**IMPROVING FOR LEARNING OUTCOMES THROUGH THE BUGIS’S FALSAFAH**

Sekolah Tinggi Keguruan dan Ilmu Pendidikan Muhammadiyah Enrekang

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**Abstract**

The research study investigated Indonesian learners’ approach of two reading approaches the Bugis’s Falsafah their perceived contact on effectiveness, and the association between reading approach and effectiveness on their English for Bugis’s Falsafah reading comprehension. Fifty-Three English for Bugis’s Falsafah-major freshmen from STKIP Muhammadiyah of Enrekang participated in these lessons.The formulation of the problem is how to apply the educational value of Bugis philosophy expressions in Al-Islam and Kemuhammadiyahan subjects to second semester Non formal Education students at STKIP Muhammadiyah Enrekang and the second semester Non formal Education student learning outcomes at STKIP Muhammadiyah Enrekang through the application of educational values ​​to the Bugis philosophy? The research method used quantitative research. Research data is collected the method of observation, documentation methods, and interview methods. The results showed that the application of educational values of philosophical expression was very effective to be applied in the lecture process. The research results achieved were the subjects of Al-Islam and Kemuhammadiyahan through the application of philosophical expressions, there was an increase in the achievement of student learning outcomes in non-formal education at STKIP Muhammadiyah Enrekang significantly.

**Keywords:** Outcomes; learning; Bugis; philosophical

1. **Introduction**

Recent research has proven that Bugis philosophical reading is a complex knowledge of philosophical expression. Bugis language is a learning concept that helps educators whose aim is to connect between local wisdom material and Al-Islam and Kemuhammadiyahan material. For knowledgeable people, students are more eager to understand Bugis philosophy reading. On the other hand, when students at STKIP Muhammadiyah Enrekang, if offered in Indonesian and English it turned out that it was more complicated to understand the text of the Bugis Philosophy. The Buginese philosophy text uses a local wisdom approach to understand its meaning.

Strategic learning and perceived effectiveness have been widely accepted as important factors to influence student reading performance, Alfassi (2004) suggested that it is very important for teachers to train students to take active control over their understanding processes. Irwin and Baker (1989) call this "conscious control of the process of metacognition or strategy. To overcome this problem, this research seeks to maximize teacher assistance by training students how to learn and process information using various reading approaches, to improve the effectiveness of students expected and reading comprehension in English for Bugis Philosophy In this study, two main reading approaches namely cognitive and cognitive cognition are preferred, and their relationship between the use of the reading approach and perceived effectiveness when examined.

Those of the reading approach have the connection with applying strategies in reading comprehension such as making inferences, separating main ideas from the underneath details, and predicting. Based on the on top of strategies mentioned, this manuscript focused on how increase students triumph in reading comprehension through applying that reading approach use. This piece of writing aims at finding out whether or not those Reading Approach Use can effectiveness and EFL reading comprehension accomplishment and how much those Reading Approach Use influence AIK reading comprehension accomplishment during teaching and learning process.

**2. METHOD**

**2.1 Subject**

This research applies the purposive sampling technique because of certainly consider. Determining the first semester which consist of two clases as the sample of the research in STKIP Muhammadiyah Enrekang in academic year 2018/2019. There were two classes in the first semester which consisted of 52 students. A demographic was administrated to collect information about the subject’ background. Results from the questionnaires showed that the most students have acknowledged at most recent six years of formal education in high school before they entered the university; their English for Bugis’s Falsafah ability level was about high-intermediate. The subjects of this study ranged in ages from 18 to 22 years old, with average 18.5 years old.

To analyze the possessions of strategic coaching on students’ reading recital, a paired-sample *t-*test was carried out to compare student’s show in the reading comprehension tests taken before and after the strategy instruction. Furthermore, Person-Product-Correlation (example zero-order correlation coefficients) was used to estimate the relation between reading approach use and perceived effectiveness on students’ reading achievement.

**2.2. Instrumentation and Procedure**

This presentation research aims to investigate the frequency of using students' reading approaches, their perceptions of Bugi's philosophy in learning Al-Islam and Kemuhammadiyahan linked to English grammar to understand the meaning of Bugis Philosophy. First, reading comprehension is assessed using the Reading Comprehension section of the simulated test (Philips, 1996). Each reading is followed by 15 to 17 multiple choice reading comprehension questions in the meaning of Bugis Language, with a total of 55 questions. The test lasts exactly 50 minutes. The questionnaire consisted of 45 items, consisting of three main categories of reading strategies; cognitive, metacognitive and understanding strategies in the sense of a philosophical philosophy for learning Al-Islam and Kemuhammadiyahan. PNF students are asked to rate certain statements on a 5-point scale from (1) never or almost never true to me (5) always or almost always true about me. To form a trial, there were PNF students who learned English connected to the main Bugis philosophy after learning Al-Islam and Kemuhammadiyahan and were asked to comment on the contents of the questionnaire, regarding the meaning and clarity of the statement. Interviews, ranging from 40 to 55 minutes, were all conducted in Bugis, Indonesian and English. A combination of three languages ​​in conducting interviews. The interviewee was told that the interview would be very confidential and only used for research. Interviews are fully recorded and transcribed.

**3. LITERATURE REVIEW**

**3.1. Reading Approach Use**

Reading comprehension requires the integration and aplication of multiple approach or skills. Those approach involve memory, cognitive, metacognitive, compentation, metacognitive, affective, social, test-taking approach (Zhang, 1993; Oxford, 1990; Caverly, 1997). Winstead (2004) defined the cognitive strategy as ‘a learner-centered approach that takes into consideration the environment or situational context in which learned learns, the learner’s knowledge base, intrinsic motivation. These strategies are identified as important cognitive approach related to academic performance in the classroom because they can be applied to simple memory tasks (example., recall of information, words, or lists) or to more complex tasks that require comprehension of the information (example., understanding a piece of text) (Pintrich, 1999). Weinstein and Mayer (1986) regard all met cognitive activities as partly the monitoring of comprehension where students check their understanding against some self-set goals. Monitoring activities include tracking of attention while reading a text, understanding, etc (Pintrich, 1999).

**3.2. Effectiveness and Reading achievement**

Empirical evidence on the effectiveness on reading comprehension has yielded mixed results. For the sake of simplicity, we could divide such studies into two categories: those involving on AIK reading comprehension. While some studies in the former provided for the significant effectiveness of AIK reading comprehension when compared with a short story. As for the studies involving AIK reading comprehension, it generally showed no difference in terms of gloss language (Jhonson, 1982).

**3.3. Reading Strategy in Reading Comprehension about the Bugis’s Falsafah**

**3.3.1. Skimming**

The skimming strategy is done by readers when they skip details, minor ideas, and examples as a method in reading quickly. Lee Kai and Paula (1979) state that skimming is to understand the relationship between ideas require first motivation or interest in the topic, and secondly a readiness to recognize where the supporting details begin and end, and where the central points are. Skimming is used to quickly identify the main ideas of a text. Skimming is done at a speed three of four times faster than normal reading. People often skim when they have lots of material to red in a limited amount of time.

**3.3.2. Scanning**

Scanning strategy is a rapid reading to search for the specific information of the text is read. Ken Heland (In Wakkang, 2004) states that scanning is rapid search for specific information rather than general impression. Scanning demands the reader to ignore all about the key item being searched for. It is useful skill for data gathering, review, using reference books, or judging whether a text contains material deserving further study. Lee Kai and Paula (1979) state that is not reading in the strict sense of the words. It is an ability to locate facts quickly to find the answer to specific question. The scanning activity is when the readers want to find out about a word, a place, or a name about a time or date, or about statistic them concrete on a specific section and glance down it.

**3.4. Reading for the** **Structure Signals**

In reading for the structure signals, students tend to read the foreign language for content words rather than for structure signals. Like in French’s words, they focus on written grammar signals as follows: Is the author talking about one person or about several people? How do you know?

**3.4.1. Inference Technique**

The inference techniques in reading are the teacher taught students how to infer meanings from paragraph context. In case, for example students do not know the word “*maussade*” (cheerless). If they read simply ‘*ie temps e tait maussade’* (the weather was cherless), they cannot guess what kind of weather it is. But if they read *ie temps etait triste et maussade in lette saison, L1 pleuvait tours les jours* (the weather was sad and cheerless in that season), they can tell that *maussade* has a negative sense and is equally synonymous with *triste* (sad).

**3.4.2. Paraphrasing Technique**

If a sentence part of a selection seems too difficult, many students will simply skip it, hoping that they are not missing anything essential. Paraphrasing techniques make students try to grasp the meaning of the selesction in it’s entirely.

Providing paraphrases for students: difficult words and expression may be glossed in the foreign language. An effective language laboratory reading exercise may be prepared as follows: “If sentence part of a selection seems too difficult, many students will simply skip it, hoping that they are not missing anything essential.”

**3.4.3. Metaphrasing Technique**

Meta phrasing is a technique that developed by Walda E. Sweet in Edward et al. (1977) for teaching students to read Latin. It is equally effective with modern inflected language such as German and Russian. In met phrasing, the students show both the lexical anmd structural meanings of words such as they occur in the sentence (Walda E. Sweet in Edward et al., 1997).

**3.5. AIK Reading Comprehension about Bugis’s Falsafah**

Many students at STKIP Muhammadiyah of Enrekang are multilingual. They speak English for Bugis’s Falsafah, Indonesian, Bugis, Mandar and other language. Indonesian is spoken by the majority of the citizenry. Bugis language is spoken by many of the citizenry, irrective of their tribe or ethnicity. The other language also spoken but by fewer Buginess (that is, citizens) include Palopo, Enrekang, Pa’tinjo, Letta, and other language. Thus, the majority of Bugis speak one or two indigeneous language and Indonesians. English for Bugis’s Falsafah language is the academic language and the official language, although Bugis language and Indonesian is also used in many official contexts.

Most of the students at STKIP Muhammadiyah of Enrekang attend public English for Bugis’s Falsafah Department in the Students English for Bugis’s Falsafah of Association. They are offered places in the university based on performance in the examination. First year students in the Faculty of Education study course as Education. The lack of the previous content and vocabulary knowledge applicable to these fields of specification. This argument, however, does not suggest that a wide vocabulary is unnecessary in reading comprehension. In fact, the reverse is the case: a wide general vocabulary is essential for text comprehension. The argument here is that it is possible for text comprehension to influence vocabulary knowledge just as vocabulary knowledge influences comprehension.. For example *“ Resopa temmangingi na malomo naletei pammase dewata”* Given the above scenario, when these students engage in academic reading in these course, they hardly depend on prior knowledge of the course content and (technical) vocabulary in AIK reading comprehension. Since they are faced with a series of new words as they engage in academic reading, how then do they arrive at the appropriate meanings of the new words? Do they depend solely on understanding of the text help them arrive at the meaning of words? These are some of the question this study will attempt.

**4. RESULT AND DISCUSSION**

A series of paired-sample *t*-test were carried out to compare students’ mean score of approach use, effectiveness, and reading comprehension test taken before and after comprehension tutoring. According to the mean score of post-use, the most frequent use of reading approach was found to be metacognitive approach, followed by compensation approach, and then followed by cognitive approach. As for effectiveness questionnaire, the mean for effectiveness was 3.49 (SD=.62), and the mean for effectiveness was 3.56 (SD=.62). The result indicate that the average score of post-use and post-effectiveness for each set were all higher than those in the pre-use and pre-efficiency. Although significance differences were found among them at the .05 probability level, it is still of notable importance that students generally increased the frequency of their reading approach use and perception of effectiveness by the end of the semester. After receiving approach instruction, students scored appreciably (p<.05) higher in the post-test than in the pre-test. It is, therefore, assumed that the students amplified their strategy use and discernment of competence in using the approach after reading approach instruction. Such findings further indicate the importance of approach tutoring on the enlargement comprehension.

To examine the relationship among the approach use, effectiveness, and reading achievement, a zero-order correlation was conducted for the purpose of this study. To minimize the number of variables to be included, only the post-test scores of reading approach, effectiveness, and reading comprehension were used. The result indicate that all the strategies were significantly correlated with effectiveness (correlation coefficients ranged from .44 to .52, p<.01). However, no significant relationship was observed between strategy use and reading score. The other findings shows that student’s effectiveness beliefs has a correlation (correlation coefficient = .53, p= .01) with their reading achievement, indicating a significant relation of perception of effectiveness on reading development.

The purpose of this study was to explore the relationship of different cognitive, metacognitive and effectiveness variables variables on foreign-language reading accomplishment. More than a few key results emerged beginning this study. First, regarding the effectiveness of strategic instruction on reading achievement, results of the attendance studies demonstrate that students commonly amplified their recurrent use of reading approach. Especially using metacognitive approach for managing learning and overcoming deficiency in English for Bugis’s Falsafah reading and further obtained more improvement in comprehension after approach instruction. Second, regarding the relationship between the strategies learning and effectiveness, end of the correlation make available observed support for significant connection between these two constructs anticipated in the literature. In general, this relationship was consistently observed in all three strategy uses and perceived effectiveness. Exclusively, they use strategies in their English for Bugis’s Falsafah reading, the more confidence and personal control they will have over their reading skills. And then most students considered that it is important to learn various reading skills to understand the reading materials more effectively and the use of multiple reading strategies could enhance their reading comprehension. However, some students, and poorer readers in particular, expressed their difficulties in predicting what is to come, what to read quickly, what not to read; integrating their prior knowledge with materials in the text; determining the meaning of unfamiliar words in the text, as well as dealing with inconsistencies or gaps as needed. Student also reported that the time the teacher spent in executively explaining to resolve problems. The student’s reading comprehension more evocatively than conventional one. These strategies were gifted to revolutionize the students’ reading comprehension better than before. The reading approach use and reading comprehension; the result, present problematic findings when taken with the previous studies.

# 5. Conlusion

The purpose of this study was to explore the relationship of various cognitive, metacognitive, compentation, and effectiveness variables on foreign-language reading achievement. Several key findings emerged from this study. First, regarding the effectiveness of strategic instruction on reading achievement, results of the present study demonstrate that students generally increased their frequent use of reading strategies, especially using metacognitive strategies for managing and overcoming deficiency in English for Bugis’s Falsafah reading, and they further obtained more improvement in comprehension after strategy. Such result support findings in the literature (Shang, 2007).

In general, this relationship was constiently observed in all there strategy uses and perceived self-efficacy. Specially, students report that the more prequently they use strategies in their English for Bugis’s Falsafah reading, the more confidence and personal control will have over their reading skills. Students express that they are not incline to feel helpless in their learning, and they have high self-perception of learning outcomes.

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