to evaluate the pattern done in the past. Why is that? Yes, because it has been proven that during this time, existing instructors who provide training materials have not yielded satisfactory results. Something might be wrong with the system of recruiting instructors. One of the things that can be identified that a average of instructors come from outside Southeast Sulawesi. Besides wastage costs (transportation, accommodation, lodging, consumption, etc.), the policy brings instructors from outside deemed less effective. Ineffective use outside instructors because they have limited time to live at Pomalaa so as to follow up or follow-up form of assistance will be difficult to do. Therefore, the recruitment of instructors from Kolaka, Kendari, Southeast Sulawesi or instructor needs to be done along qualify as an instructor.

As for the implementation of the training would need to be considered as well is the problem of the number of children dropped out of school around RBM. It has been proven based on information from Mr. Drs. Rupi Lukman that many children of school age who did not experience a basic education (Interview with Mr. Rupi Lukman, December 23, 2015, 17:30 pm). That situation needs to be followed up by presenting a program Package A, Package B, and C. Pack program is important for children around RBM so expect our children can enjoy education as a constitutional mandate can be achieved with good.

Still on the theme of education that needs to be an effort to increase human resources at villages teachers in terms of providing training in the use of computer. This problem is actually the duty of the Department of Education, Youth and Sports, Kolaka. It is the local government, in this case the Department of Dikmudora that has the responsibility to continue to foster and develop the competence of teachers in schools. However, there is no harm if the RBM facilities built by PT Antam Ltd also used for training to improve the competence of teachers in RBM in order to advance the quality of education in the region around the exploration of PT Antam Ltd. In addition, the use of computers or IT expertise also needs to be given to the village officials to better optimize the service to the community.

Lastly, the issue of following-up the activities that is until now has managed well. Apart because of instructors who do not live in Kolaka because the average comes from outside Southeast Sulawesi. This resulted in poor communication between the participants of the training with an instructor. Geographical distance away makes it difficult for the instructor to monitor the development of the participants, difficult to accompany the participants, and cannot provide continuous guidance. This issue should be addressed with intelligent by the CSR PT Antam Ltd to then consider the instructors come from Kolaka, Kendari, Southeast Sulawesi with fixed or the terms and conditions that are set to become an instructor. If this is implemented, it will bring a double benefit to the CSR PT Antam Ltd minimal on aspects of cost savings, easy to do follow-up activities, saving energy, and the development potential of local human resources in developing regions.

3) Description of Setting Activities of the Research Stage

Launch this activities is to develop the management and the management of PT Antam Ltd RBM which began with the vision, mission, and objectives of RBM; organizational structure; code of Conduct; document control programs include: 1) monitoring, 2) supervision, 3) evaluation, 4) reporting, and 5) follow-up; education and training curriculum development, syllabus, schedule of education or training, and information systems (IT). Moreover, in terms of infrastructure necessary assurances as to the existence of the letter where the establishment of a land grant RBM, libraries, commercial power, materials and new instruments, and other infrastructure facilities.

If the improvement and development of management or management has been laid out, then CSR PT Antam Ltd give an opportunity to the community under the coordination of the Kelurahan or villages government to arrange a schedule of activities based on the results of community meetings. Such activities will be a report to the PT Antam Ltd to do the planning as follow-up suggestions from the community every village. However, the proposed activities of each village should be based on the real needs of society, not merely the desire of village officials or the CSR PT Antam Ltd itself.

It should be noted also that seemed to education and training programs that have been implemented so far directly dotted focus on training skills that result solely on the ability of participants to mimic what is given by the instructor. The result was concept that accepted by the vagueness of the trainees. Yet every good education and training activities targeting in advance mindset of participants armed with the concepts and paradigms as well as a broad horizon of thinking about what is being and will be doing. This is most likely due to limited allocation of time provided for a training program, and the limited funds provided. As we all know that the longer a training program implemented, the financial consequences will be more excluded. At least budgeting for instructors, needs supplies, consumption, accommodation, and so will increase.

2. *Description of Stages of Preparation, Training and Guidance*

1) Preparation phases

In this stage of preparation, we were ranging from socialization to Partners of the research plan. Meanwhile, dissemination concerning the implementation of community service is done Monday & Tuesday, October 5 to 6, 2015. Socialization carried out on the first day on Partners I, namely the CSR PT Antam Ltd, while the second day on Partners II, namely Drs. Rupi Lukman as Chairman of the CLC (Community Learning Center) Sopura village. The material of socialization namely the Community Service as one of the three responsibilities of Higher Education which targeting a phenomenon that occurs at Rumah Belajar Masyarakat (RBM) which is constructed by CSR PT Antam Ltd seen dormant or inactive. These facts led us as academics to identify the cause so that the RBM into a vacuum and avenues for solving the problem in the hope that it can function as RBM founding goals.

Schedule of community service was held on Monday, December 28, 2015 which is housed in the Office of Antam Ltd., Jl. Lt. Soeprapto Tel. (0405) 2310400 Kolaka, Southeast Sulawesi.

2) Stages of the Training

Training and seminars conducted addressed to partners, namely the Party CSR PT Antam Tbk and Drs. Rupi Lukman as chairman of the CLC Sopura village. The training was held on Monday, December 7, 2015. The involvement of the three parties is very important with a view to a common understanding on Corporate Social Responsibility, CSR in particular PT Antam Tbk, and more about the whereabouts of the Learned Society house built of CSR PT Antam Tbk.

In the training and seminars we expose the data from the results of interviews and observations. Explained that the problem is happening on RBM so it looks near death caused by several factors, namely 1) the recruitment of participants and instructors are less professional or carelessly, 2) there is an impression that the implementation of the training activities solely to abort responsibility (formality) and 3) follow-up activities that are less obvious, and coupled with poor management.

3) Stages of Guidance

Solve the problem, then the CSR PT Antam Ltd need to conduct repairs and development efforts of the management and the management of the Rumah Belajar Masyarakat. There should be special policies that aimed to rearrange the RBM so that the expectations of all parties, especially the District of Pomalaa which can feel significant benefits can be achieved with the presence of RBM.

Meanwhile, guidance made by us as a team of researchers and community service in cooperation with the partners to help provide ideas, suggestions, and feedback to management concerning RBM partners; the recruitment of trainees and instructors; preparation of learning design; curriculum; mapping program or training schedule eight village and two the Kelurahan Pomalaa scope of the District.

3. *Description of Outcomes*

Outcomes of the science and technology for the Community Program (IbM) is divided into three (3) outcomes which is expected to be a significant contribution to the partners and beneficiaries, although not directly in contact with the economic improvement of society. Nevertheless, it is certain that any research results if it can benefit human life is in itself the economic improvement can occur as the application by research results in question. Meanwhile, outcome in question will be described in the following subtopics.

1) Services

The first outcome that can be contributed through IbM Program is in the form of services. Researchers became mediator in providing solutions to the problems faced by the partners; in this case is CSR PT. Antam Ltd. and beneficiaries of Rumah Belajar Masyarakat (RBM), which was established by the CSR PT. Antam Ltd. in this case is the RBM user community. At first, the CSR PT. Antam Ltd. pengelolahan about to hand over ownership to local government and Kolaka but it cannot be realized since the LGs Kolaka has no operational management costs for the RBM.

Departing from this, the parties CSR PT. Antam Tbk. re-consider the plan until investigators met with the CSR PT. Antam Tbk. and provide the results of the data analysis reveals some solutions about how the RBM is for two (2) years of inactivity can be re-activated in accordance with its function so that the public can again enjoy the benefits of contributing CSR PT. Antam Tbk. as a form of corporate social responsibility. Therefore this research paradigm qualitative approach, the follow-up will continue to be implemented in the form of data collection, analysis, and verification of the results of further studies to a functional state RBM is already really are at it should be. In other words, the results IbM this may be said to have achieved significant results, however, that the consideration of social responsibility, the researchers and partners will continue on an ongoing basis to monitor the management and implementation of learning activities in RBM with applying some of the methods that are considered by researchers looking for this issue will also be discussed in the next subtopic.

Party Partners are very excited about the contribution that researchers provide services in terms of mediating solving the problems faced by the partners. First partner, CSR PT. Antam Tbk. very much hope that it is better to the management of existing RBM managed by competent institutions and professionals such as academics in this case the institution where the researcher works (University Nineteen November Kolaka) or an independent agency that has the capability and competence in the field of education and education management.

Everything requires effort, motivation, proper motive, and consistency in efforts to become a public servant and also devoted themselves to the public in order to achieve the fullest development goals of Indonesia.

2) Method

Through analysis of valid data, the researchers concluded that the problems faced by the partners require ideal serious and application methods. It should be understood that there are no methods and the best strategy, but there are only methods and strategies that are ideal for that time (the application of) the situation at the time, and specific topics. Therefore, the method recommended by the researcher to the problems faced by the partner-specific but flexible.

The ideal method to solve the problems faced by the partners is a participatory method (MP) and the method Impcat Social Assessment (SIA). Methods MP stated that the beneficiary communities should be directly involved in Design, Implementation, and Evaluation. This method is ideal for both partners side where the beneficiary community truly becomes part of the CSR in this case is the first partner or CSR PT. Antam Tbk. Society has not only become the object of training or activities, but also become perpetrators in the management of RBM activities. During this time, people only become the object rather than the subject of the activities and events that lead to stagnation and vacuum activities and the impact is not apparently an independent society due to social contributions implemented by the first partner.

For the first partner, the researchers recommend the SIA method in which the process of analyzing such as predicting, evaluating, and reflecting the impact of the expected and the unexpected happens in a community environment of a planned program that can bring sustainable impact on the beneficiaries. Based on the concept of this SIA, the first partner, CSR PT. Antam Tbk. Is rated only apply implementation and evaluation without starting with the planning is on the basis on the assessed needs (Needs Analysis) and ends with the reflection process. It seems clear that the learning activities at the location of RBM are not running properly. Learning activity is only in the form of seasonal unplanned.

It seems clear that this situation obviously affects the efficiency and effectiveness of the work program which causes the existing commitments are not sustainable should be

understood that Cooperate Social Responsibility (CSR) is a Sustainable Commitment. Therefore, the researchers hope that with the recommended methods can be immediately applied by the first partner (CSR PT. Antam Tbk.) So what is already an early commitment can be realized in accordance with the general and specific objectives that have been determined.

3) Product

The result showed that the learning activities are carried out in RBM seemed still not focused. This is caused by the unavailability of instructional design that is ideal for students who should have been provided by the teachers. Researchers recommend a learning design is ideal for learning activities that continuity of learning can function properly. Recommended instructional design is in the form of a syllabus tailored to the curriculum. Instructional design is made based on priority needs of training and learning in every village beneficiary RBM is categorized in the form activity groups so that no synchronization between the needs of learners with learning syllabus itself. 3) Since the systematic of CSR is an ongoing commitment, the researcher is willing to continue to develop the design of the continuity of learning for learning and training activities in the RBM. Instructional design in the form of curricula and syllabi is still under construction (75%). Plan for publication will be published in the Journal of English Education (JEE).

E. Conclusion and Suggestion

1. Conclusion

The results of this study can be summarized as follows:

- 1) The layout of the problems that occur between the CSR PT. Antam Tbk. with the beneficiary communities RBM is on technical matters that should not be continued when the social good cooperation between the two. Because of this, the researcher recommends that service in this case being the mediator between the two partners so that both partners is to establish a high synergy for the achievement of objectives Social Responsibility.
- 2) Problems faced by both partners need some method that can facilitate the sustainability of the expected program learning activities. Thus, the researchers recommend two ideal methods namely Participatory Methods (MP) and Methods Social Impact Assessment (SIA) which is intended to support an ongoing commitment in question.
- 3) The learning activities in the fuel is still very minimal and not directed so memorable seasonal. This gives impetus for researchers to recommend a product in the form of instructional design or syllabus that can be used by partners in facilitating the teaching force. This is so that faculty can have learning guides are ideal for learners and easily they planned design of the Learning Process (RPP), implementing the learning activities, facilitate the process of evaluation and reflection, as well as the process of follow-up or follow-up activities such learning to create a society that is self-supporting and self-financing.

2. Suggestion

Some suggestions are considered essential to support the objectives of social responsibility carried by the first partners in this CSR PT. Antam Tbk and two partners in this beneficiary community of RBM.

Parties to CSR PT. Antam Tbk should view the concept of Cooperate Social Responsibility as part of the contribution of social life that is not only done because it is the principle of corporate social responsibility.

Parties to CSR PT. Antam Tbk should be a facilitator and professional and consultant for communities in the area of CSR contributions so that all program activities can be implemented fairly and sustainably and directed so that it can provide significant benefits to the beneficiary communities.

Parties to beneficiary community should put forward common economic interests minimal for each region so that the motivation and the proper motive can be used as a pillar to support the mutual expectations in the region in terms of improving the local economy. They should not only think about their personal interests to get training in question.

Parties to beneficiary community through their respective village officials should have been pro-active in the analysis of the needs in their respective regions to determine community

needs and prioritize those needs. It is intended to establish a social cooperative relationship between the CSR and beneficiaries as well as to maintain an ongoing commitment that has been agreed.

Both partners can establish a good relationship with researchers in terms of consultation to provide the approaches, methods, and strategies needed by both partners in order to resolve any problems faced in the future.



Informative Text Translation into English to Indonesian

AUTHORS INFO

Lina Anisah
Universitas Sembilanbelas November Kolaka
linausn@yahoo.co.id
+6282118990000

ARTICLE INFO

ISSN: 2502-6909
Vol. 1, No. 1, March 2016
URL: <http://usnsj.com/index.php/JEE/article/view/JEE009>

© 2016 USN-SJ All rights reserved

Abstract

The purpose of this study is to obtain an overall picture of the translation of informative text from English to Indonesian. The translation is then measured in terms of translation.

This study used a qualitative approach using content analysis method. Object of this study is informative text from English to Indonesian translated by the fifth semester English students of University of Borobudur. The translation then is analyzed based on four sub-focus, which are equivalence, strategy, errors, and the factors that cause errors in translation

In the translation process that is done by the students found the equivalence translation is widely used by the students, and the translation strategies are also widely used by the students. However, there are also many errors in their translation. So the researchers also analyzed the factors that cause the errors. Therefore, students need to be taught translation learning in order to produce good quality translations. Not only can generate good translation of informative text, but also a variety of other texts.

Keywords: informative text, translation, equivalence, strategy, errors

A. Introduction

Translation is a transfer of information or messages contained in a source language into the target language based on the rules which apply in both languages. When examined further, translating today plays a very important role, given the need for information that greatly improved.

The role of English in various fields is very influential on the development in Indonesia. Translation skill is needed in the world of education and the world of work. Students will eventually plunge into the world of work, where globalization where-where that requires them to be skilled in English. This is what needs to be considered for teaching English and translation skills are essential.

With the translation of information and knowledge with foreign text will be solved with Translating. Therefore, subjects English to Indonesian or so-called 'Translation A' in the fifth semester is present in one of the subjects in the English department at the ABA (Foreign Language Academy). Subject English to Indonesian supplied and controlled by students of English ABA University of Borobudur with the aim to equip students with the knowledge of theoretical about the translation and provide practical exercises in the hope that at the end of the course the student is able to produce a translation of good quality from the angle accuracy, clarity and fairness contents.

But in reality, in the process of informative text translation from English into Indonesian language not achieve the expected goals. All of this indicates that the ability of students in translation is still low and many deviations that occur in the translation done by the students.

Therefore, other factors must be overcome by the students in the translation is that the strategy and equivalence translation, and with correspondences and translation strategies to facilitate students in the translation process.

New mark translation strategy resembles the process of translating the literal translation method (literal), which involves the level of phrases, clauses and sentences, which are the following:

1. Transference
2. Naturalization
3. Cultural Equivalent
4. Functional Equivalent
5. Descriptive Equivalent
6. Synonymy
7. Through Translation
8. Shifts or Transpositions
9. Modulation

Then correspondences also assist students in translating a text. There are several correspondences expressed by the experts. One is the equivalence Baker, namely:

1. Equivalent in the level of word
2. Equivalent in the above level of word
3. Grammatical equivalence: Numbers, Gender, Person, Tense and Aspect, Passive Voice
4. Textual equivalence : thematic of structure and information
5. Textual equivalence: cohesion, Reference, Substitution and ellipsis, conjunction, lexical cohesion
6. Pragmatic equivalence

In doing translation, the translator must have made a mistake, because translation is not an easy task. Then New mark also categorize deviations into two, namely:

1. Scientific irregularities consisted of two irregularities, namely:
 - a. Referential deviations.
 - b. Linguistic deviations
2. Irregularities related to translating skills

Translation is not easy, a lot of irregularities committed a translator when translating. Therefore, there are several factors that cause deviations in translation. Then Nord suggested factors that cause deviation of translation includes:

1. Internal factor
2. External factor
 - a. Source text
 - b. Pragmatic translation factor
 - c. The difference factor between cultural norms and conventions of the source and target
 - d. Linguistic differences source language and the target language

The purpose of this study was to determine the depth of the informative text translation from English into Indonesian undertaken by students of English ABA Borobudur University.

B. Research Methods

In analyzing the informative text translation from English into Indonesian undertaken by students of English ABA Borobudur University, the author uses a qualitative approach with content analysis method.

Mayring in Emzir initiated the procedure of content analysis approach is central to two of them: the development of the category of inductive and deductive category application.

Inductive Category Development

Within the framework of a qualitative approach in this research is to develop aspects of interpretation, categories, as close as possible to the material, to define it in terms of the material. For the scope of qualitative content analysis has developed an inductive category development procedure, which is oriented to the reductive process formulated in the psychology of text processing.

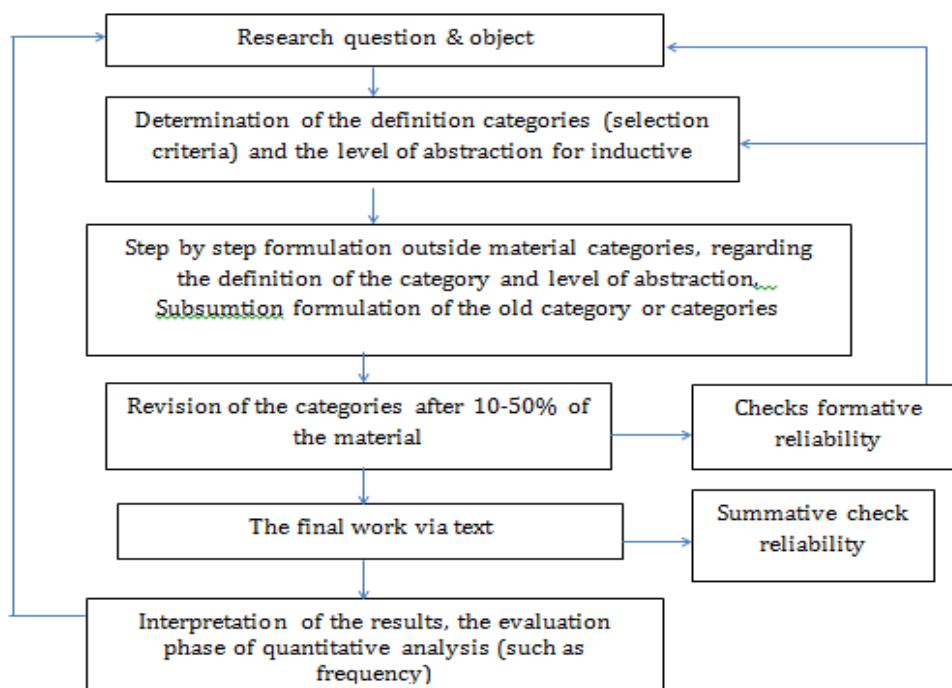


Figure 1: Step model of inductive category development

The main idea of this procedure is to formulate a criterion of definition, derived from the theoretical background and research questions, which determine aspects of textual material that has been taken into account. These criteria follow the material is done through the categories temporary and deduced step by step. In a feedback loop these categories are revised, eventually reduced to the category of goods and checked with respect to reliability and if the question of research suggests the quantitative aspects can be analyzed.

Results informative text translation from English into Indonesian is the data that will be the object of research. Techniques and procedures of compiling this data through a process as follows:

1. Provides informative text in English to students and translated into
2. Collecting the translations done by students
3. Comparing the source language text and the translation
4. Analyzing the results of translation is an aberration in translation
5. Analyzing the factors that cause deviations in the translation
6. Assessments and suggestions for improvements in certain ways to the teaching of translation

C. Finding And Discussion

Results informative text translation from English to Indonesian is the data that will be the object of research. Data can be a word, phrase, clause, and sentence in the translation. While the data sources consist of all the literature that discusses (1) equivalence translation informative text from English into Indonesian, (2) strategies of translation are used for translating informative text from English into Indonesian, (3) variations in informative text translation from English into Indonesian, and (4) factors that cause deviation informative text translation from English into Indonesian. However, in this article the researchers did not show all the examples and discussion of each of the categories. Good on Equivalence Translation, Translation Strategy, Translation Irregularities, and deviations Factors Contributing Translation.

1. Description Of The Equivalence Translation

From the data that has been collected and categorized, the researchers found many correspondences used by informants.

Table 2. Equivalence informative text translation from English to Indonesian.

No.	Equivalent Translation	Total	Presentation
1.	Equivalent in the level of word	6	7
2.	Equivalent in the above level of word	8	9
3.	Grammatical equivalence	32	35
4.	Textual equivalent: thematic structure and information,	2	2
5.	Textual equivalent: cohesion	39	47
6.	Pragmatic equivalent	4	4
Total		91	100%

a. Equivalent in the Level of Word

In translating a word, phrase, sentence is not as easy as imagined. This is because of the system and each language has different rules, and in each language have their own cultural.

This equivalence arises when the problems associated with the lack of equivalence at the word level, what will the interpreter when there is no word in the target language to express the same meaning in the source language.

BSu: However, the danger did not stop the **balloonist**

BSa: *Bagaimanapun juga, hal yang membahayakan itu tidak membuat para pecinta balon itu berhenti.*

Analysis of the above data shows equivalence in the rate of the city. Equivalence in Word Level means of matching a word, not a phrase much less sentences. As the text above, said balloonist interpreted in a manner decompose. Informants understand that balloonist is people who like to fly with air balloon so, the informant describes the meaning of the word.

If we find such words recall us assume that there are two elements of different eating there, namely: re and the call which means 'call back'. Similarly, the balloonist above, If seen there are two elements in the word that balloon. Balloon mean air balloon, whereas affixes the suffix ist is often used to refer to the person. As examples specialist which means 'experts' and illusionist meaning juggler. So if balloonist can mean 'people who fly a balloon or blimp lover'.

b. Grammatical Equivalence

1. Number

BSu: In the case of the great apes

BSa: *Dalam kasus kera besar....*

In the source language is English there is a difference between singular and plural. This difference is expressed morphologically by adding the suffix on a noun or replaces the form to indicate whether the word is singular or plural, for example: student / students, fox / foxes, man / men, child / children. As dictated by Baker: 'the idea of accountability is probably universal ... however, not.

Like the example above, the word is definitely not meant plural by adding 's' in the word of the object. But in the target language, the Indonesian language to translate it into a single informant. These informants caused by less interested in distinguishing between singular and plural. In the Indonesian language, the translator or the speaker is not too much attention will be singular or plural.

2. Description of the Translating Strategy

Table 3. Strategy informative text translation from English to Indonesian

No.	The Strategy of Translation	Total	Presentation
1.	Transference	6	17
2.	Naturalization	8	22
3.	Cultural Equivalent	3	8
4.	Functional Equivalent	1	3
5.	Descriptive Equivalent	2	6
6.	Synonymy	2	6
7.	Through Translation	1	3
8.	Shift or Transposition	12	33
9.	Modulation	1	3
Total		36	100%

a. Transference

BSu: **the Mongolfier brothers**, made a balloon.

BSa: **Mongolfier bersaudara**, membuat balon udara.

Informants use translation strategies Transference, is seen from above Montgolfier words are not translated. Informants just transcribe into the target language. This is because the word including the 'proper name'. Transference can be used to translate the words, such as proper names. Lappihalme added that the strategy of the translation of proper names can be done in two ways, namely maintaining that name (retention of the name) or replace the name with another name in the source language or the target language.

b. Naturalization

BSu: It traveled about five and half **miles**.

BSa: *Balon udara terbang kira-bkira lima setengah mil.*

Based phonological Miles spoken word /maɪl/, while in Indonesian, the word 'mile' is pronounced /mil/. When examined both the pronunciation system has proximity. System pronunciation in English, the naturalized Indonesian and expressed morphologically. This indicates translation strategy 'naturalization'.

c. Cultural Equivalent

BSu: a single adult **male** with one or more **females**

BSa: ... *gorilla jantan dewasa dengan satu atau banyak betina*

The word *Jantan* and *betina* are very suited to be a synonym for male and females, because the goals of Indonesian language when referring to the sex of animals or objects, Indonesian used the word 'female' and 'male'. Male and female in the Oxford dictionary has meaning men and women. If male and female translated into men and women, then the translation in the target language is not acceptable and will lead to a strange impression.

This action is appropriate, informants using a strategy of cultural equivalence. The use of *jantan* and *betina* are concepts in the culture. New mark incorporate cultural aspects of these words in the category of organizations, customs, and activities, concepts and beliefs. Where the sub-category includes belief systems, values, artistic, political, religious events, concepts in society, and others.

3. Description Irregularities Translation

Table 4. Deviations informative text translation from English to Indonesian

No.	Translation Divergence	Total	Presentation
1.	Referential Deviation	18	31
2.	Linguistic Deviation	20	34.5
3.	Translating Skill Deviation	20	34.5
Total		58	100%

Here is a discussion of the forms of deviation in translating informative text translation from English to Indonesian:

1. Referential Deviation

BSu: **Hot air** is lighter than **cold air**

BSa: *Air panas lebih ringan daripada air dingin*

The above translation is a form of referential aberration. Phrase hot water and cold water if interpreted in Indonesian means 'hot air' and 'cold air'. But the informant translated it as 'hot' and 'cold'. It is obviously clear is any deviation.

Informants are affected with the target language. The informant thought air (udara, in Indonesian) in the source language is 'water' (water, in English). Indeed, the word is the same morphology. Second language, both the source language and the target language have the same word (water), but the meaning of these two words is much different.

So if the translated meaning of the text will be ambiguous. The context of this discourse is about the balloon. In this discourse will tell the history of the beginning of a hot air balloon. Context preceding examples above text that is, an inventor air balloon that fills the air with a hot air balloon so the balloon can fly upwards. The balloon must be filled with hot air, if it is filled with cold air, the balloon will not fly.

If the translation is done by the informant, then air balloon filled with hot water. It is very unlikely that a hot air balloon filled with hot water. Then the translation is related to the facts and the real world. Supposed to return the contents of the informants understand the source text. Comprehended and accuracy of an interpreter must be very sharp. According to investigators, the informant irregularities such as those above because the informant sloppy or imprecise when translating the word water. By becoming a fifth semester student who majored in English, it is not possible informants did not know the meaning of the word water.

4. Description of Factor Contributing Irregularities in Translation

Table 5. The factors that cause deviation informative text translation from English to Indonesian.

No.	Factor that Cause of Deviation Translation	Total	Percentage
1.	Internal Factor	26	62
2.	External Factor	16	38
Total		42	100%

Based on these two factors cause deviations translation, here is some deviations translation exposure caused by two factors above.

a. Internal Factor

BSu: Hot air is lighter than **cold air**

BSa: *Air panas lebih ringan daripada air dingin*

A translator, if necessary to be able to express the intent submitted by the author. As discussed earlier that internal factors are associated with psychological factors of informants. In deviation above the phrase hot water and cold water if interpreted in Indonesian means 'hot air' and 'cold air'. But the informant translated it as *air panas* and *air dingin*. Informants are affected with the target language. The informant thought 'water' (air, in Indonesian) in the source language is *air* (water, in English). Indeed, the word is the same morphology. Second language, both the source language and the target language have the same word, but the meaning of these two words is much different.

If the translation is done by the informant, then air balloon filled with hot water. It is very unlikely that a hot air balloon filled with hot water. According to investigators, the informant irregularities as above because, informants sloppy or imprecise when translating the word *air*. By becoming a fifth semester student who majored in English, it is not possible informants did not know the meaning of the word *air*.

In other words, the internal factors that causes deviations of the translation. Therefore, researchers assume that in interpreting the text of internal factors such as comfort and serenity becomes a very influential factor in translating a text. Maybe when translating the text informant careless, slipshod, tired or in a hurry so that the informant translated it like that.

D. Conclusion

Based on analysis of the data presented it can be concluded that the findings relating to the equivalence translation, translation equivalence researchers informative text occurs largely on Textual Equivalence: Cohesion as much as 39 or 47%. Then, the findings relating to translation strategies, the researchers found that the translation strategies most widely used in informative text translation from English to Indonesian is the Shift or transposition by 12 or 33%. Then, the findings relating to irregularities translation, researchers found many irregularities and deviations linguistic skills to translate each of as many as 20 or 34.5%. And lastly, the findings relating to the factors that cause deviation translation, researchers found internal factors at most as many as 26 items.

In connection with the findings and discussion of the findings, the need for the provision of practical advice to researchers, teachers or professors, and students. For the researchers, this study is useful to look at the aspects of equivalence, strategy, irregularities, and the factors that cause deviation in translating informative text translation. For teachers or lecturers, can apply the learning methods of analysis, critical, and solution-in the concept of translation. For the students, with their eyes of translation can provide students with theoretical knowledge about the translation.

References

- Baker, Mona. (1992). *In other words, A Course Book on Translation*. London: Routledge,
- Bassnett, Susan. (2002). *Translation Studies*. New York: Routledge,
- Bell, Roger T. (1992). *Translation and Translating: Theory and Practice*. New York: Longman Inc.,
- Brown, H. Douglas. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*. New York: Longman Pearson Education,
- Bustanul, Arifin. (2007). *Menyimak*, Jakarta: Penerbit Universitas Terbuka.
- Carley, K. (1992). *MECA*. Pittsburg, PA: Carnegie Melon University,
- Catford J. C. *A Linguistic Theory of Translation*. London: Oxford University Press, 1965.
- Creswell, John W. (2003). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches (2nd Ed)*. Thousand Oaks, New Delhi: SAGE Publication, Inc,
- Culler, Jonathan. (1976). *Saussure*, Glasgow: Fontana/Collins.
- Dolet, R. (1997). *How to Translate Well from One Language into Another*. Paris: J. de Marnef,
- Emzir. (2010). *Metodologi Penelitian Kualitatif Analisis Data*. Jakarta: Rajawali Pers,
- Hartono, Rudi. (2011). *Teori Penerjemahan*. Semarang: Cipta Prima Nusantara Semarang,
- James, Carl. (1998). *Error in Language Learning and Use*. New York: Addison Wesley Longman Inc.
- Kementerian Pendidikan dan Kebudayaan. (2014). "Kamus Besar Bahasa Indonesia (Dalam Jaringan (Ed.3))", (<http://bahasa.kemdiknas.go.id/>),
- Lappihalme R. (1997). *Culture Bumps: An Empirical Approache to the Translation of Allusion Clevedon; Multilingual Matters*.
- Larson Mildred L. (1989). *Penerjemahan Berdasarkan Makna: Pedoman Untuk Pemadanan Antarbahasa, Alihbahasa: Kencanawati Taiwan*. Jakarta: Arcan,
- Machali R. (2000). *Pedoman bagi Penerjemah*. Jakarta: PT Grasindo,
- Molina L. & Hurtado, Albir. (2001). *Assessment in Translation Studies: Research Needs*. Barcelona: Universitat Autònoma de Barcelona,
- Molina L. & Hurtado, Albir. (2002). *Translation Technique Revisited: A Dynamic and Functional Approach*. Barcelona: Universitat Autònoma de Barcelona,
- Munday, Jeremy M. (2001). *Introduction Translation Studies*. London: Routledge,
- Nababan. Penerjemahan dan Budaya. (2008). <http://www.proz.com/translation-article/articles/2074/1/Penerjemahan-dan-Budaya>,
- Newmark Peter. (1988). *A Text Book of Translation*. New York: Prentice Hall,
- (1981). *Approach to Translation*. London: Pergamon Press Ltd.,
- Nida, Eugene A. & Taber, Charles R. (1969). *The Theory and Practice of Translation*. Leiden : E.J. Brill,
- Nord, Christiane. (1997). *Translating as a Purposed Activity: Functionalist Approaches Explained*. Manchester: St. Jerome,
- Popovič, Anton. (1976). *A Dictionary for the Analysis of Literary Translation*. Edmonton, Alberta: Department of Comparative Literature, University of Alberta,
- Tarigan, Henry G. (1988). *Pengajaran Analisis Kesalahan Berbahasa*. Bandung: Angkasa,
- Reiss, Katharina. (1989). *Text Type, Translation Types and Translation Assessment*. A. Chesterman: A. Chesterman,
- (2000). *Translation Criticism: Potential and Limitation*. Manchester: St. Jerome and American Bible Society,
- Ruqaiya, Hasan. (1992). *Bahasa, Konteks dan Teks: Aspek-Aspek Bahasa dalam Pandangan Semiotik Sosial*. Yogyakarta: Gajah Mada University Press,
- Wilss, Wolfram. (1982). *The Science of Translation*. Stuttgart: Gunter Narr verlag Tubingen.
- Zwart, Van Leuven. (1997). *Towards a Text-Based Model for Translation Evaluation* Ridderkerk: Ridden Print.



Improving the Students' Speaking Skill through Debate Technique

AUTHORS INFO

Fernandes Arung
Universitas Sembilanbelas November Kolaka
Fedyarg@gmail.com
+6281241248541

Jumardin
Universitas Sembilanbelas November Kolaka

ARTICLE INFO

ISSN: 2502-6909
Vol. 1, No. 1, March 2016
URL: <http://usnsj.com/index.php/JEE/article/view/JEE010>

© 2016 JEE All rights reserved

Abstract

This study is based on the important of speaking skill. Speaking was important to be learnt because speaking is the way to communicate with other people in order to deliver opinion and express idea, but in fact, the students' ability in speaking English is low. It is caused by several factors such as the elements of speaking like vocabulary, pronunciation, grammar, and fluency that must be mastered by students in order to be good English speaker. In this research, the researcher used debate technique to improve students' speaking skill.

The main objective of this study is to describe the implementation of debate technique in teaching speaking and to identify how much students' speaking skill improvement after being taught by using debate technique.

This study is classroom action research that was done in two cycles. The data collection was done using test and observation. The data from the test and observation that had been taken from every cycle were analyzed quantitatively.

The implementation of debate technique in teaching speaking at the second year of SMA Negeri 1 Lasusua was conducted in two cycles including cycle one and cycle two. The participants of this study were 29 students in class XI/IPA 2. The result of this study showed that using debate technique can improve students' speaking skill.

This is proven by students' test score that improved in every cycle. In the first cycle, the students' average score was 64 and in the second cycle students got 78,4.

Debate is an appropriate technique used to improve students' speaking skill for the students at class XI/IPA 2. The result of this study is helpful information especially for the English teacher who is teaching at that class and all English teachers generally.

Keywords: speaking improvement, speaking skill, debate technique, classroom action research, action research

A. Introduction

Language is a system for the expression of meaning. Its primary function is for interaction and communication (McDonough & Shaw, 2003). Language is used by human in order to know and understand each other. As we know that God created human in different condition and character, so they need to interact among people.

English is used by millions of people all over the world. In Indonesia, English is considered as a foreign language that has been taught from elementary school up to the university. In

education aspect, the students hopefully to be able to speak English fluently in order that they can compete in the technology development.

Speaking is one of the important skills in language learning besides listening, writing and reading. Speaking is activity in giving and asking information as if dialoguing by two or more people.

In teaching and learning English as the foreign language, most students cannot speak English well. For that condition, there are some factors of the difficulties. There are internal and external factors. Internal factors come from the student themselves. These concern with personality factors. The students were afraid to express their ideas. They worried everyone will mock them. Other factors came out from students. This concerns with their environment, parents and teaching learning technique in their school. Teaching learning technique is the important factor to the success of language learning for all aspects in education. But for the fact, the teacher does not choose the suitable technique of teaching speaking. She thought them by asking the students to read the dialogue in front of the class. These activities did not give any opportunity to express their idea directly. So, students cannot improve their speaking skill in teaching learning process.

Based on the result of interview with English teacher of SMA Negeri 1 Lasusua on March 2015 (See Appendix 1), it found kinds of student problem in learning English, especially in speaking. The teacher said that his students cannot express their idea, they were afraid to make mistake and did not have enough vocabulary. He should prepare a good technique in conducting their teaching to motivate the students to speak English.

Based on the explanation above, the researcher is interested in conducting the research entitled "Improving students' speaking skill through debate technique at the second year of SMA Negeri 1 Lasusua".

B. Literature Review

1. Concept of Speaking

Speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making speech (Hornby, 1987).

Based on the definitions above, we can conclude that speaking is an important skill which is done by producing voice of words. It is using for communicating with others.

Harmer, 2002. States that the ability to speak English presupposes the elements necessary for spoken production as follows:

- 1) Connected speech: The effective speakers of English need to be able not only to produce individual phonemes of English, but also to use fluent connected speech. So, the teachers should involve students in oral activities designed specifically to improve their connective speech.
- 2) Expressive devices: native of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non verbal means how they are feeling. The use of these devices contributes to the skill to convey meaning. They allow the extra expressions of emotion and intensity, students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.
- 3) Lexis and grammar: spontaneous speech is marked by the use of number of common lexical phrases, especially in their performance of certain language function. Teachers should therefore supply variety of phrases for different functions, such as: greeting, agreeing and disagreeing.
- 4) Negotiation language: effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

Speaking is not only having amount of vocabularies and knowing the grammatical structures, but also mastering all elements of speaking above. All messages we deliver will be acceptable by all communicants if we master those elements.

Teaching speaking is one of process in improving speaking skill. Improving speaking skill can be started by teaching them how to pronounce the language. Then ask them to practice it to others English learner without afraid of mistakes. The teacher should be able to encourage students for speaking some sounds until they are required to use and do oral language.

Either five components are generally recognized in analyses of the speech process:

- 1) Pronunciation including the segmental features-vowels and consonants- and the stress and intonation patterns.
- 2) Grammar.

- 3) Vocabulary.
- 4) Fluency: the ease and speed of the flow of speech.
- 5) Comprehension. For oral communication certainly requires a subject to respond to speech as well as to initiate it (Harris, 1969).

The five factors of speaking skill above have important role in speaking. By mastering all the factors, people can produce good speech. Many of classroom speaking activities which are currently used are:

1. Acting from script

This activity encourages students to act out scenes from plays or their course books, sometimes filming the result. Students will often act out dialogues they have written themselves (Harmer, 2002). This frequently involves them in coming out to the front of the class.

- 1) Communication games

Speaking activities based on games are often a useful way of giving students valuable practice, where younger learners are involved. Games based activities can involve practice of oral strategies such as describing, predicting, simplifying, and asking for feedback. (McDonough & Shaw, 2003).

- 2) Discussion

One of the reasons that discussion fail is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not confident of the language they might use to say it. Many students feel extremely expose in discussion situations (Harmer, 2002).

A popular kind of activity is the prepared talk where students make a presentation on a topic of their own choice. Students should speak from notes rather than from a script. Prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listener (McDonough & Shaw, 2003).

- 3) Questionnaires

Questionnaires are useful because by being pre planned they ensure that both questioner and respondent have something to say each other. Depending on how tightly design they are, they may well encourage the natural use of certain receptive language pattern and thus be situated in the middle of our communication continuum. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process (McDonough & Shaw, 2003).

- 4) Simulation and role-play

Many students derive great benefit from simulation and role-play. Students simulate a real life encounter as if they were doing so in the real world. A simulation and role-play can be used to encourage general oral fluency to train students for specific situation (McDonough & Shaw, 2003).

- 5) Debate

All speaking activities above encourage students to practice speaking in classroom. Teacher should choose appropriate activities above based on the level of the students. Every teaching and learning process can be enjoyable if teacher gives the appropriate activity based on students' levels. Beside it the process of transferring knowledge can be done easily.

2. Concept of Debate

A debate is a speaking situation in which opposite points of view are presented and argued (Dale & Wolf, 2000).

A debate is about the real or simulated issue. The learners' roles ensure that they have adequate shared knowledge about the issue and different opinions or interest to defend. At the end of activity, they may have to reach a concrete decision or put the issue to a vote (Littlewood, 1981).

Debate is data in which people take up positions, sue arguments, and expound on their opinions on a range or matters; with or without some sort of lead figure or chair person (Carter & Carthy, 1997).

Based on the definitions above, it can be concluded that debate is an activity in which students take up positions on issue and defend their position.

Debate is one of technique which has many benefits for students:

- 1) Improve students' critical thinking. In debating, every student is proposed to analyze a problem critically.
- 2) Develop students' communication skill. Debaters spend many hours assembling and practicing hundreds of public speeches on topics of national importance.

- 3) Questioning skill developed in and struggle-often in the face of disappointment and defeat.
- 4) They are capable of making and defending informed choices about complex issues outside of their own area of interest because they do so on a daily basis.
- 5) Debate is thus not only a way to connect students with academic subjects in meaningful ways; it is also a way to re-connect students to public life if they have been overcome by feelings of alienation.
- 6) Policy debate specifically teaches students to adopt multiple perspectives which describe as one of the most important problem solving skills (Bellon, 2000).

Because of some benefits above, the researcher argue that debate really needs to be practiced in speaking classroom. It is one of better way for students to improve their speaking skill.

In (Mellshaliha, 2008), there are some items related to debate:

- 1) Motion. The topic debated is called a motion. Usually, motion starts with word like “this house” (TH) “or “this house believes that (THBT)”. Both affirmative and negative teams are debating upon a motion which should be debatable and impartial. Debatable means that the motion is still falsifiable can be denied in some ways. Impartial implies a meaning that the motion should stand in the middle of neutral; it doesn’t incline to any sides. For example, this house believes that (THBT) e-book contributes for developmental education. So, both teams need to prove or justify whether e-book really can contribute for developmental education.
- 2) Definition. Debaters should “down to earth” or see the current issue happened in society. Definition can be done in two ways; word by word definition or the global definition. In fact, the word E-book is rarely heard’ thus we need to define it first. Or anyway, when we heard motion, “that sex education must be socialized in the school” what we need to do is giving the global meaning on it.
- 3) Theme line. To agree or disagree towards a motion, the reason must lie on a strong ground that could cover the whole argumentation. Theme line is the underlying reason which answers the big question “why” one side of the house supports or opposes a motion. Theme line is what a team needs to proof, it is also the main reason why a team attacks the opponent’s case.
- 4) Argument. A debate is like a battle of argument, in which each team stands on their position, attacks the opposite and defends their own case. The praiseworthy jobs can be done well by using critical and logical thinking. Argument is the fragment of thought to support the theme line.
- 5) Rebuttal. To win a debate, debaters not only need to build a strong case but they also have to attack their opponent’s arguments and provide strong defense from any attacks. That is why, rebuttal is one of the key to get the crown of victory. Basically, there are two kinds of rebuttal. Global rebuttal: it is an attack against the main core of the opponent’s case, the theme line. Consequently, their case is crumbling down. Detailed rebuttal: it is an attack towards each argument or example.
- 6) Sum-up/closing. Closing is simply concluding what has been through. A nice summary is preferable.

Before starting debate, debaters should know these parts of debate in order to be a good debater. It also hoped that debate will run success.

There are some models of English debate, but this research tends to Australasian parliamentary model.

Debating usually consist of three members in every team, although sometimes four members in many debates. Debates are varied in use, sometimes it used based on the number of students in the classroom and the level of students.

C. Methodology

The design of research which used by the researcher in this Research was Classroom Action Research (CAR). Action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and or appropriacy of certain activities and procedures (Harmer : 2002). Action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence, and situation (Arikunto, 2008). Kemmis & Taggart add in Nunans’ book explain that action research is a group of activity and a piece of descriptive

research carry out by the teacher in his or her own classroom, without the involvement of others, which is aimed at interesting our understanding rather than changing the phenomenon under the investigation that would not be considered by these commentators to be 'action research', the essential impetus for carrying out action research is to change the system (Nunan : 1993).

From all the definitions above, the researcher concluded that classroom action research is a classroom action in a research, which can be done by teacher, researcher, and teacher with his or her colleague, etc with involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson. This research used data observation toward teaching speaking through debate, this data was analyzed through two cycles in action.

Kemmis & Mc. Taggart in Nunan's book argue that there are three defining characteristic of action research, they are:

17

- 1) It is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers.
- 2) It is collaborative.
- 3) It is aimed at changing things.

There is four components in one cycle for conducting classroom action research. It consists of planning, action, observation, and reflection. The four phases of the classroom action cycle were conducted integrated like spiral. Each phase is concluded based on the previous one and the next. It means that the activities in the classroom action research were based on planning, action, and observation, then, the researcher could make a reflection to determine the next cycle (Arikunto, 2008).

The researcher conducted the classroom action research at SMA Negeri 1 Lasusua. It was located in Jl. Baru, Lasusua, Kolaka Utara. This school had 72 teachers, 8 of them were English teachers and consist of 24 classes.

This research was conducted at the second year of scientific department, at class XI/IPA-2. It was consist of 31 students and they were as subjects of this research.

The source of the data in this research is from what the researcher got during the research. The researcher collected the source of the data related to this research from observation and test which was conducted in every cycle.

In the classroom action research needed the data to support the investigation. There were several ways to collect data like questionnaire, observation, field notes, interview, documentation, test, et cetera. In this research, the researcher choose some of which were appropriate to his school environment, and can be done there. The techniques and methods which used by the researcher to collect the data were observation and test.

Classroom observation is an observation that is focused on the understanding of how social event of the language classroom are enacted (Nunan, 1993). In this classroom observation, the objects of observation were students' activities in English language teaching learning. The researcher use the checklist observation to make it more systematic, containing list of students' activities and response or happening which might happen. Observation was intended to see and to know about the condition of class and students. Process of teaching and learning through debate to know the obstacles appear during teaching learning process, the students' motivation, to see their difficulties, their problem, and their understanding about the material given that can be seen from their attitude, behavior, and response.

Test is important part of every teaching and learning experience. Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. Tests may be constructed primarily as devices to reinforce learning and to motivate the students' performance in the language (Heaton : 1975). The researcher used an achievement test to measure the student's progress in speaking. The forms of tests were spoken test in the form of debate. From those forms, the researcher got score directly the specific learning. The scoring can be done quickly and easily. There are five aspects of assessment in speaking. They are vocabulary, grammar, pronunciation, fluency and comprehension.

Research instrument is a device used by researcher while collecting data to make his work becomes easier and to get better result, complete, and systematic in order to make the data easy to be processed (Suharsimi, 2008).

There are some instruments can be used in research, like questionnaire, observation list, test, etc. But in this Research the researcher used observation checklist, document, and test as his supporting instrument.

1. Observation Check List

In arranging check list observation, the researcher lists some students' observable behavior that indicates their understanding on the material taught that teacher could see from their activities and response during teaching learning process.

2. Test

In this research, the researcher used an achievement test to measure the student's speaking skill improvement. The researcher used oral test in the form of debate. There are three elements of speaking that used to assess students' speaking skill, there were: vocabulary, fluency and comprehension. With this form, the scoring can be done quickly and easily.

In analyzing the data, the researcher collected the data from document, observing the teaching learning process, and the result of the students' test. In processing the data, the researcher used descriptive statistic. It was to explain the condition in raising indicator achievement every cycle, and to describe the success of the teaching learning process using debate in improving speaking skill. The data from observation were grouped based on students' behavior and students' response that can be taken as a clue or indicator for students' activeness when the debate technique was introduced.

The researcher got score from the two cycles conducted in the research. Mean of score from first cycle was compared with mean of second cycle. It was to know how far the progress of students in this research.

D. Findings

As whole the meetings ran well. There was some significant improvement from cycle one to cycle two.

In the first cycle, the average result was 64. The teacher used debate as technique in teaching speaking. In teaching learning process, there were many students joined the class enthusiastically. They paid attention to the lesson, although many of students still confused with debate technique, because they never practice debate before. Researcher found many students that were still confused to join debate.

In the second cycle, the average result was 78,4. The teaching learning process in this cycle was better the previous one. The score above shows that the second cycle got improvement. The researcher found that majority of students was enjoyed the activity.

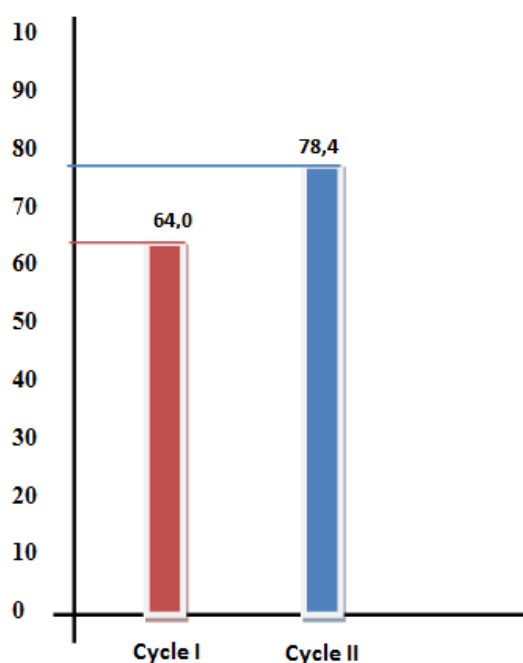


Figure II the average of students' speaking in two cycles

The researcher felt that the implementation of debate in teaching speaking was successful, because debate is an interesting activity where students have a lot of opportunity to practice speaking in speaking class. Students also had active involvement during the debate process in order to defend their opinions. So, researcher concluded that debate is an appropriate technique used in teaching speaking for students.

E. Conclusion

The research conclusion is presented according with the data which have been analyzed in the previous chapter. From all the data analysis about using debate technique to improve students' speaking skill at of second Year SMA Negeri 1 Lasusua, it can be concluded that:

1). The use of debate technique has been advocated in teaching speaking process. Typically, debate is very interested to be implemented to improve speaking skill. Students have a lot of opportunity to practice speaking and have active involvement in debate. However, they worked very cooperative and tried to defend their team, and they were more active to speak in classroom.

2). Teaching speaking through debate can be enjoyable experience for both teacher and student. In fact, students can improve their speaking skill after being taught by debate technique. It can be seen by students' achievement in speaking test in each cycle. In the first cycle the average of the students' achievement was 64. In the second cycle the average of the students' achievement was 78,4. Students' speaking skill increased as well as their motivation in speaking and they were interested speaking through debate.

Result of the research show that the students improve their speaking skill efficiently and effectively.

References

- Arikunto, Suharsimi, et. al. (2008). *Penelitian Tindakan Kelas*, Jakarta: PT Bumi Aksara,
- Arung, Fernandes. (2014). The conceptual framework of classroom action research. <https://usnpendbing.wordpress.com/?s=action+research&submit=Search>. Accessed on April 7th, 2015.
- Bellon, Joe, A. (2000). Research-based Justification for Debate across the Curriculum, *Atlanta, Georgio State University: Vol. 36*.
- Dale, Paulette and James C Wolf. (2000). *Speech Communication Made Simple*, 2nd Ed. NY: Miami-Dade Community College.
- Mcdonough, Jo & Christopher Shaw. (2003). *Materials and Methods in ELT: A Teacher's Guide*, 2nd Ed. UK: Blackwell Publishing.
- Harmer, Jeremy. (2002). *The Practice of English Language Teaching*, 3rd Ed. Pearson Education limited England.
- Harris, David P. (1969). *Testing English as a Second Language*, Georgetown University
- Heaton, J. B. (1975). *Writing English Language Tests*, London: Longman Group Limited,.
- Hornby, A.S. (2000). *Oxford Advanced Learners' Dictionary of Current English*, 6th Ed. NY: Oxford University Press.
- Mellshaliha. (2008). http://mellshaliha.multiply.com/journal/item/17Australasian_english_debate_rules. Accessed on March 23rd, 2015.
- Nunan, David. (1993). *Research Method In Language Learning*, Cambridge: Cambridge University Press.
- O' Malley, J. Michael and Lorraine Valdez Pierce. (1996). *Authentic Assessment for English Language Learners*, Addison-Wesley Company Inc.