

THE ANALYSIS OF *BUGEMM* PROGRAM AT SMA PLUS NEGERI 17 PALEMBANG

Emilda Sinar Fatiha, S.Pd.,M.Pd
STIA Bala Putra Dewa Palembang
sinarfatiha@gmail.com

ABSTRACT: The reading program, *BUGEMM* runs twice in one academic year in SMA Plus Negeri 17. It requires the students to write two different kinds of scientific research papers, English and Bahasa. This study attempted to know *BUGEMM* program implementation, advantages, problems, and the factors prohibiting and supporting the program. 356 students, 11 teachers, parents, and head master participated in this study. Qualitative data were employed to identify the natural settings, and phenomena occurred during the program. The data were collected by questionnaires, interview, observation, and documentation. The study resulted: (1) The program started from the socialization to the tenth grader, continued to the writing process during one semester, examination, and revision; (2) The advantages of the program were: cultivating the students' reading and writing habit, critical thinking, and inhabiting them in doing research; (3) the problems were: the program which organized twice in a year, the writing system and conducting chapter IV; (4) Students' speaking and writing skills were the teachers' problems; and (5) Printer and books prohibiting the students whiles parents and facilitation supporting the students.

Keywords: *implementation, BUGEMM program.*

ANALISIS *BUGEMM* DI SMA PLUS NEGERI 17 PALEMBANG

ABSTRAK: Program membaca, *BUGEMM*, dilaksanakan dua kali dalam satu tahun akademik di SMA Negeri Plus 17. Program ini mengharuskan siswa untuk menulis dua jenis laporan penelitian ilmiah yang berbeda, Bahasa Inggris dan Bahasa Indonesia. Tujuan penelitian ini adalah untuk mengetahui penerapan program *BUGEMM*, mengidentifikasi keuntungan dari program tersebut serta permasalahan dan faktor yang menghambat dan mendukung pelaksanaan program tersebut. Penelitian ini menggunakan pendekatan kualitatif. Sebanyak 365 siswa, 11 guru, orang tua siswa, dan kepala sekolah berpartisipasi dalam penelitian ini. Teknik pengumpulan data menggunakan kuesioner, wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan: (1) pelaksanaan program *BUGEMM* ini meliputi sejumlah tahapan, yaitu sosialisasi, kegiatan membaca dan menulis, ujian, dan perbaikan; (2) keuntungan yang diperoleh siswa dari program *BUGEMM* yaitu meningkatnya kebiasaan membaca dan menulis di kalangan siswa dan kemampuan berpikir kritis siswa; (3) permasalahan dalam pelaksanaan program ini adalah pelaksanaan yang dilakukan dua kali dalam satu tahun akademik, sistem penulisan dan penyusunan bab IV; (4) kemampuan berbicara dan menulis merupakan permasalahan yang dihadapi gur; dan (5) keterbatasan ketersediaan printer dan buku merupakan hambatan dari fasilitas pendukung.

Kata Kunci: *implementasi, program BUGEMM.*

INTRODUCTION

Creating an educated young generation, government, particularly school, ought to develop human resources. Government is now preparing greatly human resources (HRD) in the period from 2010 until 2035 to welcome 2045 as 100 years of Indonesia Independence day (Nuh, 2012). Therefore, the government has made many programs in order to educate and develop human resources. Literacy is one of the most important foundations for success in school and life (The Australian Bureau of Statistics, 2006). Furthermore, literacy also represent an essential component to have a fulfilling life and becoming a successful employee and citizen (Moore, Bean, Birdyshaw, & Rycik, 1999).

Most children spend considerable time with their parents rather than in pre schools or child arrangement (U.S. Cencus Beureu, 2002). Because parents too, can provide children with excellent literacy preparation during early years, information on what would benefit young children's literacy would be useful in those situation as well. Families and educators that draw their children's attention to print in the everyday world and to the use of reading in everyday life contribute to a literacy – promoting environment (Policy Brief, 2008). While

schools are specifically designed to facilitate the formal learning of reading and writing.

However, a survey conducted by Market & Opinion Research International (2004) shows that young people, age between 11 and 18 years, were more likely to watch TV or use the Internet than reading book in Britain. The same condition also happened to Indonesian people which lack the eagerness in reading habit. Guharoy and Morgan (2011) state that Indonesia is reading less and watching more. The situation continues to deteriorate for that old habit that used to involve turning the page over with a flick of the finger, not the click of the gadget.

Reflecting to the condition of literacy in Indonesia, particularly to the students, SMA Plus Negeri 17 Palembang created *BUGEMM* (Budaya Gemar Membaca dan Menulis) program. This program is aimed at increasing the interest of reading and writing through an extracurricular activity. Its main objective is to cultivate reading and writing habits among the students. *BUGEMM* program awares the students to write a small research paper based on their reading experiences and their eagerness to know something which is based on the simplest actual phenomenon. This activity is

underlying on home reading activity. The program is held twice in one academic year which is divided in two groups, English and Bahasa. It focuses on students' four language skills; listening, reading, writing, and speaking. Beside reading and writing, the students are also obligated to present their paper and this activity will engage other students to pose questions that promote discussion. Clay (2001) affirms that when children read and write concurrently, these activities help them to attend quite analytically to the oral language they already used. However, UNESCO (1993) informs that the beginning of writing involves the same development as that of oral language. Children understand oral language before they are able to use it.

BUGEMM program will also improve the students' competencies with visual literacy which help them to improve the students' learning productivity and performance. Visual literacy is the ability to recognize and understand ideas illustrated with images or pictures. Others have added components related to increased technological demands. Technology literacy has been defined by the U.S. Department of Education (1996) as "computer skills and the ability to use computers and other technology to

improve learning, productivity, and performance. This visual literacy activity supports the program where the students present their paper by using power point.

Underlying on the *BUGEMM* program, the study was conducted to find out the answers to the following problems:

- 1) How was the program implemented at SMA Pus Negeri 17 Palembang?
- 2) What advantages did the students have in joining the program?
- 3) What problems did the students have in joining the program?
- 4) What problems did the teachers have in advising and examining the students in joining the program?
- 5) What supporting and prohibiting factors did the students have in joining the program?

METHODOLOGY

This study was conducted on the basis of qualitative method. The study was conducted at SMA Plus Negeri 17 Palembang. The key informants of the study were the coordinator of the program, 11 teachers who became advisors as well as examiners, 356 students, parents, and head master. The technique of data collection was triangulation. The data were collected by

using questionnaire, interview, observation, and documentation.

FINDINGS AND DISCUSSION

The findings were presented in the order of the reaserch problems addressed in this study. As mentioned earlier, five questions were dealt with this study and the answers to each of them were described below.

Question 1. How was the program implemented at SMA Plus Negeri 17 Palembang?

Based on the data gathered, it was found that the implementation of *BUGEMM* program at SMA Plus Negeri 17 Palembang would be organized into some stages. The first stage was socialization stage - the coordinator of this program stated that this program started from socialization to the tenth rade students which occured in *PSB (Penerimaan Siswa Baru)* and school orientation. He informed the students about the program, as he said on the interview below. The second stage would be the process of writing. The students wrote and consulted their paper during one semester, and finally they presented it in *BUGEMM* examination. In order to organize the program, the school scheduled the consultation, so that the students could finish their writing on

time. After the students examined by the teacher, they must revise and submitted their paper along with the CD of the power point, and the submission must be finished before they received their report book.

Based on the findings above, it could be concluded that the implementation of *BUGEMM* program firstly started from *PSB (Penerimaan Siswa Baru)*, the students were informed and given *BUGEMM* manual book, so that they could see more of techniques and guidelines of writing scientific research paper. Second, the writing processs started from proposing three titles for their research, consulting, and revising. Third, research paper examination. The examination day occured one week after the semester test. It took two days to evaluate the students' work. Fourth, the program process continued with revision. The students revised their paper and submitted it along with the CD. Finally, the score would be placed on the report book. To the one who had not been evaluated and submitted the revision would not receive the report book.

Question 2. What advantages did the students have in joining the program?

The result of the questionnaire regarding the advantage of the program

showed that 91,11% students stated that this program cultivated their reading habit. This finding was rather similar to the reading habit questionnaire, most of the students stated that they have to begin some kind of assignment in order to cultivate their reading habit. By having this program, students have to read books and search from internet to find out some references.

In relation to the reading habit, students' answers from the questionnaires given, whether the program cultivated their writing habit or not, students who said "yes" were 88,14%, 10,67% said "no", and 0,89% didn't give their responds.

On the other hand, this program also cultivated students' critical thinking, 95,11% students agreed that this program cultivated their critical thinking, as it required the students to think critically to find out two titles within a semester. Moreover, writing two topics of research were not easy for high school students.

To know the students' opinion toward this program, data were taken by mean of questionnaires. Half of the students noted that this program is very good, as it trained them to do research that they would have it in the university later.

Table 1. The Students' Opinion toward *BUGEMM* Program

Students' Opinion	Percentage (%)
We get knowledge and information in writing scientific paper	50,00
Help the students to think critically	15,52
Cultivating the students' reading and writing motivation	17,24
Although this program is good, it is difficult for the students because this program runs two times in a year.	10,34
I do not agree with this program because it difficult for the students.	6,90

Then, the students' opinion which describes whether high school students need to have this program or not, almost ninety percent students (87,93%) agrees that this program is important for them, since it will help them in the college level afterwards. As well as the students, 100% parents' answers that they agreed with the program, since this could help their children to write research paper.

Based on the findings above, this study concludes that there were four advantages obtain by the students from this program. First, having *BUGEMM* program has enhance the students of SMA Plus Negeri 17 Palembang reading habit. *BUGEMM* is an assignment which requires the students to write scientific research paper that the students need to read literature as their references.

The second and the third advantages of this program are; cultivates the students' writing habit and their critical thinking. Finally, this program helps the students to prepare the college level education afterwards, since they were trained to write scientific research paper as what the college students do.

Question 3. The problems encountered by the students in BUGEMM program.

From data gathered, it was found that the students face some problems. The students' answers deliberate the fact that the most difficult part in writing scientific research paper is when they conducting chapter IV. They find it hard in analyzing and innterpreting the data. There are 51,72% students state that conducting chapter IV is the most difficult part in writing.

Table 2. The Most Difficult Part in Writing Scientific Paper

The Difficult Part in Writing	Percentage (%)
Chapter I	8,05
Chapter II	11,49
Chapter III	1,72
Chapter IV	51,72
Chapter V	2,30
Title	7,47
Consultation	4,02
Time	2,30
Writing in English	1,72
Allaspects	2,87
Examination	0,57
Revision	2,30

Abstain	3,45
---------	------

Since this program is their first experience in writing research paper, morover they are obligated writing the paper in English version, possitively they encounter many problems. Not all students can speak and write English. Fortunately, some teachers here are able to speak in English, that's why they can advise them to conduct the writing. The problems are not only coming from the students, the advisors are also the same with them, related to their works and time.

In relation to time managemet, many kinds of assignments from teachers, students and parents fell that this program is a little bit hard to run twice in a year. Moreover, this could lead to plagiarism. 60,34% students agree that this must be done once in a year. In line with their children, 100% parents have the same answers in the questionnaire. They think that their children would be too tired. Furthermore, the twelth grade students must concentrate to their final examination.

From the findings above, this study summarize that students encounter two problems in the program. First, the technique of writing scientific paper and

the program which is run two times in a year.

Question 4: The problems encountered by the teachers in advising and evaluating the students.

Conducting chapter IV, vocabulary, grammar, and the writing system are one of the common problems. Meanwhile, study result shows that 55,56 % limited times is the hardest stumbling block for the teachers. One teacher handles more or less 35 students for English version and 15 students in Bahasa version. Some students indicated that they have a lot of assignments from other lessons. It is proved from the students' name list who haven't finished their writing schedule on time.

Program management is another teachers' problem. They seldom get the regular socialization, especially to the new teachers. Furthermore, they never been involved in program evaluation, so that they couldn't vent their opinion and problems about the program.

Question 5: Factors prohibiting and supporting the students in joining BUGEMM program.

5.1 Factors prohibiting the students in joining *BUGEMM* program.

There were two factors prohibiting the students. First, although 71,56 %

students stated that the school had facilitated the program well, unfortunately, the observation showed that the students must stand in line whenever they want to print out their papers. One printer in canteen, and two others in the library. Comparing to the students total number, these facilities were not enough. To overcome this problem, some students brought their own printer.

Second, the shortcoming of books availability in library was another problem faced by the students in the program. The data showed that; fiction, 2.021 titles, 4650 copies. Non fiction, 8.012 titles, 14622 copies, References, 520 titles, 1264 copies. Research studies from students, 3460 copies and from teachers, 13 copies. Then, e-book has 32 copies, 5 magazines, 2 national and 3 newspapers and there is no journal available. Most of the books provided are old and few of new released books.

5.2 Factors supporting the students in *BUGEMM* program.

Laptop owned by every student, the Internet in the school area and parents support were the prohibiting factors in this program.

CONCLUSION

This study attempted to identify: (1) the implementation of *BUGEMM* program at SMA Pus Negeri 17 Palembang, (2) the advantages obtained by the students, (3) the problems faced by the students during the program, (4) teachers' problems in advising and examining the students, and (5) factors supporting and prohibiting the students in the program.

Based on the findings, there were some conclusions that could be made. First, the implementation of *BUGEMM* program consisted of five stages, those were: (1) program orientation; (2) writing process; (3) research paper examination; (4) revision process; and (5) reporting the result.

Second, not only cultivating reading and writing habit, but also critical thinking are the advantages from this program. Third, conducting chapter IV and the program which was run twice in a year were the stumbling blocks for the students. Fourth, advising students in conducting chapter IV and the uninvolvement the teachers in the program policy evaluation become the teachers problems during the program. Finally, school's facilities and books collection still need to be improved. Meanwhile, internet, laptop and parents'

support are the factors supporting the program.

REFERENCES

- Australian Bureau of statistics (ABS). (2006). In Literacy in early childhood. *Translating Early childhood Research Evidence to Inform Policy and Practice*, 13. Retrieved from <http://www.rch.org>.
- Clay, M., M. (2001). *Change over time in children's literacy development*. Portsmouth, NH: Heinemann.
- Guharoy, G., & Morgan, R. (2011, April 1). Analysis: Indonesia becoming more conservative. *The Jakarta Post*. Retrieved from <http://www.thejakartapost.com/news/2011/10/11/analysis-indonesia-becoming-more-conservative.html>.
- Market & Opinion Research International. (2004). Retrieved from <http://www.ipsos-mori.com/polls/2003/nfml17.shtml>
- Moore, D. W., Bean, T., Birdyshaw, D., & Rycik, J. A. (1999). Adolescent literacy: Position statement for the Commission on Adolescent Literacy of the International Reading Association. Newark, DE: International Reading Association. Retrieved from [https://www. Literacyworldwide.org/docs/default-source/where-stand/adolescent-literacy-position-statement.pdf](https://www.literacyworldwide.org/docs/default-source/where-stand/adolescent-literacy-position-statement.pdf)
- Nuh, M. (2012). Sambutan menteri pendidikan dan kebudayaan pada peringatan hari pendidikan nasional tahun 2012: Jadwal PLPG sertifikasi guru rayon 124 UNM.

Retrieved from [http:// campus
cemara.wordpress.com](http://campus.cemara.wordpress.com)

Policy Brief. (2008). Translating early childhood research evidence to inform policy and practice. No 13: *Literacy in Early Childhood 2*. Retrieved from [http://www.
rch.org.au/ccchpolicybrief.cfm](http://www.rch.org.au/ccchpolicybrief.cfm)

UNESCO. (1993). *Emergent literacy in early childhood education* (93ed.). Haifa, Israel: Michalowit, R. Retrieved from [http://www.
Unesco.org/education/pdf/21_33.pd
f](http://www.unesco.org/education/pdf/21_33.pdf)

U.S. Census Bureau. (2002). *United State Census 2000*. Washington, DC. Retrieved from [http://www.census.gov/main/www
/cen2000.html](http://www.census.gov/main/www/cen2000.html)

U.S. Department of Education. (1996). Getting America's students ready for 21st century meeting the technology literacy challenge: A report to the nation on technology and education. Washington DC: Author. *In The AERA handbook on educational Policy Research*. Retrieved from [http://
books.google.co.id/book](http://books.google.co.id/book)