

Discourse Mastery Based on Indonesian Language Teaching Skills of the Second Grade Students in Senior High School, Pangkep Regency

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Abstract—This study aims at revealing the Indonesian language teaching skills consisting of listening, speaking, reading, and writing by Mastering discourse. The method used was descriptive-qualitative method on the implementation of the teaching language skills, discourse understanding, and the influence of the teaching language skills toward discourse mastery. The populations were 346 students and the samples were 103 students. The instruments used were direct observation on the implementation of teaching language skills. The instruments were tested. Then, hypotheses were tested by using regression analysis. The results show that teaching listening skills toward discourse mastery is poor. In addition, the influence of the teaching skills of speaking, reading, and writing does not affect the student's mastery of discourse. The conclusion is that students who do not master discourse are not caused by the teaching of language skills. On the contrary, students who master the discourse are not caused by the teaching of language skills.

Index Terms—teaching language skills, discourse mastery, listening mastery, speaking mastery, reading mastery, writing mastery

I. INTRODUCTION

Indonesian language teaching, in fact, includes four types of skills such as listening, speaking, reading, and writing. These skills became the focus of Indonesian language teaching right now. It is based on the assumption that the teachings on the four skills are a guarantee that students can convey an idea well. If students are able to convey an idea well, they can communicate to others either orally or in written. Thus, the purpose of Indonesian language teaching is that students can communicate well.

Teaching the skills of listening, speaking, reading, and writing are not separated from the level of understanding and the use of literary and non-literary toward the ideas presented. The level of understanding and the use of the literary word intended include the use of the phrase in a sentence and the use of sentences grammatically. The level of non-literary covers the suitability of a situation where, when, and to whom the idea conveyed. These two levels are always used integrated or simultaneously in conveying ideas in the context of discourse as one media in communication.

Thus, there are two problems regarding this study. The first is teaching language skills including listening, reading, speaking, and writing. The second is mastery of discourse.

These two things are connected each other. In teaching language skills, students are taught skills in understanding and used literary elements, such as the use of the word, the relation between word and sentence, and the relation between sentence and sentence in order to form an idea of discourse.

II. REVIEW OF LITERATURE

Indonesian language teaching aims at understanding and uses language in Indonesian both in terms of form and meaning based on need.

Therefore, to find out more about language learning pattern of Indonesia, there are some patterns used in the process of teaching and learning, namely:

- a. Listening → writing + speaking
- b. Speaking → listening + speaking or writing + speaking
- c. Reading → listening + speaking or listening + writing
- d. Writing → speaking or listening + speaking

Teaching listening skills is to teach the media by training students to understand information to empower optimal hearing instrument. In addition, listening skills is the ability to understand all forms of information by the teacher in the learning process. Ref [19] Students' ability in listening can be known through the understanding, appreciation, interpretation, evaluation, and responding toward any form of information conveyed (Syafi'ie, 1993, p. 27-29). Teaching listening can be performed in various ways or techniques. The chosen technique depends on the purpose, subject matter, and the types of skills developed. Selection of the proper techniques can be varied so that the students are interested and passionate in learning.

Ref. [21] Teaching speaking skills is essentially an interactive communicative process that emphasizes the use of literary aspects orally and directly to the listener, Mulgrave (1954) as cited in Tarigan (1986, p. 15). Teaching speaking skills conducted by the teachers is to train students in expressing ideas that can be understood and communicated to others. Students have the speaking skills, if they master the internal and external factors. The internal factors consist of confidence, not fear, and not feel embarrassed. The external factors are performing activities such as reading and practicing in delivering any information to other students in the process of teaching and learning. Teaching speaking skills can be performing well if it is integrated with the teaching skills of listening, reading, and writing. It is because these four skills are interconnected. Thus, teaching speaking skills can be sourced from the teaching materials of listening, reading, or writing.

Teaching reading skills aims at making students to able to understand the messages carefully, appropriately, rapidly, critically, and creatively through written form. Therefore, the teaching of reading skills is an activity to understand the texts in written form. Teaching reading skills demands students in understanding the content of the text and conveying or communicating to others in the form of speech or written. In teaching reading skills, students should understand all the text content through the use of words, relationships between word and word, either in the form of a phrase, clause, sentence, or relationships between paragraph and paragraph in the text. There are three stages in the teaching of reading skills, to achieve an understanding of students through the text such as preparation, skimming and scanning, decoding and understanding stage. In the preparation stage, students read the title or text sections. In skimming the stage, students read in passing to obtain points of information in the text. In the scanning stage, students read to acquire special information such as the main idea, sentence status, and the establishment of a reading scheme. Decoding stage covers activities in mastering or understanding the meaning of the Word, phrase, cohesion, coherence, and context. Ref. [8] The understanding is stage literally, interpretively, critically, and creatively. (Harjasujana, 1998, p.43).

Teaching writing skills is an embodiment of the teaching skills of listening, reading, and speaking. The teaching of writing skills, in fact, the ability to use the language in writing, it is closely related to the ability of expressing knowledge in writing through an idea Setup, the use of literary norms, the use of correct spelling and the selection of language diversity that suits for the context of communication.

According to Harirston, (1986) as cited in Darmadi (1996, p. 3-4), Ref. [5] there are seven important things that in writing activities. First, writing can be thought provoking to find something. Second, writing can organize and find new ideas. Third, writing can train the ability of developing a concept. Fourth, writing can train attitude objectify. Fifth, writing can absorb and process information. Sixth, writing is a means of practice to solve a complex problem. Seventh, writing forms a creative attitude.

Techniques for teaching writing skills can be done in three stages, such as preparation, writing, and revision stage. The preparation stage is carried out in accordance with the purpose of learning to write which leads to a style of writing and the writing topics that have been determined. Writing stage is the writing process that is in accordance with the model and the specified topic, and it is conducted freely or follows special instructions. Ref. [19] The revision stage is the concept improvement especially on word choice and precision of ideas correlated with sentence structure (Syafi'ie, 1993, p. 59-60).

Based on the description of teaching the language skills above, Indonesia language is taught not partially, but in good structure that can build a context. The context intended in this case is the understanding and the use of the elements of literary and non-literary, which form complete information presented as a whole in communicating to others, either orally or in written form. It can be expressed in the form of discourse. Teaching the language skills is always conducted in the form of a series of ideas manifested fully. To know more clearly the contribution teaching proficiency with discourse, and it is express as follows.

The definition of discourse is more emphasis on the function as an act of communication, whether oral or written, which involves a speaker or writer. The discourse is as a communication of thoughts through words, expression of ideas, or idea of conversation. In addition, it can be a formal treatise writing, dissertation, coursework, lecture, and sermon. In terms of shape, the discourse can be a complete language and has a grammatical unit that can be paragraphs, sentences, or words that carry a full mandate.

Form of discourse categorized in two ways, namely in the form of a series of verbal language (language exist) include the use of language elements supported by *suprasegmental* elements if in writing and supported by punctuation.

It can express as a written discourse is classified into monologue discourse. Discourse can also be a series of non-linguistic (language likes) in the form of meaningful gestures or sign language such as eye movements, lip movements like smiling greeting instead of happy, head movements such as nodding or shaking his head in lieu of approving or not approving, jerking leg movements such as replacement angry. Ref. [20] It can express as the language spoken discourses that are classified as interactive dialogue or discourse PolyLog. (Syamsuddin, 1997, p.13)

In terms of exposure of discourse expressed in six types of narrative discourse is a form of discourse that is the main target behavior is woven and coupled into an event that happened in one unit of time, such as short stories, novels, romance, poetry, films, and case- it is directly related to historical events. Procedural discourse is a discourse in the form of a series of utterances that contain the explanation of the existence of something. Hortatory discourse is a discourse that is more about flavor than the ratio of the judgment contains an invitation, advice, or encouragement that can evoke a sense of heroic to perform an action. Expository discourse is discourse that exposes that can expand the view or knowledge of listeners and readers. Descriptive discourse is a discourse that contains a series of utterances on the object or objects or events based on the actual situation so that listeners and readers will see it as a direct or apparent in the speech. Ref. [18] Argumentative discourse prefers reasoning to influence the attitudes, opinions, and act on the listener or the reader through three main principles, namely the statement (claim), reason (support/ground), and justification (warrant) (Suparno, 1997, p. 26).

In terms of communication, discourse can be understood through the element of cohesion, coherence, reference, inference, and context. The element of cohesion cannot be separated from forming elements consisting of syntactic organization form coherent sentences, both in grammatical and lexical strata through the use of pronouns (pronouns), replacement (substitution, elimination (ellipsis), connecting (conjunctions), repetition (reduplication). Coherence in discourse function as a determinant of the integrity of the discourse that is expressed as a correspondence between ideas through the elements of cohesion. Discourse is not apart from the reference element created by the speaker, as stated by Brown and Yule (1996, p. 203-204) Ref [3] said that the reference was an expression language used by the speaker/writer is referring to something that is discussed, both in the context of linguistic and non-linguistic. Element of inference in discourse is the result of the creation of the listener/reader through the process of interpretation that is spoken by the listener/reader through the correct use of the elements of cohesion. Elements of narrative discourse in the context of both written and spoken a reference by a speaker / writer to determine the intent. Context can clarify the intent of delivery accepted by the reader or listener.

III. METHODOLOGY

This study used a qualitative descriptive design to test the hypothesis by calculating the percentage, managing test results, and calculate regression on variables X and Y. In this case; the researcher examines the three main variables, there are researchers examined the execution of PBM includes teaching skills language through listening activities, speaking, reading, and writing; researchers examined based on the results of teaching the mastery of language skills, and researchers examined the effect of teaching language skills to mastery of discourse.

Before the researchers conducted a third study, researchers first set and a sample of the study population. Total population involved in this research are all students of class XII at SMAN 1 Pangkajene as 346 people and sample size specified by 30% of the total population of as many as 103 people. Determination of the sample size is based on the opinion Pasau Achsin (1993, p. 27) that the sample is homogeneous or nearly homogeneous population of 100 people; 15% of samples should be taken, for descriptive investigations with human samples suggested 30% per unit.

In collecting the data, researchers must first conduct data collection teaching language skills through questionnaires, interviews and direct monitoring. Questionnaire data were obtained on the right percentage based on a predetermined formula derivation total score (SP) divided by the total score (TS). The final results obtained data revealed that teachers teaching teachers to implement properly or language skills in accordance with the concept of learning language skills or not. Collecting data on the mastery of discourse Indonesian students, researchers tested the students at the two forms of objective tests and essay tests. Objective tests were analyzed to determine the level of difficulty (TK) on the index from 0.15 to 0.18 declared fit for use and distinguishing power (DP) on the index above 0.25 declared fit for use. Test scores were analyzed essay's acquisition (SP) divided by the total score (TS) multiplied with the highest score (ST). Essay test results obtained with the adjusted scale mastery level of discourse. The test results obtained expressed as the ability of Indonesian student's master discourse. After both the data obtained, the next process is to know the influence of the teaching of language skills conducted by the teacher with the student's ability to master the discourse by using the regression formula. Influence is that influence teaching listening skills, speaking, reading, and writing as a variable X on mastery of discourse on the process of listening, speaking, reading, and writing as a variable Y. The criteria set in the acceptance of the hypothesis that the hypothesis is accepted when $H_a: \beta_0 \neq 0$, and otherwise rejected when $H_0: \beta_0 = 0$ (β_0 = regression coefficient for the free variable).

IV. RESULTS AND ANALYSIS

The results of this study consist of three things that were examined, namely the teaching of language skills, mastery of discourse, and the effect of teaching language skills to mastery of discourse. The third study cannot be separated from the purpose of teaching Indonesian. All three are described as the following results.

Teaching listening skills aimed at enhancing students' reasoning on any information obtained through the hearing. Teaching listening skills such as determination of the theme, to understand poetry, listening to the information, trip reports, special tape, draw conclusions, understand stories. Teacher implement the process of listening skill was only 25% (less than adequate).

Teaching speaking skills is a development-oriented teaching students' ability to express their opinions so that students can communicate ideas, thoughts, and feelings to others. Students are able to do those three things; it can be stated that skilled students are talking. Skilled students talk; it can state teaching speaking skills performed by an accomplished teacher well. It is formulated into fourteen indicators that are answering questions from other students, discuss papers, giving feedback, expressing an idea, the notion, emcee (master of ceremonies), speech, revealing the contents of the letter, storytelling, interviews, revealing the contents of the report, argued the question. The results indicate the implementation of teaching speaking skills and achievements only 24% declared inadequately. Thus, less-skilled students speaking skills speak for implementation by inadequate teachers.

Teaching reading skills is a teaching activity so that students can understand the messages carefully, precisely, critically, and creatively through the use of written language. In this case, propose the nine indicators that were analyzed, such as compiling a paragraph, reading literature, answering questions from the text, understanding the use of punctuation, formulating questions of the text, understanding the contents of the article, finding the main idea of the text, knowing the important things of the text, and the text complements hiatus. The results show the achievement of the implementation of the teaching of reading skills is 51% with a sufficient criterion.

Teaching writing skill is aimed to students can be pouring ideas, thought, opinions, or experience in writing. In addition, it takes all the intricate use of language norms including the enhanced spelling appropriately and the selection of language diversity that suits the context of communication. The indicators examined in the teaching of writing skills that are compiled by simple observation report, develop a framework by being an essay, compose a letter, write a summary of the text, compile one of the literary works, and craft dialogue of experience. The research results in the implementation of teaching of writing skills that are 30% less adequate criteria. It illustrates that students do not have adequate writing skills due because teachers have not done teaching writing skills to good use.

Teaching language skills is inseparable from the mastery of discourse for students. Students can master discourse well because many students trained on language skills, such as listening, speaking, reading, and writing skills. It may be stated that if students are trained to speak, then students can master discourse. Even instruction proficiency became the determinant's students' ability to understand the discourse, both from the process of listening, speaking, reading, and even writing.

Research results of teaching based on discourse skills mastery of listening are the mastery of information in various form can be delivered orally and can be understood through listening activities and can give reaction, both in speaking and writing. The results showed that mastery of discourse based on the listening activities of 48 people (46.5%) scored higher of 7, and 55 persons (53.5%) obtained the score lower of 7; have not reached the 75% who got higher scores of 7. It indicates that the student is not yet mastery the discourse through listening.

Mastery of discourse based on teaching speaking skills is carry of information obtained from the discourse, both deriving from the activities of listening or reading that can be communicated orally through the process of speaking. The results showed of 55 people (53.5%) scored higher of 7 than 48 people (46.5%) scored lower 7, have not reached of 75% higher of 7. It indicates that the student has not been able master the discourse through speaking activities.

Mastery of discourse based on teaching reading skills is the mastery of information sourced from process understanding through writing. The activity is more emphasized on understanding the information through the use of literary elements appropriately. The results showed of 81 persons (78.4%) scored higher 7 than 22 people (21.6%) scored lower of 7, and had already reached 75% scored higher of 7. It shows that students can master the discourse through reading activity.

Mastery of discourse based on the teaching writing skills is the process of actualizing the information that has been obtained in writing from listening or reading activities. Student is more emphasized on students' ability to pour the idea in the form of a written discourse. The results showed of 51 people (49.4%) scored higher 7 than 52 persons (50.6%) scored lower of 7, have not reached of 75% scored higher of 7. It indicates that the student has not been able to devise a discourse well through writing activities.

Teaching proficiency and mastery of discourse students cannot be separated. The two things stated if students cannot master the discourse, then the process of teaching proficiency is not done properly. Otherwise, if the implementation of teaching language skill was properly, then the student can master the discourse because the teaching language skills directly related to the process of discourse. Therefore, researchers examine the influence of the teaching language skills to mastery of discourse.

The influence of the teaching listening skills through mastery of discourse. It stated that the teaching listening skills can improve mastery of discourse, for teaching listening skills of influencing train students to understand the discourse through listening process. If the teaching listening skills well done by the teacher in the classroom, then mastery of

discourse through the listening process it means students can master the discourse. After the study based on the data that retrieved (1) the correlation coefficient $R = 0,024684$; (2) the coefficient of determination $(R^2) = 0,06093$; (3) the effective contribution of X to Y = 0.09%; and (4) significance = 0,0119. After comparison of $\alpha = 0.05$ stated accepted hypothesis that there is a (weak) influence the teaching listening skill mastery of discourse through the process of listening (accepted hypothesis).

The influence of teaching language speaking skills toward the mastery of discourse. Students speaking skills is an exercise process of conveying ideas, concepts, thoughts, and feelings to others orally. Students who are doing much speaking exercises, then students can deliver a discourse well orally. After a study based on the data can retrieve (1) the correlation coefficient $R=0,09601$; (2) the coefficient of determination $(R^2)=0,00922$; (3) the effective contribution of X to Y=0.92%; and (4) the significance=0,3347. After comparison of $\alpha=0.05$ rejected hypothesis stated that there was no influence of teaching speaking skills to mastery of discourse. The absence of influence may be stated that student skills can speak through teaching skills are not done properly (rejected hypothesis).

The influence of the teaching of reading skill to the mastery of discourse. Teaching reading skills conducted by the teachers at the school aims to increase the understanding of students' discourse as many students are trained to understand the discourse in writing of the reading process. After a study based on the data that retrieved (1) the correlation coefficient $R=0,11406$; (2) the coefficient of determination $(R^2)=0,02075$; (3) the effective contribution of X to Y = 2,08%; and (4) the significance=0,1446. After comparison of $\alpha=0.05$ rejected hypothesis stated that there is no influence on the teaching reading skills to mastery of discourse. (rejected hypothesis).

The influence of the teaching language writing skills to against the mastery of discourse. Teaching writing skills aims to train students as much as possible so that students can be pouring ideas, concepts, thoughts, or feelings in the form of writing. Students who are often trained in writing, then the level of students' understanding discourse considered the better. After a study based on the data that retrieved (1) the correlation coefficient $R=0,07063$; (2) the coefficient of determination $(R^2)=0,00499$; (3) the effective contribution of X to Y=0.49%; and (4) the significance=0,4783. After comparison of $\alpha=0.05$ rejected hypothesis stated that there is no influence on teaching writing skills to mastery of discourse. (rejected hypothesis).

V. DISCUSSION AND CONCLUSION

Based on result and data analyze to mastery of discourse teaching skills of Bahasa Indonesia in XII Class, SMA Negeri 1 Pangkep Regency examines three things, namely the teaching of language skills, mastery of discourse, and the influence of the teaching language skills to mastery of discourse. Those three things those cannot be separated in Teaching and Learning Process (*Proses Belajar Mengajar/PBM*) of Bahasa Indonesia, because teaching of Bahasa Indonesia that teaches through teaching for understanding and used elements of literary and non literary which can communicate as a discourse in the form of written (reading and writing), and oral (listening and speaking).

Teaching language skills based on the results of the study indicated that the teaching language listening skills by teacher of his achievements of 25%, teaching language speaking skills of his achievements of 24%, the teaching language reading skills of accomplishments of 51% on strata, and teaching writing skill accomplishment of 30%. Under the criteria of 50% was declared inadequate and above 50% stated adequate. In the results of the study revealed that teachers in the implementation of teaching speaking skills are still below the expected target mainly on the teaching of listening skills, speaking, and writing. These three teachers teaching these skills not teach the language skills are not optimal or teachers encountered obstacles in conducting the teaching skills of listening, speaking, and writing. This can have an impact on unskilled students listening, speaking, and writing in the teaching of Indonesian. The lack of student skills in listening, speaking, and writing will also contribute to the students' mastery of discourse inadequate. Unlike the case with the teaching of reading skills can be stated that the teacher has been in the teaching of reading skills sufficiently easy to implement teaching skills of listening, speaking, and writing when compared to the teaching of reading skills. In this case it can be stated that students can dominate the discourse of reading, but students cannot master the discourse of the activities of listening, speaking, and writing.

Teaching language skills done by the teacher in PBM implies mastery of discourse on students, because the elements are presented in the same skill with the elements contained in the discourse. Students' mastery of discourse from the listening process revealed students have not been able to mastery of discourse. Students' mastery of discourse from the speaking process stated students have not been able to mastery the discourse. Students' mastery of discourse from reading process stated students have mastered the discourse. Students' mastery of discourse from writing process students has yet to be declared master of discourse. It says students can master the discourse, if earned scored of 7 and have not master of discourse if obtained scored lower of 7 are classically. This is in line with the teaching of language skills held by the teacher teaching listening skills inadequate implementation, students were not able to master the discourse of the listening process. Teaching conversational skills inadequate implementation, students were able to master the discourse of the listening process. Teaching reading skills sufficient practice, students were able to master the discourse with both the reading process. Teaching writing skills of its inadequate implementation, students were not able to master the discourse of the writing process. Thus, the implementations of the teaching of language skills by deciding to become a teacher discourse on student mastery.

Teaching conversational skills revealed no effect on the control of discourse or the hypothesis is rejected. Results and analysis of these data shows that the teaching of speaking skills has contributed to students' mastery of discourse. Thus, even if the teacher clicking teaches language skills not necessarily speak well students can master discourse. Conversely, even if the student can master discourse well not necessarily caused by the pursuit of speaking skills conducted by the teacher.

Teaching reading skills revealed no effect on the control of discourse or the hypothesis is rejected. Results and analysis of these data shows that the teaching of reading skills has contributed to the control of the student discourse, although the students can master discourse. Thus, student mastery of discourse through the process of reading is not caused by the teaching of language skills conducted by the teacher.

Teaching writing skills revealed no effect on the control of discourse or the hypothesis is rejected. Results and analysis of these data shows that the teaching of writing skills has contributed to students' mastery of discourse. even if the student does not master or master discourse. Thus, even if the teacher teaches language skills to write well is not necessarily the student can master discourse. Conversely, even if the student can master discourse well, not necessarily caused by the teaching of speaking skills conducted by the teacher.

Based on the results of research on the acquisition of discourse based on the teaching of Indonesian language skills in class XI in SMA 1 Pangkep stated that teacher in class XI in SMA 1 Pangkep not the teaching of language skills and a well proportioned and the student does not master discourse. The inability of students to master the discourse is not caused by the teaching of language skills be carried out by the teacher. Thus, the teaching of language skills conducted by the teacher is not the cause of the discourse on student mastery. Vice versa, students can master discourse, not necessarily caused by the teaching of language skills conducted by the teacher.

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