

The Effect of Various Strategies of Learning on Writing Skill of Scientific Work

Muhammad Taufik

Universitas Negeri Makassar, Jln. Bonto Langkasa, Kampus Gunung Sari, Makassar, South Sulawesi, Indonesia

Abdullah Dola

Universitas Negeri Makassar, Jln. Bonto Langkasa, Kampus Gunung Sari, Makassar, South Sulawesi, Indonesia

Kamaruddin

Universitas Negeri Makassar, Jln. Bonto Langkasa, Kampus Gunung Sari, Makassar, South Sulawesi, Indonesia

Muhammad Saleh

Universitas Negeri Makassar, Jln. Bonto Langkasa, Kampus Gunung Sari, Makassar, South Sulawesi, Indonesia

Abstract—The purpose of this research was to find the effect of various strategies of learning towards writing skill of scientific work. The study was conducted on students of Indonesian Language and Literature Faculty of Language and Literature, State University of Makassar. The type of research was experimental research. The population of the study was all students of the Department of Language and Literature Indonesia who were programmed course Scientific Writing academic year 2012/2013 which had 102 students. The number of students was distributed into three classes namely Class A total of 32 students, 34 students of class B, 36 students of class C. the Samples of the research were 36 students consisting of 18 students from class A as the first experimental class and 18 students of grade B as the second experimental class. The technique of data collection was an instrument. The instrument was a test description that was making papers. The data analysis technique was an analysis of variance (ANOVA). Before the data from this study was analyzed statistically, the data was tested by the requirements that included the test of normality and homogeneity test population. The result of the research showed that the samples of students who learned the techniques of cooperative used strategies Cooperative Integrated Reading and Composition (CIRC) got higher score significantly than the samples who learned by expository strategy toward the skills to write scientific papers.

Index Terms—strategy of cooperative learning, Cooperative Integrated Reading and Composition (CIRC), strategy of expository learning and scientific work

I. INTRODUCTION

Cooperative Learning Strategies

The students' activeness in the learning process will create conducive learning and meaningful atmosphere in the classroom. Through cooperative learning, students will be given an adequate opportunity to collaborate with fellow students in completing structured tasks. Besides that, each student becomes a source of learning for the others. Lie in Wena (2011, p. 189) says that through the cooperative learning, the learning process will be more meaningful because students can teach each other.

Cooperative Learning Strategies is one of the learning strategies that consciously create student interaction with teachers and students with the student in the classroom in a harmony. So, learning resources for students not only teachers and textbooks but also among friends. According to Lee, Wena (2011) cooperative learning is a learning system that provides opportunities for students to collaborate with fellow students in structured tasks, and in this system the teacher acts as a facilitator. Thus, the learning center depends on the active learners (student-centered). Learners in this strategy have to discuss a topic that is predetermined. The topics that they discussed together tend to provide a broad understanding and last longer than when discussing the same topics with other strategies. It happens because they are sharing their knowledge and experience.

They convey the idea confidently and bravely so that the result is informative. Furthermore, cooperative learning can be explained that a system of learning by engaging students in a conscious interaction mutual giving and receiving of mind among students. Because the essence of cooperative learning refers to cooperation in a group, students of school or students of the university are not only responsible for their self, but also for other students in learning activities. On the other hands, cooperation in the learning process will help the success of a student (school or college) with other students. Based on some opinion, it can be concluded that cooperative learning is the learning activities which trying to exploit the potential of the student (school or college) as a learning resource, besides teachers and other learning resources.

Cooperative learning has some basic elements that are interrelated. Wena (2011, p. 190) suggests some elements that are fundamental provisions in cooperative learning, such as 1) positive interdependence, 2) face to face interaction, 3) individual accountability, and 4) use of collaborative/social skill. Further, Sanjaya (2010, p. 248) states that cooperative learning procedures in principle include four stages, 1) explanation of the matter, 2) learning in groups, 3) assessment and, 4) confession of the team.

Cooperative Integrated Reading and Composition (CIRC)

CIRC stands for Cooperative Integrated Reading and Composition which including a cooperative learning technique that is originally an integrated collaborative teaching in reading, writing, and language arts. According to Slavin (2010, p. 200) CIRC is a broad and comprehensive program and whole teaching of reading and writing for higher classes in primary school. However, its application has now been expanded mainly on aspects of writing including writing scientific papers.

The primary objective of the program developers CIRC towards writing skill of scientific paper is utilizing the presence of a friend of one class and cooperative teams to design, implement, and evaluate writing activities that take place in the classroom. The program is created out of the fact that the teaching of writing has not run smoothly. Learning activity is still dominated by the teachers, so they become the center of learning in writing activity. In contrast to the cooperative learning activities CIRC technique, Cooperation and response from members of the learner or group of their friends are the implementation character of the CIRC technique in teaching writing. In CIRC program learners are together to plan, to revise, and to edit their essays in close collaboration with teammates although the involvement of a group of their friends in the filling process is not so necessary.

The main activities in the CIRC technique for writing scientific papers involving a range of specific activities are:

1. The first activity is team formation and distribution of reading a text. One feature of the implementation of this strategy is the formation of a team or group consultation. This team consists of three or four or five students and heterogeneous. Thus, the team members come from students who have a high mastery of diction, students who have a weak mastery of diction, and students who have a middle mastery of diction.

2. The second activity is any students who scattered in some teams are given sheets of readings which are being discussed in the class with exercise sheet and a guide book how to do the exercise.

3. The third activity is discussion. This activity aims to gather information and ideas from fellow team members. This activity is carried out by exchanging information and ideas that they get from previous reading. Each member of the team presents information and ideas to teammates. Other team members listen and provide feedback.

4. The fourth activity is doing the task and exercise. This activity is the main activity as well as a benchmark for understanding and achievement of the objectives of the material. Tasks and exercise reflect the objective of material from affective, cognitive, and psychomotor. Each student does the tasks and exercise independently.

5. Feedback (correction). Each student can correct the result of their friends among members of a team. This activity is filled with correcting friends' work in one team.

6. Revision. Each student gives the correction results in the form of a note that still need to be improved and an indication of the mistake from their peers in a team and returns it to their respective owners. The next activity is each student correct their errors based on the note from their friends. Each mistake will be corrected correctly.

7. Reflection, documentation, and follow-up. At this stage, the students do the presentation in their team. Each team member is given the opportunity to present their revision.

Expository Learning Strategies

At the beginning of the learning activities, the role of the teachers should be more active. Teachers deliver learning material based on students' need. Teachers explain, ask, and give an example, guiding students to do tasks, and so on. That activity is in accordance with the implementation of the old paradigm in education. The old paradigm is the teacher in the learning process provides knowledge to students passively. They teach with lectures strategy, a transcription material in both dictate and write on the board and expect the students to sit, silent, listen, record and memorize (Lie in Wena, 2011). Another variation of the implementation of the old paradigm in the learning process are the teachers give assignments and training to students individually without adequate explanation. As a result, the learning outcomes achieved less than the maximum and created circumstances that individuals. That learning condition still dominates the learning process at most levels of education. This condition is even seen in the college.

Writing Scientific Works

The following description shows of the proposed boundaries of scientific work papers prepared by the scientific principles, based on data and facts (observations, experiments, the study of literature), the preparation uses scientific writing method and has a systematic scientific work. Based on the description, Wardarita cite from Sudjiman and Sugono states that the scientific work is drafting a paper based on scientific studies, the preparation is preceded by a research library or field research (Wardanita 2007, p. 7). Based on these opinions, it can be argued that the scientific work means that a person produces papers by following the scientific principles or scientific study. The compilation based on data and facts obtained through research library or field research. Thus, scientific papers present the results of observations, experiments, or research literature conveyed through written language. Language scientific papers should be clear, denotative, straightforward, and communicative so that the reader easily understands the contents.

Concerning the content of scientific papers, the author should give serious attention and adequate in the major of the matter presented the scientific work. According to Sudjiman and Sugono (in Wardanita, 2007, p. 7) description of part of the contents should be able to give guidance to the reader in understanding each step and the overall discussion. Thus, some of the contents must be able to demonstrate the clarity and completeness of description, writing method, analysis, and the accuracy of the conclusions of the material covered.

Furthermore, the scientific work using standard language or the language of science. Scientific language has the characteristics of scholarly and dynamic stability. Intellectualization is embodied in sentences, paragraphs, and other units of language larger expressing reasoning or thinking more orderly, logical, and sensible. Dynamic stability characteristics are represented in the form of rules and regulations that fixed, it cannot be changed or modified at any time, but is flexible enough to allow changes systematically. Moreover, in scientific language there is no interference from the local language or a foreign language, especially interference vocabulary and syntax interference.

II. RESEARCH METHOD

Population and Sample Research

The population in this study was all students of the Department of Language and Literature Indonesia who programmed course Scientific Writing academic year (2012/2013). Data section of academic majors Indonesian Language and Literature showed that students who programmed course Scientific Writing academic year 2012/2013 amounted to 102.

Multistage random cluster sampling determined the research sample. After through several stages, obtained a sample of 36 students. The sample number consisted of 18 students coming from class A that used cooperative strategy CIRC technique as experimental class one and 18 students were from class B that used expository strategy as an experimental class two. Students who were not included in the study sample both class A and class B kept being involved in this activity.

Research Instruments

1. Scientific Writing Skills Instruments

An instrument that used in this study was in the form of a written test that was developed based on the conceptual definition, operational, implementation scenarios lectures, and the course syllabus.

2. Mastery Diction instruments

Mastery of diction Instrument was developed based on the conceptual and operational definitions. This instrument was written test multiple choice objective form (multiple choice) with a total amount of about 34 items.

Data collection technique

Data collection techniques of this research were an instrument. The instrument that was prepared was in the form of a test description. Thus, to obtain information about the skills of writing scientific papers, describing the test was used with instruction how to write scientific papers, in this case, the paper in accordance with the existing provisions. This test was done at the end of the meeting to obtain the value of the skills to write scientific papers after being given treatment. The time that was needed to prepare for papers was 5 x 50 min.

Data Analysis

Descriptive statistical techniques were used to obtain a description of the data generally, and the technique of analysis of variance (ANOVA) at a significance level of $\alpha = 0:05$ was used to analyze the data.

Before the research data was analyzed statistically, the requirements test that included tests of normality and homogeneity test population was done first. Normality test was done by using Lilliefors test while the homogeneity test performed using Bartlett test (Bartlett test) with a confidence level $\alpha = 0:05$.

Validity and Reliability Test

For the instrument test of the scientific paper writing skills, validity was not tested empirically, but based on criteria and general validity test conducted rationally. Furthermore, to see the reliability of the test writing skills scientific work, it was done by calculating inter-rater suitability consisting of two assessors, the faculty partners Scientific Writing courses and conducted by researchers themselves. The implementation steps were: The first, compiled a set of instruments (tests) skills to write scientific papers based on the definition of a conceptual, operational, course syllabus and lecture applicable implementation scenarios. Second, the guidelines were drawn up an assessment of these tests. Third, the test instrument was tested on 30 students of the fourth semester were also programmed course Scientific Writing, which includes members of the population outside the sample of students Prodi Indonesian Language and Literature class C.

By using the current assessment, the two assessors gave the correction of the work of 30 students test. The results of the assessment of two assessors or inter-rater (interrater) included in the high category, the average score, was 75.11. Thus, the reliability coefficient was high. These results indicated that the instruments and standard scoring guidelines could be used to assess the skills to write scientific papers.

Research Questions

Is there any difference between the skills of writing scientific work group of students who learned by cooperative learning strategies CIRC techniques with the students who learned by expository teaching strategy?

III. RESULTS AND DISCUSSION

Research Questions

Is there any difference between the skill of writing scientific work group of students who learned from cooperative learning strategies and CIRC techniques with the students who learned by expository teaching strategy without taking into account the mastery of diction?

Data description writing skill of scientific work of students that learned the techniques of cooperative strategies CIRC (A1) had a score range of 24-100, n was 18, maximum score = 83, and the minimum score was = 74. Furthermore, Data Description Scientific Writing Skills Students who learned by Expository Strategy A2. The data of the skill in writing scientific work of students that learned with expository strategy had a score range 24-100, n was 18, maximum score was 81, and minimum score was 74.

Statistically, this research hypothesis was:

Ho: $\mu A1 = \mu A2$

Hi : $\mu A1 > \mu A2$

$\mu A1$: The average score of student skills to write scientific papers that learned the techniques of cooperative learning strategies CIRC.

$\mu A2$: The average score of student skills to write scientific papers that learned with expository teaching strategy.

Data normality test was conducted on the skills of writing scientific work of students that learned the strategy of cooperative learning techniques and strategies expository CIRC. The data normality test was a data of writing skills of scientific work of students that learned with cooperative strategies CIRC techniques and data writing skills scientific work of students that learned with expository strategy.

Test of normality of the data was conducted using Liliefors test at significance level (α) = 0.05 as has been stated in the methodology section. Testing criteria were Ho will be accepted if LO less than Lt for all groups, as shown in table 1 below:

TABLE 1:
NORMALITY TEST DATA TEST SAMPLES WITH LILIEFORS (A1, A2)

Sample Group	Total Sample	Lo	Lt	Conclusion
(1)	(2)	(3)	(4)	(5)
Cooperative Strategy	18	0,1570	0,2	normal
CIRC (A1)				
Expository Strategy (A 2)	18	0,1764	0,2	normal

Description:

Lo: calculated value

Lt: table value

A1: Sample groups of students that learned with cooperative strategies CIRC technique.

A2: The sample group of students that learned with expository strategy.

Normality testing criteria were implemented if L0 was smaller than L table, and then H0 was accepted at significance level $\alpha = 0.05$. Therefore, we could conclude that the data of the skills to write scientific papers for all groups of student samples were normal.

Variance homogeneity test

In this study has been conducted homogeneity of variance test scores writing skills of scientific work among students that learned by cooperative learning strategies CIRC technique with students that learned with expository teaching strategy. Testing homogeneity of variance in the two treatment groups (A1 and A2) was carried out by calculating Fratio, by dividing the variance A1 to A2 variance of the two groups of data, then compare with Ftable at the chosen significance level. Based on the testing homogeneity of F arithmetic $< F$ table that was 2 < 2.2719 , Then H0 was accepted at significance level $\alpha = 0.05$. It could be concluded that the data writing skills scores of scientific papers on the students that learned by cooperative learning strategies CIRC and expository technique was homogeneous.

Hypothesis testing

There were difference skills of writing scientific papers among students that learned by cooperative learning strategies CIRC techniques and that learned with expository learning strategy. Scientific paper writing skills of students that learned with cooperative strategies CIRC technique was better than the students that learned with expository teaching strategy.

Statistically, this research hypothesis was:

Ho: $\mu A1 = \mu A2$

Hi : $\mu A1 > \mu A2$

$\mu A1$: The average score of student skills to write scientific papers that learned the techniques of cooperative learning strategies CIRC.

$\mu A2$: The average score of student skills to write scientific papers that learned with expository teaching strategy.

The hypothesis testing in this study was examined the effect of main strategy and interaction effects of the independent variables towards the dependent variable. The independent variables in question were the learning strategy

and mastery of diction while the dependent variable was the skills to write scientific papers. The main treatment of this study was the influence of cooperative learning strategies CIRC techniques and strategies expository towards writing skills for scientific work. Score calculation of ANOVA showed that the group of students that learned the techniques of cooperative learning strategies CIRC (A1) had an average score of 78.67 while groups of students that learned expository strategy (A2) had an average score of 77.33. Furthermore, ANOVA showed that scores of scientific papers writing skills of students that learned the techniques of cooperative strategies CIRC was higher than the score of the skill of writing scientific work of students that learned with expository strategy.

Scores statistical calculations showed that $F_{count} = 7.8904 > F_{table} = 4, 1491$ in significance level $\alpha = 0.05$. It means that H_0 was rejected, and H_1 was accepted. Thus, it could be concluded that there was a very significant difference between students that learned with CIRC cooperative strategies and techniques and the students that learned with an expository strategy towards the skills to write scientific papers.

Further testing using Tukey test obtained the value of $T_{Calculate} > \text{the table } T_{3.9725} > 2.9011$, at significance level $\alpha = 0.05$. It showed that the writing skills of students that learned scientific work with cooperative learning strategies CIRC technique got a higher score (better) than the students that learned with expository strategy. It could be concluded that cooperative learning strategies CIRC technique was much better to use in writing scientific papers in the learning process.

The results of this study demonstrate that cooperative learning strategies CIRC technique has advantages in the implementation of learning to write scientific papers. It is consistent with the primary objective of the program developers of CIRC towards learning that utilizes the presence of friends of the classroom and cooperative teams to gain maximum write. This activity can be realized in the form of designing, implementing, and evaluating the process of writing that takes place in the classroom. Thus, cooperative learning activities CIRC technique focusses on cooperation and response from members of students or friends of the group to achieve a common goal. So, it can be said that the cooperation and response from members of the learner or group are the implementation characteristic of the CIRC in learning writing techniques, including learning to write scientific papers.

Based on the explanation before that the central feature of the implementation of the CIRC technique in teaching writing is the cooperation between friends of the group. However, the involvement of a group of friends, especially at this stage of the writing is not very tight. It is caused by the activities of this stage is the performance of the individual. The main activity at the writing stage is to develop the outline through paragraphs into an article. A paper produced in this stage is the writing that is still shaped opaque. Furthermore, the involvement of a group of friends after writing stage taking place is to revise and to edit together, even to the stage of published writings. All activities are conducted in close collaboration with a group of friends or a team.

Relate to the reason above Slavin (2010, p. 200) explained that the Cooperative Integrated Reading and Composition (CIRC) is a comprehensive program designed to teach instructional materials in reading, writing, and language arts in the higher grade. Collaboration activities in the CIRC mean cooperating peer group activities of planning, revising, and editing posts, even on publishing writing. With the engagement between friends in the activities of pre-writing, writing, revising, and editing, writing skills of students' scientific works can be further increased.

The Cooperation activity among friends that built a cooperative group in planning the CIRC technique of writing scientific papers can be seen from activities like setting the writing topics, formulating titles, formulating the goal of writing, and formulating a framework text together. Furthermore, the cooperation of the group that can be built in revising and editing the article can be tangible like a thorough recap of the logic, systematic presentation, spelling, punctuation, word choice, sentence structure, paragraph, and so on. By Manuscript editing activities, it can make the manuscript really ready to be printed, published or publicized.

The Cooperation among members of the group in planning, revising, and editing writing scientific papers makes the writing results better. It could happen due to greetings among friends or between students with teachers, between students and lecturers that needed in this learning process. When the writing process takes place, the author is often not aware of any errors, flaws, or errors in writing, and then friends, readers, teachers or lecturers shows it. Correcting and giving input about the writing each other have a big role in it. The findings of this study illustrate that the group of students that learned by cooperative learning strategies CIRC technique is better than the group students that learned with expository strategy in terms of enhancing the skills to write scientific papers. It proves that the cooperative learning strategies CIRC technique more appropriate to the learning skills of writing scientific papers. With the results of such research, it can be a outstanding guide for lecturers to implement cooperative learning strategies CIRC technique on learning to write scientific papers.

As previously explained the implementation of cooperative learning strategies, CIRC technique on learning to write scientific papers is to give an opportunity to the students to each other to revise, to edit posts both among members of the group and between groups. Those activities are accordance with the teaching of writing, in general, whereabouts. Writing learning requires interaction from another side, especially the reader. Interaction with others may intangibles correction, editing or editing and even publishing. All the papers that have been through such a process make them much better in quality. In other words, the group of students that learned using cooperative learning strategies CIRC technique in writing scientific papers can produce higher quality paper. In addition, writing scientific papers that

produced by students who learned used cooperative learning strategies CIRC technique gets higher score significantly than the score of students that learned expository teaching strategy.

IV. CONCLUSION

The results of this research hypothesis testing proves that the skills of writing scientific work of students that learned through cooperative strategies CIRC technique is better when compared with the group of students that learned through expository strategy. The findings of this study are the first, the result of skill to write scientific work of students is determined by the application of learning strategies used by lecturers. The second, learning the skill of writing scientific papers which applying appropriate learning strategies learning shows better result significantly. The conclusion that can be taken from these findings is the implementation of cooperative learning strategies CIRC technique can produce higher value in learning outcomes rather than expository strategy towards the skill of students in writing scientific work.

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Muhammad Taufik was born in 1960 in the village of Patimpeng Sub-district Masago Bone Regency. Formal education began in SD Negeri 260 Masago, graduating in 1971. He continued his education in 1975 ended a four-year PGA and the PGA's 6-year continuing graduate 1977 are both located at Palattae sub-district of Kahu Bone Regency. Education next is in Ujung Pandang IKIP Education Indonesia language and literature faculty of teacher training Literature of art graduating in 1985. Graduate School of S-2 is at the University of Hasanuddin in Indonesian Language Courses with scholarships BPPS completed in 1997 and earned a master's degree in Humanities (d. Hum.). Furthermore, studies of the S-3 are a public University in Makassar also with BPPS scholarship from the Government of Republic of Indonesia.

The faculty career began in 1980 when the author was teaching at some schools either in high school or College are private (Indonesia's Muslim University, Academy of nursing Nursing, Academy Mammiri Anging Graha Education) in the city of Makassar. January 1986 the author was appointed as a lecturer in IKIP remained in Ujung Pandang (Makassar UNM now) at the Department of

language and literature faculty of Indonesia and the Arts (now the Faculty of language and literature, UNM) up to now. Aside from being a full-time writer at UNM is often requested be presenters on the teacher competency enhancement training majors in secondary/MTs, SMA/MA, CMS in several districts in South Sulawesi province. The linguistic community member Indonesia (MLI) and the set Builder Indonesian Language (HPBI). Actively follow various linguistic seminars and conferences both national and international.

Abdullah Dola, M.S., was born in Bulukumba, South Sulawesi, on 2 April 1946. He is a Professor of Linguistics at the Faculty of language and literature in the State University of Makassar. He got the title of Doctorandus (Drs.) in Indonesian language and literature education at IKIP Ujung Pandang in 1980. Master of Science (M.S.) was obtained in 1992. He got his doctorate (Dr.) in 2003 in the field of Linguistics, Hasanuddin University. There are several scientific papers in his fields of research that have been produced. The first is "Generative Phonology in Makassar Language" (1992). The second is "the main Value in Roman Indonesia before independence" (1992). The third is "analysis of the structure of Mamasa Language" (1993). The fourth is "Analysis of Phrase Descriptive in Makassar Language" (1995). The fifth is "sequence of Constituent Wotu: An approach to Typology" (2003). In addition, he has written some books that have ISBN. The first is "Generative Phonology Makassar Language" (2005). The second is an appreciation of prose fiction and Drama" (2007). The third is "Comparative Linguistics (2008). Right now, he is a lecturer at the faculty of of languages and literature. He is also the lecturer at graduate program, State University of Makassar.

Kamaruddin, was born in Bulukumba on 15 August 1937, completed education Bachelor's degree (1960) and Bachelor (1964) in FKIP Manado. He got Master of Arts (M.A.) in Michigan State University (1979) and He got Doctorate degree in the field of Linguistics at Hasanuddin University (1992).

He became a lecturer since 1960 until now. He is an Indonesian Language Teacher Instructor Department of P and K (1975-1976), Director of Research Development of a Coordinated Educational Intervention System for Improving the Quality of Life of the Rural Poor through Self-Reliance (Delsilife) Seameo-Innotech Cooperation. He is also the linguistic community member Indonesia (*Masyarakat Linguistik Indonesi/MLI*) and the set Builder Indonesian Language (*Himpunan Pembina Bahasa Indonesia/HPBI*). He actively attended literary seminars and conferences both national and international.

He compiled several books, namely: being bilingual and dual language Education (1989), Principal of Psycholinguistics (1992), applied psycholinguistics: introduction to psychology of learning and teaching languages (1972),

He delivered a Scientific Oration Entitled Basic Education Empowerment through Education dual language Approach (1999).

Mohammed Saleh, was born in the Deep South Sulawesi dated December 31, 1975.

He attended elementary, junior high and high school in South Sulawesi. He continued his undergraduate education (S1) at IKIP Ujung Pandang (completed 1999), graduate studies in the Makassar State University (completed in 2004), and Doctor of Education at the State University of Malang (completed 2009).

He worked as a lecturer at the State University of Makassar in the Department of Language and Literature Education Indonesia. During a lecturer, he writes books and articles, including: (1) Sociolinguistics, (2) Integration of the Subconscious Mind in the curriculum in 2013, (3) Linguistics Religious, (4) endeavor Establishing Religious Linguistic Paradigm.

In the course of his career, he gained several achievements and awards, such as: (1) Outstanding Lecturer Faculty Exemplary III level (2005), (2) Examiners on Doctoral Promotion Exam on behalf Kasma F. Amin and Muhammad Amin (2015).

In addition to being a lecturer, he was active in the organization, such as: (1) The Board Members of the Development Department of Language and Literature Indonesia (2000 to present), (2) The Board IKA Commissariat FBS (2005-2010 and 2010 to present), (3) Society Indonesian Linguistics (2001 to present).