

THE EFFECT OF USING ADVENTURE GAME AND PICTURE ON INTROVERTED STUDENTS' SPEAKING SKILL

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Abstract: This article explains the result of research that aim to test whether introverted students' speaking skill who were taught by using adventure game better than introverted student's speaking skill who were taught by using pictures toward introverted students' speaking skill in descriptive text of SMPN 1 Talamau. This research was a quasi experimental research. The population of this research was the VIII grade students of SMPN 1 Talamau .There were five parallel classes that totalized 125 students. The sample of this research was class VIII4 and VIII5. The sample was selected by cluster random sampling. The instruments were questionnaire of students' personality and speaking test. The data were analyzed by t-test formula. The result of this research were introverted students' speaking skill who were taught by using adventure game was better than introverted students' speaking skill who were taught by using picture. It can be concluded that adventure game gave significant effect toward introverted students' speaking skill at SMPN 1 Talamau

Keywords: adventure game, pictures, introverted students, speaking skill

INTRODUCTION

Speaking is a crucial part of second and foreign language learning and teaching. The students are considered successful if they can speak or communicate in the foreign language. If they cannot speak English, they are assumed unable to communicate in foreign language. They cannot convey their idea in spoken form to other people without speaking. It can be understood why speaking skill cannot be ignored in teaching language. Murcia (2003) explains that the goal of teaching speaking component in a language class should encourage the acquisition of communication skills and foster real communication in and out classroom. It means that every activity in the classroom should give meaningful for students in communication

In the curriculum, it is stated that the objective of teaching English in Junior High school is to develop students' ability to communicate in English which realized in four language skills, listening, speaking, reading and writing. The students are expected to be able in expressing the meaning of interpersonal, ideational and textual function in various interactions and monologue spoken text, especially in descriptive, recount, report, narrative and procedure. For descriptive text, the students are expected to describe place, person and thing by using monologue and transaction text. Monologue is a kind of report or speech. Transaction is to describe things or person in conversation.

Based on researcher's observation in SMPN 1 Talamau, it was found that the students were quite difficult to express meaning in simple short monologue in descriptive form. In other word, most of students were not be able to describe the objects or place in simple description. They only memorized or repeated what the teacher described. If the teacher described school, they were only able to describe the school. They could not describe other places. It can be said that the objective of curriculum is not achieved yet.

Improving quality of teaching and learning process can be seen from students' achievement in learning. Students' achievement in learning is determined by internal and external factors (Soekamto 1992). Internal factors come from students selves, like motivation, intelligence, interest, student learning strategies and personality. External factors are influenced by outside factors like, learning environment, teaching technique and teaching media.

This article is limited on one of internal factors; personality especially introvert and one of external factor; media which consist of adventure game and picture. It is assumed that both of those factors influence students' achievement in learning especially speaking.

Personality is one of internal factors that influence students' achievements in learning especially in speaking. Personality- extrovert and introvert- influences how the students handle the feelings that are evoked during the learning process, what kind of motivation they bring to the learning task, as well as personal values, beliefs and attitudes related to learning; whether they prefer to work alone or in groups, and the kind of relationship the students prefer to have with the teacher and other learners.

Platt and Platt (1998) define personality as aspects of individual's behavior, attitude, beliefs, thought, action and feelings that which is seen as typical and distinctive of that person and recognized as such that person and other. Jung (in Naisaban 2003) states that personality is the supreme realization of the innate idiosyncrasy of a living being. He finds that human have two orientations or basic tendencies to express their attention, energy and all of their abilities. The tendency which guides people to express their attention to outside is extrovert. On the other hand, tendency which guides people to express their attention into their self is introvert.

Research has shown that extroverts and introverts process information differently using the part of the brain and different neurotransmitter. The extroverts draw upon small of information their short term memory in developing his thought, while the introverts recall thoughts in their long term memory to build more complex associations. The introverts need more time, to develop their ideas and express them (Isaacs 2009). Based on these differences, the extroverted students and the introverted students perform differently in the classroom. Introverts are energized by quiet, privacy and being alone or in small groups, and are drained by noise, distraction and crowds. They are oriented toward an inner life. Extroverts learn communally through sharing and arguing, introverts are still processing what someone said 3 minutes ago. By the time they know what to say, someone else has already made that point, or the class has

moved on. As a result, classroom discussions can be taken over by extroverts, making introverts appear unengaged, which is far from the truth.

Introverts get their energy internally through quiet time, contemplation, and emotion. People sometimes see them as bookish or unsociable. Introverts aren't anti-social—they are just social in a different way (Thompson 2012). They may not much talk, but they may be able to speak at length about topics that interest them. Introverts will take more time to process information because they process more deeply. They think out what they will say before speaking. The introverts are comfortable when allowed to observe and uncomfortable when pressure to perform.

At SMPN 1 Talamau, speaking activity in the class was dominated by several students. Many students tend to be passive in speaking. They did not participate well during learning speaking. Based on writer's observation, most of the teacher did not use interesting media to catch students' attention. In this case, the teachers usually write descriptive vocabulary in the whiteboard and asked the students to copy to their book, then asked them to describe the place or things. It seems that teachers need to use appropriate media to attract students' attention and to help them in speaking.

Media support the effectiveness of learning and teaching process. Furthermore, media bring the meaning of language for students. Language has lack meaning when it is introduced with its translation. Brinton (2001) explains that media can help teachers to motivate students by bringing a slice of life into the classroom and by presenting language in its more complete communicative context. Media can also provide a density of information and richness of cultural input. They can help students to process information and free the teacher excessive explanation and they can provide contextualization and a solid point of departure of classroom activities.

There are many kinds of media that can be used for teaching speaking. One of them is game. Games offer students a fun-filled and relaxing learning atmosphere. Uberman (1998) states that games encourage, entertain, teach, and promote fluency and communicative skills. After learning descriptive vocabularies, students have the opportunity to practice language through a game. Moreover Deesri (2002) states that games are effective because they provide motivation, lower students' stress, and give them the opportunity for real communication. The games can capture students' attention and participation. They can motivate students to learn more and they can transform a boring class into a challenging one. Jung (2005) explains that while playing games, the learners' attention is on the message, not on the language rather than pay attention to the correctness of linguistic forms, most participants will do all they can to win.

However, when teachers use game in the classroom they should consider the level of the game to fit their students' language level. Mei and Jing (2000) give some suggestion for the teacher in choosing games as followed: (a) game must be fun, (b) game should involve "friendly" competition (c) a game should keep all of the students involved and interested (d) game should encourage students to focus on the use of language rather than on the language itself, (e) game should give students a chance to learn, practice, or review specific language material. In this research the researcher designs adventure game for teaching speaking especially descriptive text.

Adventure game is one kind of board games. The researcher designs this game by adapting from monopoly game. Adventure game has double boards; top and basic. Top board, like usual board; consist of interesting places in Indonesia like lembah anai waterfall, Mentawai Island, mount Jayawijaya, lake Toba. Those interesting places make a sense that students have adventures on the board. The players are invited to explore those interesting places on the board based on number at the dice. On the basic board, there are cards which consist of instruction for players to speak, time to speak and point for players if they can do the instruction well.

From the explanation above, it is assumed that adventure game and picture are effective media to be used in teaching speaking especially for descriptive text. Thus, the writer wants to test whether adventure game and picture give significant effect on introverted students' speaking skill on descriptive text.

The purpose of this research was to test whether the introverted students' speaking skill on descriptive text taught by using adventure game better than introverted students' speaking skill who taught by using picture at grade VIII of SMPN 1 Talamau.

METHOD

This article retrieved from the research on the effect of using adventure game and picture in teaching speaking and students' personality on students' speaking skill at SMPN 1 Talamau West Pasaman Regency. The design of this research was a quasi experimental research. Experimental is a form of quantitative research. It compared the result of two researches group. The researcher manipulated the independent variable then control other variable and observed the effect of dependent variable. According to Gay (2000) experimental research is the only type of research that can test hypotheses to establish cause and-effect relationships.

The population of this research was the second grade students of *Sekolah Menengah Pertama* (SMP) Negeri 1 Talamau. The sample was randomly selected. Before it was selected, the researcher analyzed the homogeneity and normality of population. Class VIII 5 was selected as experimental class which taught by using adventure game. Class VIII 4 was selected as control class which taught by using picture.

In this research, the data were collected by using questionnaire of students' personality and test of speaking skill. Questionnaire was used to identify students' personality whether they are extrovert or introvert. Before the instruments used, the researcher consulted the instruments to the validators to know whether the instruments were valid or not. The questionnaire of students' personality arranged as follows:

Table 1. List of personality Questionnaire Indicators

Variable	Indicators	Number of Items
Eight Jungian types (1921/1971)	1. Introversion-thinking	12,13,17
	2. Extraversion –thinking	10,15,19,21,29
	3. Introversion-feeling	5, 31
	4. Extraversion-feeling	1,2,3,22,25,30,32
	5. Introversion- sensation	7,8,18,20,23,30,32
	6. Extraversion-sensation	3,9,27,28
	7. Introversion-intuition	6,14,24,34
	8. Extraversion-intuition	11, 16

The test is aimed to know the students’ speaking skill especially in descriptive text through teaching speaking by using adventure game and picture. The test which given was giving instruction and directions. The students were asked to describe place in simple description. The duration of the test was about 5 minutes for each student. Test used to measure students’ speaking skill in descriptive text. It was arranged based on the indicators of speaking for descriptive text as follow:

Table 2. List of speaking test Indicators

Variable	Indicators
Speaking descriptive text (describing place)	<ol style="list-style-type: none"> 1. State identification ; students mention topic sentence to introduce the place 2. State descriptions; students mention supporting sentences to describe the place by using descriptive vocabularies 3. Use correct simple present 4. Have good Fluency

The data were collected through both of speaking test and personality questionnaire. It assigned at the end of treatment (post-test) for both experimental and control group. For speaking skill variable, the researcher administered the test and she distributed the questionnaire of personality to the students at the end of the treatment. The average score of each group computed statistical manually.

DISCUSSION

Based on data analysis, it was gained that there were 13 extroverted students and 12 introverted students in experimental class. Then, there were 12 extroverted students and 13 introverted students in control class. In this research the researcher took 12 introverted students from experimental class and 12 students from control class. After doing speaking test, it was gained that the data about speaking score of introverted students. The data of speaking skill score was in the form of score which had interval 1 -16. The result of the test described as follow:

Table 3. Introverted students’ speaking score of Experimental class and Control Class

Students	Speaking Score of experimental class	Speaking Score of Control Class
	Introvert	Introvert
S1	9	7
S2	9	7
S3	9	7
S4	10	8
S5	10	8
S6	10	8
S7	11	9
S8	12	9
S9	13	9
S10	13	11
S11	13	12
S12	14	12
Mean	11.08	8.91
Minimum Score	9	7
Maximum Score	14	12
Standard Deviation	1.839	1.839
Variance	3.35	3.35
N	12	12

Based on the data of speaking skill above, the mean score of experimental class was 11.08, but the mean score of control class was 8.91. It meant that mean score of speaking skill of experimental class in which the introverted students were taught by using adventure game was better than mean score of speaking skill of control class in which the introverted students were taught by using picture.

After the data collected, they were analyzed by normality testing, homogeneity testing, and hypotheses testing. Normality testing was analyzed toward the data group: speaking skill score data of introverted students in experimental class and speaking skill score data of introverted students in control class. The testing was analyzed by using Lilliefors test at the level of significance .05. More detail, see the Table 4 below:

Table table 4. Summary of Normality Testing

Variable	L _{observed}	L _{table}	Note
Speaking skill score of introverted students in experimental class	0.219	0.242	Lo < Lt Normal
Speaking skill score of introverted students in control Class	0.234	0.242	Lo < Lt Normal

Homogeneity was tested to know whether each group had the same variance or not. It was tested by using Variance Test (F Test). The summary of homogeneity testing result could be seen from Table 5 below:

Table 5. The summary of Homogeneity Testing

Variable	F _{observed}	F _{table}	Conclusion
Speaking of Skill Introverted student	1.0	2.82	Homogenous

In order to find out the effect of using adventure game toward students’ speaking skill, it used t test. The test was used to test the hypotheses of research. To answer the hypotheses, the effect of adventure game, pictures and students’ personality on speaking skill were tested.

Hypothesis: Speaking skill of introverted students who are taught by using adventure game is better than those who taught by using picture. The result of T test of speaking skilltest of introverted student for both of experimental class and control class could be seen at Table 6 below.

Table 6. Summary of T Test of Introverted students Speaking Skill at Experimental and Control Class

Variable	Class	\bar{X}	T _{observed}	T _{table}	Note
Speaking skill of introverted students	Experimental	11.08	2.81	2.07	Significant
	Control	8.91			

Based on analysis of hypothesis by using t test, it was computed that mean of introverted students speaking skill score of experimental class students was 11.08, but mean of introverted students’ speaking skill score of control class was 8.91. Corresponding *t* for *df* = 22 required for significance at the .05 level was 1.671. Since *t*_{observed} = 2.81 was higher than *t*_{table} = 2.07, it could be concluded that *t* situated on rejected area of H₀. It meant alternative hypothesis (H_a) – speaking skill of introverted students in experimental class is better than introverted students speaking skill taught by picture– accepted.

Speaking skill of introverted students who was taught by using adventure game is better than students’ speaking skill of introverted students who was taught by using pictures. It could be explained by some reasons. First, adventure games helped lower students’ anxiety to speak, made them comfortable, and wanted to learn more. When they played adventure game, they relaxed and have fun. Since the student answered or spoke after discussing with her/his friends in the group and his/her friends supported him/her, it made them having more confident to speak. When students are free from worry and stress, they can improve their fluency and natural speaking styles. Deesri

(2002) argues that games are effective because they provide motivation, lower students' stress, and gives them the opportunity for real communication.

Second, adventure game leads the students to use language. This game encourages students' productive skills and elicits their speech fluency. The students who want to take part in the activities, must understand what others are saying or or have written in the card. They acquire new vocabulary along with its spelling and pronunciation. Students begin to realize that they have to speak or pronounce the words clearly if they want others to understand what they are saying. Jung (2005) explains that while playing adventure game, the students' attention is on the message, not on the language rather than pay attention to the correctness of linguistic forms, most participants will do all they can to win.

Next, adventure game gives time for students to think before speaking. The time to answer the question or to describe is written in every game card, for example to describe one place like Lembah Anai the students given 3 minutes to think and discuss in their group before speaking for class. Giving time to think may encourage introverted students to answer and avoid extroverted students' domination. Introverted students need more time to process information because they process more deeply. It is related to their brain work. Kern (2012) states that an introvert's brain sends the information on a longer path, mainly through the "thinking" portion of the brain. An introvert ponders slowly and synthesizes deeply to tie multiple ideas together into a whole.

Then, adventure game provides opportunity for every student to perform in the class. This game gives the same chance for each student to participate in playing game. Adventure game is played by rotating the chance to each group and each member in the group. A student is not allowed to perform in the class for secondly if other member doesn't perform yet. Therefore, classroom activity can not be dominated by several students. Extroverted students will raise their hand whether have answer or not. The introvert will wait, thought comes before action. Many introverts will speak up when asked, but not always take the initiative themselves. That is why it is so important to give all students a chance to formulate an answer before calling on someone. Hansen (in Uberman 1998) proposes that games can give shy students more opportunity to express their opinions and feelings. Moreover, Isaac (2009) states that designing rotation so that all students are asked to participate will make the introverts more a part of the class.

Introverts tend to be people who are shy and don't like to talk much, especially in large groups. Introverted students prefer to work independently, but they may perform well in small groups. How much the introvert participates will depend upon the temperament of the other members. Adventure game divides students into several small group works. Introvert students prefer working in smaller groups, because fewer voices and ideas will bombard them at once. Before having a whole-class discussion or perform, they work and prepare themselves in small groups. Through playing adventure game, even if the introvert seldom speak in front of the whole class, his/her ideas from the small discussion can still be shared by another group member, in order to benefit everyone. Extroverts who recognize the intelligence of introvert can encourage him to be more active to discuss in the group because introverts often are good at

explaining material to other. Isaac (2009) states that student sitting in the back may be an interested introvert and not an unmotivated student. When gently invited to participate in discussion, introverts can offer valuable insights.

Moreover, one of characteristics of introverted people is difficult to forget their mistake or punishment. In adventure game every task or question corrected by all students in the classroom and teacher. The students and teacher discussed together to correct every question and task. If one group did mistake, the chance was given to other group to revise the mistake. When introverted students did a mistake, they were not easy to forget it. They learned from the mistake and they would be careful for the future. Speaking activities in adventure game helped the introverted students to improve their mistake.

Actually, adventure game and picture give the same benefit to students. According to Ersoz (2000) games are highly motivating since they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication. Goodman (2006) states that using pictures really attract to visual learners who may suffer in a speaking and listening based classroom. However in this research adventure game give more contribution to the students, because adventure game encourage students to interact and communicate and create a meaningful context for language use. As a result, speaking skill of introverted students taught by using adventure game is better than those who are taught by using picture at grade VIII of SMPN 1 Talamau.

Conclusion

This research issue was made to determine whether the use of adventure game to teach speaking to the second grade students of SMPN 1 Talamau was more effective than the use of pictures. The result of this research pointed out that the students who were taught using adventure game have higher speaking achievements than those taught using pictures since t obtained (2.81) > t . table (2.07); thus H_0 was rejected, meaning that the experiment plays a significant role in improving the students' achievement. It indicates that adventure game gives more contributions than picture to introverted students in describing object or place. Adventure game is compatible media to enhance students' speaking skill, because it provides language practice in the speaking skill and encourages students to interact and communicate during playing. The researcher hopes that her research would give some contributions to the teaching of EFL speaking, especially the usefulness of adventure game as a new media in cooperative learning for EFL students to be used in fun speaking classes to increase students' speaking skill.

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GERMAN FILM “FACK JU, GÖHTE”: THE IDEA OF FREEDOM EDUCATION IN GERMANY

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Abstract: The film “Fack Ju, Göhte” is a comedy film produced in 2013, which could attract three million people in its first 17 day of screening, and regarded as the most successful film in Germany then. This film tells the story about an ex-convict, Zeki Müller, who disguises himself as areplacement teacher to obtain a hidden money stash in the building of Göthe Gesamtschule. However the ambience of the class and the students who Zeki teaches, garner sympathy for him from his students with teaching style people calls as “unique” at least and “maverick” at best. Zeki becomes the favourite teacher at his school and he manages to increase the school’s ranking in the town. This writting has a purpose to describe the idea of freedom in education field is potrayed in the film“Fack Ju, Göhte”. The method used is qualitative method with contain analysis, and data gathering technique used is literary study. The theory used are semiotics theory from C.S Peirce. The result of this research shows that the film “Fack Ju, Göhte” use this film as one of their education media, a new standpoint in portraying the education field which is the idea of freedom and self expression for the learners.

Keywords: the film “Fack Ju, Göhte”, freedom in education, film semiotic, reception

INTRODUCTION

The age of globalization in postmodernist society could not be separated from the realm of information technology, which supports all forms of mass media to develop and disperse as much information as possible. In Germany, there is a specific phenomenon observed in society, which is the arrival of the immigrant, who brought with them changes in German societal structure.

The advent of immigrant in Germany began in the 1950s. The immigrant, who were designated as “*Gastarbeiter*”, was attracted by the advanced development of West German economy. The government promoted an opportunity to work for the immigrants to overcome the lack of workers. Began in the 1950s, majority of the immigrants who migrated to Germany, came as people hit by poverty in their home country. These *Gastarbeiter*, or guest worker, or immigrants, came from every corner of the world, such as Italy, Spain, Greece, Turkey, Morocco, South Korea, Portugal, Tunisia, and Yugoslavia, while most of them arrived from Turkey. However, after their contract was finished, these immigrants would not depart for their respective home

countries. Many of the guest workers eventually stayed in Germany and brought along their families.

They brought with them varieties of habit and tradition from their home country to Germany, therefore cultural variations existed and intertwined with German culture. There are many art forms with conceived idea of immigrants and most of them have some kind of connections with Turkish immigrants. Those works came in the form of literary works, either novels or films, such as a novel titled *Die Heimkehr oder Tante Helga und Onkel Hans* written by Alev Tekinay and *die Brücke von goldenen Horn* written by Emine Özdamar. Meanwhile, there are also films containing the theme of life of Turkish immigrants, namely *Almanya, Welcome to Germany* (2011), *Kebab Connection* (2004), *Solino* (2002), *Mostly Martha* (2001), and *Fack Ju, Göhte* (2013).

The film *Fack Ju Göhte* is a German film with comedy genre released in 2013, directed by Bora Dagtekin and starred by Elyas M'Barek and Karoline Herfurth, meanwhile Max von der Groeben and Jella Haase acted as supporting casts. This film was produced by Rat Pack Filmproduktion in collaboration with Constantin Film. This film portrays the life of a robber named Zeki Müller (Elyas M'Barek), who was just released from the prison. Before he was jailed, he asked his friend to store their stolen money in a construction project. Unfortunately, during the time in which Zeki was jailed, the construction project finished to be a high school, named *Goethe Gesamtschule*. As such, he intended to obtain his stash by all means, and disguised himself as a replacement teacher. During his time as a teacher, he tried continually to retrieve his stash, otherwise he was involved in a romantic affair with a teacher named Lisi Schnabelstedt (Karoline Herfurth). Every conflict they faced managed to bring Zeki and Lisi closer, meanwhile the atmosphere of the class taught by Zeki became better. Zeki left his previous life as a bank robber, and chose to continue his life as a high school teacher.

According to Gräme Turner in the book *Film as Social Practice* (2006), a film has a meaning as representative of reality in societal life and societal problems. As a representative of reality, a film forms and depicts reality based on conventioned codes in a controlled setting, and also its cultural ideology. A film does not reflect nor record reality, instead it deconstructs and “represent” the picture of reality. In representing reality, a film will always be influenced by social scope, and ideology in which a film was made will reflect in the society condition. At the same time, a film supports a reflective interaction between cinematic representation and real life experience happen outside the screen.

This film portrays heavily the stereotyping of Germans towards Turkish immigrants as a manual worker, therefore they are less educated, foreign to norms, and regarded as troublemakers. They do not have a sufficient education and qualification, meanwhile in the film, it showed that the lack of education would offer no obstruction for this Turkish-German educator to be well-regarded by his fellow colleagues and students.

At the same time with the advent of phenomenon of films depicting Turkish immigrants in Germany, in reality the arrival and existence of these Turkish majority immigrants in the 1980s and 1990s ignited a tense debacle in Germany, due to the

concern of ghettos of immigrants in the cities of Germany. Meanwhile, the rate of criminality for teenagers with immigrant background increased, and reported by various medias. This research examined how a film can be a device and idea of liberation in the realm of education from the stereotyping of ethnicity, relation between educators and students, and high art.

THEORETIC STUDY

An American scientist, math and logic expert, and philosopher named Charles Sanders Peirce also examined the concept of semiotics. Peirce perceived the close distance of signs and logics, even proposing that logics is the sign itself (Lechte, 1994:145). For Peirce, a sign is a representamen, therefore the actual sign meaning is what it refers to. A sign refers to something known as objects, for someone or an interpretant (Kurniawan, 2001:21).

Relation between these three aspects is known as semiosis. This triadic relation produces icons, indexes, and symbols. Relation between a sign and what it refers to could be the similarity of the signs, called as icon (e.g. a painting maintains an iconic relation with the subject of the painting as far as the similarity goes). This relation could also be caused by the closeness of existence, which is called index (e.g. smoke is an index of fire and knocking on the door is an index of a guest). This relation could also be a conventional relation, which is called symbol (e.g. nodding of the head means acceptance and red-inked letter represents anger) (Van Zoest, 1992:8-9, and Hawkes, 1977: 128-129). Objects do not only bring an information meant to be communicated, but also constitutes a structured sign system. One of the important area of signs is the role of the reader. (Barthes, 1967:95). A sign emerges due to a reference. A reference could come from a world outside language, which is human social and cultural aspects. According to Saussure, our perception and view towards reality, are constructed by words and other signs used in social context. As such, a sign could shapen human perception, more than only reflects existing reality (Bignell, 1997, in Listiorini, 1999).

RESULT AND DISCUSSION

The Device of Liberation in Education Sector: Stereotyping, Relation Between Educator and Student, and Art

First, an education relates to the idea of freedom in stereotyping in education sector, which begins in the depiction of the film's main cast. In the film "*Fack Ju Göhte*", the main character, Zeki Müller (Elyas M'Barek) is depicted as a bank robber who was just released from prison. The name *Zeki* is a name originating from Turkish language, which means "clever" and is a derivative of an Arabic word, ذكيا (dhakiy)⁶. The name indicates that Zeki is not a native German, instead he is an immigrant (generation unknown) originating from Turkey. The same idea could also be applied to the physical

⁶ <http://www.behindthename.com/name/zeki50> (accessed in October 10th 2017, 19.57)

characteristics of the main character. Black-haired with dark complexion, which overall could be concluded that he is not a native German.

Zeki begins the narrative with his release from prison. He is well known to the ladies and nightlife, and has no job. After the agreement between Germany and Turkey in the 1960s, which stated Turkey as one of the *Gastarbeiter* supplier in Germany, Turkish immigrant started to arrive in Germany, usually as worker. At first, they are warm welcomed and regarded as *Gastarbeiter* who might one day return to their home country. The German Government who was caught not ready with this immigrant influx from Turkey, managed as good as they can to integrate the immigrants into German society. However, the sheer number of the immigrants left them unemployed, therefore many of them entered the underground life, even into criminality, just like what happened to Zeki Müller, who became the representative of Turkish immigrant living in Germany in the film "*Fack Ju Göhte*".

The representation of Zeki is also the stereotype of Turkish immigrants in Germany, related to his social class, which is the lower class, unemployed, and ex-convict. The data provides evidence that there are so many immigrants failing to secure a job, and eventually falls into criminality. Data from Reuters⁷ proves, that the immigrants are responsible for at least 69.000 counts of criminality, whether success or not, in Germany on the first three months of 2016.

Zeki is depicted with T-shirt, jeans trousers, and leather jacket, even when he is teaching in the class. This implicates that there is ignorance by purpose, relating to the appropriateness of a teacher inside a class. Furthermore, Zeki keeps swearing in German when he is interacting with his students in the class. This also came under scrutiny from Berliner Morgenpost, online newspaper in Germany, who claims that through this film, the language of young people became broader and more flexible. It views that the usage of swearing and rude language in this film as negative, but how the German language could develop and used casually by the young people in Germany⁸.

But at the end of the narration, Zeki became the favorite teacher in the eyes of his students, because he brought new way in his teaching. He gives freedom to his students to learn, speak (even with swearing and rude language) in the class. Through the representation of this one Turkish immigrant, Zeki is viewed as catalyst to reform the old values. It is thought that the arrival of an immigrant like Zeki is not also bringing with him negative consequences because of his low education and criminality, but also good consequences, which is when he gives freedom to his students to regard their teacher as their friend, by using informal language.

⁷ <http://www.reuters.com/article/us-europe-migrants-germany-crime-idUSKCN0YT28V> (accessed in October 10th 2017, 20.11)

⁸ <https://www.morgenpost.de/berlin-aktuell/article125372889/Fack-ju-Goehnte-Warum-Kiezdeutsch-die-Sprache-bereichert.html> (accessed in October 10th 2017, 20.22)



Image 1.1 Zeki Müller (Elyas M'Barek) being released from prison. (Minutes 01:00)

Representation of freedom tearing the high wall between teachers and students in the film is depicted by the appearance of graffiti (images or scribble on the wall), which is heavily portrayed in the backgrounds of scenes, and become the center of focus when the main character Zeki is sitting with his students.

The culture of graffiti in Germany started after the end of World War II, when young people began to build courage to express themselves after the indoctrinating and oppressive regime of Nazis. Meanwhile, the new emerging Communist regime as their neighbors made them more creative to draw graffiti as political and cultural statement towards the policy of East German state (and communist countries in general), which were oppressive in nature. After the Berlin Wall fell down and Communist countries dissolved, in general a graffiti regarded as valued art expression, a form of freedom of expression⁹.

In the film “Fack Ju Göhte”, graffiti is heavily portrayed on the background. Especially in the school where Zeki Miller teaches, there are many graffiti on the school wall. This implicates that through education, the students should be taught with values that liberate them. The high wall between static old teaching methods should be reformed with new more open system to the changes around it. The students can sit together with their teacher to share ideas, and learning should not be confined to a room.

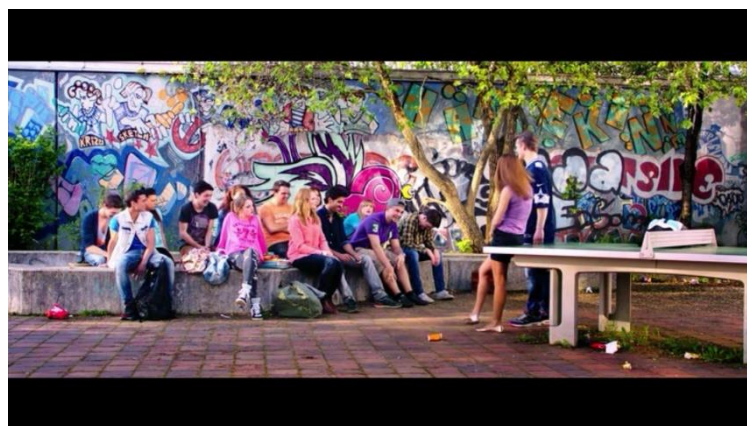


Image 1.2 Graffiti became a dominant theme in the background of the scenes in the film “Fack Ju Göhte” (Minutes 50:58)

⁹ <https://www.smashingmagazine.com/2011/07/the-heritage-of-berlin-street-art-and-graffiti-scene/> (accessed on October 10th 2017, 21.02)

The freedom of expression in the education world, especially regarding to high art values also represented in this film through one scene, where Zeki had to teach a theater class to perform in the end of the year. Drama used is the famous literary work by Shakespeare, *Romeo dan Juliet*.

This literary work from Shakespeare is the tragedy roman written first in 1562 and brought into a play in 1597. As a literary work written in the High English period, *Romeo and Juliet* usually played with more formal language, with costumes which are also suited to a tragedy roman performance. Meanwhile, in the film “Fack Ju Göhte”, the students perform it with a more modern approach, based on the theme urban or urban society. They used informal expressions with spontaneity and slang languages. It is of course different with the original version, as well as the misspelling the name of ‘Göhte’ by purpose.

This explains the critics and resistance towards the high culture, like what is produced by famous writer Shakespeare and Johann Wolfgang von Goethe could be reformed to keep on with the flows of time, so that the values inherent is modified and not static.



Image 1.3 The Goethe School students playing the *Romeo and Juliet*

CONCLUSION

The film “Fack Ju, Göhte” became a critic to education sector. This critic regarding education could be applied to an education system, which gives space to stereotyping to incriminate background of the students, increasing the distance between students and teacher, confined the students to maintain relationship only formally with the teacher by confining the learning space only into a room, and gives certain values towards form of art.

This film implicating critics of how someone can be regarded as educator if he is able to instill values in his students to adapt in the society, give rooms for expressions, and to find the biggest potential for different students. The backgrund should not be a hindrance, because every individual is a free individual, who is also free from stereotyping applied by the society.

The freedom to express art with high values also indicated in this film. To enjoy art, everyone has their own way, including to modify text and story narration, using of contemporary costumes could develop creativity and self-satisfaction for the students.

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THE IMPLEMENTATION OF *BAITUL MAAL* MANAGEMENT IN EARLY ISLAM AS THE ALTERNATIVE TO INCREASING PEOPLE'S ECONOMY: CASE STUDY ON THE MANAGEMENT OF MOSQUE IN YOGYAKARTA

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Abstract: The Indonesian Government has implemented many programs to figure out the problems of poverty and improved the people's economy. However, in reality these programs have not been able to be a solvant step in the issue. Several alternative steps were carried out, one of which was through the finances managed by the mosque which includes zakat, infaq, shadah, hibah (grants) and wakaf. In research conducted by Mualim in Yogyakarta shows that only a few mosques that apply the principle of professionalism in the management of zakat. This study was designed to find a standardized model of mosque financial governance based on the principles and management of the early Islamic baitul maal as an alternative to the improvement of the Ummah/people's economy. The method used is literature study and field research (field research) by using descriptive approach.

Keywords: Baitul Maal, Financial Governance, Mosque, Economy, Ummah

INTRODUCTION

Efforts to eradicate poverty is a very serious problem, especially in Indonesia along with its abundant potential natural resources, the poverty rate is still quite high in statistic. Data from the Central Bureau of Statistics (BPS) up to September 2013 recorded that the number of poor people in Indonesia reached 28,555 million (11, 47%).

The Government of Indonesia has pursued various programs as an effort to alleviate poverty. Indonesia, with its Muslim majority population, has great potential in collecting Zakat, Infaq and Shadaqah funds. The potential of national zakat reached 19.3 trillion (Study Center of Language and Culture UIN Syarif Hidayatullah and Ford Foundation, 2004). According to Alisjhabana (2009), the government has embarked on various programs in poverty eradication efforts such as Program Nasional Pemberdayaan Masyarakat (PNPM) ' the National Program for Community Empowerment' and Program Kredit Usaha Rakyat 'the People's Business Credit Program'.

According to Didin, in case it is coordinated properly, the potential of zakat in Indonesia is very large. According to research Baznas and Fakultas Ekonomi Manajemen (FEM)/ Faculty of Economic Management, IPB in 2011 shows that the potential of national zakat reaches 3, 4 percent of total Gross Domestic Product (GDP).

With this percentage, then potentiality of zakat in our country every year is not less than Rp 217 trillion. Specifically on the potential of Zakah from Wadiah Reserves and Mudharabah Deposits in sharia banking, the study found that the potential of Zakah reached as much as Rp 155 billion and Rp 739 billion.

Mua'alim's Research Results in 2012 on Management and Utilization of Zakah Based Mosque in Yogyakarta. The research was technically done by interview approach, observation and statistics, which found that 6 mosques in 11 in Yogyakarta area that apply the principle of professionalism in its management. Thus the professionalism of zakat through the mosques needs to be improved so that the poverty rate can also be solved. Jogokarya Mosque is a pilot mosque in Indonesia that implements management functions in the management of zakat best with achievement of 85.71%.

Some factors that leading the zakah institutions have not maximally manage their programs, among others: the level of public confidence is still low to OPZ in managing zakat funds, zakat paradigm embedded in the community is still limited to the aid of a charitable nature. In fact, the role of zakat is vital in the economic empowerment of the ummah. This instrument not only plays a role in the distribution of income but can also be used as a motor for the economic movement of Muslims.

This research emphasizes the literature studies on principles and management of *baitul mal* and field study on mosque finance governance. By doing a comparative analysis of the conclusions out of the literature studies and field studies, shall result in a standardized model of financial governance of mosques. Research on the implementation of principles and management of *Baitul Mâl* on the governance of mosque finance as an alternative to the improvement of the people's economy has not been done. Previous research is more researching about Management and Utilization of Zakat

History, Principles and Management of Baitul Maal in Early Islamic Period

Baitul Mâl comes from the word baitun in Arabic meaning home, and al-Mâl means treasure. Etymologically, *Baitul Mâl* means *Khazinatul Mâl* is a place to collect or store property (Azis & Ulfah: 2010: 110). Terminologically, *Baitul Mâl* is an institution or party that has a special duty to handle all the ummah's wealths, whether in the form of income or the state's expenditure (2010: 110). Similarly, An-Nabhani (2009: 253) argues that *Baitul Mâl* is a post that is devoted to all income or property expenditure which is the right of the Muslims.

At the beginning of its development, *Baitul Mâl* has a simple principle of collecting all the proceeds of State income and then used to meet the needs of the State. The status of the collected treasures belongs to a non-individual state. During the reign of the Messenger of Allah, *Baitul Mâl* located in the Nabawi mosque which was then used as the headquarters of the state and the residence of Rasulullah (Elsi Mersiliah: <http://elsimh-feb11.web.unair.ac.id>). In terms of the use, Rasulullah had always distributed *ghanimah* (war booty) and one fifth of it (*al-khumus*) after the war, without having delayed again (Azis & Ulfah: 2010: 110). In the early days of khulafaurrasyidun's reign, Abu Bakr As-shiddiq, *Baitul Mâl* began to develop. It was

characterized by the establishment of a special place for *Baitul Mâl* and the designation of Abu Ubaidah as the manager. (Elsi Mersiliah: <http://elsimh-feb11.web.unair.ac.id>). At this time also, as suggested by Umar bin Khathab on the Policy of giving compensation (*ta'widh*) as much as 4,000 dirhams a year for the Caliph had set. The funds are taken from *Baitul Mâl*. The policy was taken to encourage the caliph's performance as head of government (Azis & Ulfah: 2010: 111).

The development of *Baitul Mâl* was massive after the death of the Caliph Abu Bakr As-Shiddiq during the reign of Umar bin Khathab. The development was inseparable from the conquests that occurred in his time, especially when the Muslims succeeded in conquering Persia and Rome, the more wealth that flows into the city of Medina. To accommodate this abundant flow of wealth, Khalifah Umar built a special house for storing treasures, forming offices, hiring his writers, establishing the salaries and fortunes of *Baitul Mâl* and building the army. (2010: 111). It was during this time that the Caliph Umar bin Khathab introduced a system of records administration known as the system "*ad-dîwaan*" (<http://www.fiqhislam.com/sejarah-baitul-maal>). Along with the introduction of this system, *Baitul Mâl* in the time of the Prophet Muhammad and Abu Bakr As-Siddiq which used to be non-institutional became a standard and systematic state financial institution. In the age of Usman bin Affan, much of the economic turmoil took place. This happened because of the enormous influence of Usman bin Affan's family in the policies he made. Many of his own family were appointed high officials in every region, as well as a lavish lifestyle among the caliph's family (Elsi Mersiliah: <http://elsimh-feb11.web.unair.ac.id>). In the contrary to previous rule, during the reign of Ali bin Abi Thalib, he restored the function of *Baitul Mâl*. He also refused to take a salary from *Baitul Mâl*, even giving 5000 dirhams each year to *Baitul Mâl*. However, he received compensation from *Baitul Mâl* (2010: 112)

Entry and Expenditure on Posts of Baitul Mâl

The classification of assets that *Baitul Mâl* may include:

1. *Anfal* or *ghanimah* (war booty), *fa'I* (wealth of the *kafir harb* authorized without war), and *khumus* (one fifth of *ghanimah*).
2. *Al-kharraj* (the right of the Muslims to the conquered land of the unbelievers, either through war is also called *kharraj 'unwah* (QS. Al-Hasyr: 7-10) or the so-called peace way *kharraj shulhi*);
3. *Al-jizyah* (the right granted by Allah to the Muslims from the disbelievers, because of their submission to the Islamic government (QS. At-Taubah: 29)
4. Miscellaneous public property
5. State ownership in the form of land, buildings, public facilities and income;
6. *Al-'usyur* (taxes taken on agricultural land is as much as one-tenth)
7. Unauthorized property of authorities or officers, unauthorized property and property of fines;
8. *Khumus rikaz* (findings), and mines
9. Property that does not have the heir
10. The property of the apostate

11. Zakah

12. Taxes (*dhariba*, the treasures required of God over the Muslims in order to meet their needs, as well as the parties required of them, but *Baitul Mâl* cannot fulfill that)

b. Post of Expenditure of *Baitul Mâl*

Due to the large number of posts for *Baitul Mâl* expenditure, some basic rules are stipulated (2010: 113), among others:

1. Property with special cash, such as zakat is only given to eight groups (*asnaaf ats-tsamâniyah*) y namely poor, poor, amil zakat, mua'alaf, slave, gharim, fi sabilillah, ibn sabil (Q.S. At-Taubah: 60).
2. The cost of jihad
3. Salary costs (*ujrah*), ie salaries of soldiers, police, civil servants, judges, educative personnel and so on.
4. . Expenditures on certain public benefit and facilities (public facilities and infrastructure) other than compensation, such as the opening of roads, excavation of water, construction of mosques, schools, hospitals, and other necessities whose existence shall result urgent problem, no ummah will be suffering.
5. Expenditures on emergency matters, such as famines, earthquakes, or enemy attacks.
6. Other expenditures intended for benefits and general benefits which if it is unavailable, not to the extent of such a misfortune such as repaying State debts in order to carry out State obligations against the Muslims.

Aziz and ulfah in their book (2010: 99) argue that among the roles and functions of the mosque is, *firstly* as a symbol of state government, *secondly*, as a university and human development center, *thirdly*, as a storehouse of knowledge, *fourthly*, as a source of news and information will be presented to all people and the State, the *fifthly* as a symbol of worship, and the sixth as the principle of the people's unity. The revelation of God in the Qur'an At-Taubah verse 18.

Meaning: "*Only those who do prayers in the mosques of Allah are those who believe in Allah and the Last Day, and establish rayer, pay the obligatory charity, and fear none but Allah. Such people are expected to be among those who are rightly guided*" (QS. At-Taubah: 18).

From the above verse it may take several lessons, among others, that people who would be willingly to pray at the mosque of God are those who have faith in Allah SWT and the last day, without forgetting his obligation to establish prayer and to pay zakat and none should be feared except Allah. Thus, building a mosque not only builds physically but also builds management, manages its resources, and enhances its functions and roles such as conducting Islamic studies, conducting discussions, seminars, workshops on actual issues and further streamlining the empowerment of zakat , infaq, shadaqah, both in collecting it and in distributing.

In 2013 the author has conducted a research under the theme “Zakat Untuk Sektor Produktif: Studi Pada Organisasi Pengelola Zakat di Surakarta The study aims to investigate whether The study aims to investigate whether Organisasi Pengelola Zakat (OPZ) in Surakarta mhave the awareness to distribute zakat funds to the productive sector and to know the contribution made in this sector by OPZ. The explorative approach employed in this research, which applied two stages of data collection. The results from the first stage indicate that OPZ generally has the awareness to channel funds to the productive sectors of the economy. Distribution constraints for productive economic sector are the focus of the institution, the lack of both good distribution system and the human resources.

METHODS

This writing combines the type of research literature study and field research using descriptive approach. Khuta (2010:53) in Gindarsyah (2010:30) explained that the descriptive method of analysis is done by describing facts which then followed by analysis, not merely elaborate, but also provide sufficient understanding and explanation. Subiyanto explained that literature study is a research methodology that emphasizes the literature as an object of study. The literature is essentially a matter of man’s making culture written as a work (litteracy) to pour ideas from a person or group of people. Library study is done by reviewing the ideas of experts (other experts), existing concepts, rules (rules) that bind the object of science and professionzility.

This research is accomplished on the basis of the objectives analysis by using literature study reference. This approach is used so that analysis can be used objectively from the point of view of the actors of financial governance. Field research was conducted to conduct a comparative study of the results of a literature study that resulted in the discovery of a standardized model of financial governance.

The intended source data in this research encompassing the subjects from which data may be obtained. Sources of research data are devided into two natures. the human’s and non human resource. Human data sources serve as key informants. While non-human data sources are the relevant documents focusing on themes and all sufficient information needed in this research. Data in qualitative research is not as a means of exploring a proof, but as a basic tool in understanding the problem (Sutopo, 2002).

The source data can be extracted from several sources is;

1. Literature study
2. Informant is a resource who has the required information such as the authorities in the organization (board / takmir mosque).
3. To complete the information provided by the informants, the Organizational written records, documents, archives, photographs and the like help to facilitate understanding.
4. Respondents, mosque administrators, administrative staff, and mosque management
5. Some mosques have good financial governance.

DISCUSSION

Descriptive analysis is intended to determine the characteristics and responses of respondents to the item questions in the questionnaire. Respondents in this study are mosque officials and mosque pilgrims in Yogyakarta Special Region. Sampling technique used in this study based on purposive sampling method with the aim of obtaining a representative sample in accordance with predetermined criteria (Sekaran, 2006). Data collection is technically undertaken through survey method, which is by giving questionnaire directly. The length of time used to spread the questionnaire up to the questionnaire collected approximately 3 weeks starting from 1 to 21 November 2014. The sample collected amounted to 15 respondents.

Based on the table, the questionnaires distributed to the respondents are as much as 15, while the non-return questionnaire is 0 or 0% of the questionnaires distributed, thus the questionnaire to be sampled is as much as 15 or 100% of the distributed questionnaire. The number of samples collected has met the minimum sample size required, ie the minimum sample is the number of indicators in this study (3 indicators) multiplied by five (Ferdinand, 2006) to obtain a minimum sample of 15. General description of respondents obtained from self-data contained in the questionnaire on the identity of respondents that includes age, gender, occupation, last education, and marital status.

Based on table 4.2 it can be seen that the respondents aged between 20 to 40 years as many as 5 people or 33%, age between 41 to 60 years as many as 6 people or 40%, and age above 60 there are 4 people or 27%. Thus most respondents are under the age of 41 to 60 years old.

Based on table 4.3 it can be seen that from 15 respondents, 100% or 15 respondents are male and 0% or no respondents are female. Thus the largest number of samples are men.

Based on Table 4.4 it can be seen that from 15 respondents, 40% or 6 respondents have recent education at the level of high school (SMA), 33% or 5 last educated respondents of Bachelor degree, 20% or 3 respondents have recent education Diploma level, and 7% or 1 respondents have junior high education (SMP). Respondents with elementary or other education are none. Thus the largest number of samples are respondents who have high school education (SMA).

Based on table 4.5 it can be seen that from 15 respondents, 6 respondents or 40% work as private employees, 20% or 3 respondents work as self-employed, and 1 respondent with civil servant status. From the survey there are 5 respondents or 33% work not as civil servants, private employees and entrepreneurs.

Based on table 4.6 it can be seen that from 15 respondents, 67% or 10 respondents are married and 33% or 5 respondents have never yet been married.

Responses of the Respondents on the Function of Empowerment or Improvement of People's Economy through Mosque (Cognitive Response)

There are 3 questions to see the responses of respondents on their efforts to empower or increase the people's economy through the mosque. The questionnaires data on Table 4.7 to Table 4.9 shows the responses of respondents on each item question as follows:

Based on tables 4.7 and 4.8 it can be seen that the majority of respondents as many as 14 people or 93% realize the efforts of empowering or increasing the *ummah's* economy through the function of mosques and most obtain the information from books (41%) and other media (29%) in addition to television, news and magazines. Other media in the form of *forum pengajian*, majelis taklim or 'religious assemblies', bulletin of the mosque, information from fellow *takmir* 'mosque board' and so forth.

Table 4.9 shows, respondents know that the mosque has the function and role for the economic prosperity of the people, especially the people around the mosque. The survey results show 45% of respondents are in agreement with the function and role. Mosque administrators have a responsibility to educate the congregation to be more skillful so as to be able to rise up the people's economy. There are 10 respondents (50% accumulated) who realize and expect a productive synergy between the board and the mosque congregation.

The response of Jamaah or Mosque congregants (Affective Response)

There are 8 questions to see the responses of respondents to business units that have been run by the mosque board. The question is related to the type of business and management of the business units. Questionnaire data contained in Table 4.10 to Table 4:14 shows the responses of respondents on each item question as follows:

In Table 4.10 it is seen that the respondents gave a fairly satisfied assessment of the business units run by the mosque. The business unit varies depending on the location, the orientation of the board's business and the economic condition of the congregation. Mosque located near the campus or market, mosque yard can either be functioned as parking lots and shop. Mosques in the middle of dense housing can serve child care services or play groups. Several mosques surveyed have business units that have been developed and growing rapidly, such as the Mosque of Syuhada and Jogo Karyan Mosque. This mosque has a school (TK-SMP), Cooperative, BMT, Polyclinic even Lodging / Hotel.

As many as 8 people or 62% of respondents rated business units in the mosque has been managed well enough, 31% think it is good, but there is 1 respondent see business unit still managed by perfunctory. The business unit will develop if supported by skillful and friendly employees. During this time, the respondents qualify the quality of service business unit as not satisfactory. From the 13 respondents, only 3 people (23%) answered well, and there are 4 respondents (31%) rated as less good. This becomes an important task for managers to nurture and direct employees to be more professional at the works.

Business units run by the mosque should at least be in accordance with the role and function to improve people's economy. *Jamaah* or congregants of the mosques and the surrounding community should be benefited from the existing business units. All business units must be professionally managed and should not be in conflict with

Sharia. Of the 12 respondents who answered, 10 people (83%) rated the business unit as in accordance with Islamic Sharia, and 17% did not or not in accordance with Al-Quran and *Sunna* Rasul or prophet's ways. Most of the mosque congregants (69%) have used existing business units in the mosque.

The product of the mosque's business unit that is most in demand by congregants is the medical or healthcare service. A total of 4 respondents or 33% rate and feel the direct benefits of health services for free. This service is given once a week, usually after Friday prayers, but there are also mosques that provide doctors every day. *Takmir* or board community of the mosque cooperated with certain Islamic organizations (Muhammadiyah) or the nearest Islamic Hospital (PKU Muhammadiyah). Other products that are widely accessed by congregants are Tempat Penitipan Anak (TPA) the childcare services and study groups or Kelompok Belajar (KB) and Integrated Islamic School, from kindergarten to junior high school. There were 4 respondents (33%) who chose this product.

Baitul Maal wat Tamwil (BMT) including products that interest community. This sharia financing unit is very helpful to the community, especially if there is a sudden funding needs. Through some easy, cheap and fair financing schemes, BMT is now a pilgrim destination for the development of venture capital. If properly managed, professional and trustworthy, BMT will be an economic power of the extraordinary people as in the time of Caliph Umar bin Khatab. Of 12 respondents, 3 people or 25% of pilgrims choose BMT as a product that is often used.

Good products will be repeatedly used by consumers. So also products and business facilities run mosque. The complacent of community, will continue to use the product even referring to others. Some intangible benefits of products tend to be responded positively by the community, for example: health services, business consulting, education services and capital assistance with profit-sharing schemes (murobahah) and so forth. Products that provide retail goods, such as: grocery store, restaurant, Muslim fashion store, drug store (herbal) etc, are less responsive and sometimes cause resistance because it is tangent to the existing business unit of community. From the 11 respondents who answered, 8 people (73%) stated satisfied using the facilities or products run by the mosque, while 1 person considered very satisfied and 2 respondents (18%) stated less satisfied.

The existence of business units in the mosque should provide maximum benefits for the people's economy. Existing facilities and services become the main choice even become an Islamic lifestyle for the community and the surrounding community. A dignified business is a business that is driven by the spirit of serving and upholding the values of honesty, fairness, sincerity, togetherness, and usefulness for others. According to the respondents, economic activities that have been driven by the mosque have given impact (influence) on the welfare of community. In Table 4:14, visible; of the 14 respondents, 9 respondents or 64% said the mosque's economic activity had an effect on the people's welfare and 4 respondents or 29% felt very influential. But from the survey, there are 1 respondents who rate the mosque's economic activity has no effect on the welfare of the community. This provides a record for mosque officials to be more careful

and wise in managing business units in the mosque. The attitude of professionalism and transparency should always be put forward in holding the mandate of the congregation and the trust of Allah SWT.

CONCLUSION

The mosques do not only serve as a place of worship but have several functions. From the early days of Islam until now, there have been functions that are still running and some are no longer working. The mosque as the economic empowerment of the *ummah* is maintained up to now, including in Yogyakarta. The economic benefits can be felt by society in general. As the impication, this study suggests that it is necessary to improve the service in general in all fields to the congregants and the surrounding community *Amiin ya Rabbal Allamin*.

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OUTDOOR EDUCATION: A CONTEXTUAL ENGLISH LEARNING ACTIVITY TO IMPROVE WRITING ABILITY OF YOUNG ADOLESCENTS (A CLASSROOM ACTION RESEARCH)

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Abstract: This study describes an implementation of *Outdoor Education* as a contextual learning activity to improve writing ability of young adolescents. It aims at (1) investigating how *Outdoor Education* is implemented in teaching English to young adolescents to improve their writing ability; (2) identifying the challenges faced by the teacher in the implementation of this learning activity; (3) finding the strategies to overcome the challenges faced by the teacher. *A Classroom Action Research* was employed as a research design which was divided into four phases namely *Planning, Acting, Observing, and Reflecting*. Moreover, data were collected through several instruments, namely observation, students' writings (documentation), and interview with the students. The collected data in the form of students' writing were analyzed by using the scoring rubric suggested by Brown (2007) and referred to qualitative data analysis proposed by Hamied and Malik (2016). The result of the study revealed that *Outdoor Education* has successfully improved students' writing ability because the students may understand the content of the lesson and new vocabulary contextually. In addition, the improvement found because the students enjoyed and were excited in their learning in such an informal and interesting context (Berns&Errickson, 2001). Comparing the result of *Pre-writing* and *Second Cycle Writing* may reveal the better students' writing ability (from 56.16 to 80.17). However, the teacher found some challenges to implement it since the adolescents seemed to spend the time inefficiently thus to deal with those the teacher provided clear briefings before doing the activity and asked them to open the dictionary if they got difficult words in writing their descriptive text.

Keywords: Contextual learning activity, Education, Students' writing ability, Young adolescents

INTRODUCTION

Teaching English to young adolescents requires specific strategies because they have different characteristics from the adults. Cameron (2001) stated that young adolescents will lose their interest in the middle of learning process if it is conducted in monotonous ways without involving students actively in the learning activity. This is also supported by Harmer (2007) who claimed that young adolescents generally display an enthusiasm for learning and curiosity about the world around them. Regarding the intellectual characteristics of young adolescents, Caskey and Anfara (2007) explained that young adolescents tend to be highly curious and display a broad array of interest. They are

typically eager to learn about topics, they find interesting and useful, favor active over passive learning experiences, and prefer interaction with peers during educational activities.

In terms of cognitive development, young adolescents also develop the capacity for abstract thought process (Elkind, 1974 as cited in Caskey &Anfara, 2007). They typically progress from concrete to logical operations and problem solving to acquire the ability to develop and test hypotheses, analyze and synthesize data, grapple with complex concepts, and think reflectively (Manning, 2002 cited in Caskey &Anfara, 2007).

Contextual Teaching and Learning (CTL) may be one innovative learning model implemented by English teacher in the classroom, especially for teaching young adolescents (Berns&Errickson, 2001). Sears (2003) stated that CTL motivates learners to take charge of their own learning and to make connection between knowledge and its application to the various contexts of their lives. In addition, Zahorik (1995) also stated that CTL can be used as an alternative of learning approach where the students are directed into “experiencing” not “memorizing”. As one of learning activities which categorized into contextual approach, *Outdoor Education* can be implemented by the teacher to teach young adolescents.

Outdoor Education as one of the learning activities found in CTL refers to a learning activity purposes to foster learning through the interplay between experience and reflection, based on practical observation in authentic situation. This kind of learning activity also facilitates students to connect the material they are learning to the contexts that they find in their daily life (Berns&Errickson, 2001).

There are some benefits that can be gained by the students through *Outdoor Education*. According to Rickinson, et al (2004), *Outdoor Education* gives depth to the curriculum and makes an important contribution to students’ physical, personal and social education. This is also repeated by Ofsted (2008) as cited in Rickinson, et al (2004) who stated that in first-hand experiences of learning outside of the classroom can help students to make objects more vivid and interesting for pupils and enhance their understanding.

Since the research related to the implementation of *Outdoor Education* as *contextual learning* activity in teaching writing especially in lower classes of EFL context has not been conducted, so that this study attempts to investigate the implementation of *Outdoor Education* as a *contextual English learning activity* to improve writing ability of young adolescents.

METHODS

This Classroom Action *Research* (CAR) was conducted through two cycles in which one of them covered four phases *Planning, Acting, Observing, and Evaluating* (Kemmis& McTaggart, 1992). CAR within two cycles was done in order to identify changes that should be done in the teacher’s teaching practices by providing the teacher framework to build a specific classroom project. The subject of this study was seventh graders of one private Junior High School in Northern Bandung. The seventh graders

categorized as young adolescent (Pinter, 2006) were chosen since they were considered to be able to think logically when they identified the objects around them. Data were collected through students' activity observation, written works (documents) and interview with the students. The collected data in the form of students' writing were analyzed using scoring rubrics of writing proposed by Brown (2007). Meanwhile, observation and interview were described referring to the principles of Contextual Teaching and Learning (CTL) which consists of five elements: *Relating, Experiencing, Applying, Cooperating* and *Transferring* (Crawford, 2001). Regarding the data gained from the interview, Halliwell (1992) theory was used to investigate the students' enthusiasm in participating in their learning outside their classroom.

FINDINGS AND DISCUSSIONS

The findings were taken from three data resources namely observation, students' writing, and students' interview.

The Implementation of Outdoor Education to Improve Writing Ability of Young Adolescents

First Cycle

The first cycle of the research was divided into four phases namely *Planning, Acting, Observing, and Reflecting* (Kemmis & McTaggart, 1992). In *Planning phase*, there were some activities done by the teacher such as designing lesson plan and research instruments, choosing the topic for the students' writing, and determining the Minimum Mastery Criteria for the students. In *Acting phase*, there were two meetings to conduct the activities. The first meeting was begun by assigning the students to write a descriptive text without getting any explanation and assistance from the teacher. According to the result of their writings assessed by using scoring rubric of Brown (2007), it showed that most students did not get good results, it was indicated from the vocabularies, organization of the text, and mechanics used in the text. The result of the students' writing revealed that they did not have a good ability to write a descriptive text. The second meeting of this phase was started by distributing the worksheets, giving the instruction to the students, inviting them to conduct *Outdoor Education* and asking them to write a descriptive text. From the result of their writing, there were some improvements in their writing. In *Observing phase*, the students were observed while doing *Outdoor Education*. As the result, most of the students still did not pay attention to the explanation given. In *Reflecting phase*, the first cycle of the research was reflected. As the result, most of the students were already enthusiastic during the implementation of this learning activity. There was also a slight improvement to the students' writing which can be seen from their mean score in Pre-writing and writing in first cycle (56.16; 69.08).

Second Cycle

As the first cycle of this research did not investigate what the objectives of this study, the second cycle was necessarily conducted through revising and improving some constraints or weaknesses occurred in the previous one. The process of this second cycle included the same four phases done in the first cycle. In *Planning phase*, the lesson plan and research instruments were created. The process of creating the lesson plan and instruments was considering some weaknesses found in the previous cycle. In *Acting phase*, there were some activities done by the teacher such as distributing students' worksheets, explaining the students about the learning activity, inviting the students to do *Outdoor Education* as some steps mentioned, and assigning the students to write another descriptive text. In *Observing phase*, the students were observed while doing *Outdoor Education* using observation guide. In the *Reflecting phase*, the researcher evaluated the students' writing, comparing their scores from the previous scores, and considered the result of observation. Those two resources were supported by the result of the interview with the students. Overall, from all activities done in the second cycle demonstrated that the students obtained better score in their writing which were indicated from the more appropriate and various vocabulary they put in their writing and the more detail the description given in the text.

The Challenges Faced While Implementing the Outdoor Education

During the implementation of *Outdoor Education*, there were some challenges found by the teacher such as the students seemed not to be clear about instruction given before doing *Outdoor Education*; they enjoyed so much observing the objects without considering the time allotment so that they run out the time to do the task. Moreover, the teacher also found some constraints in guiding the students to learn new vocabulary and how to use it in their writing.

The Strategies Done to Overcome the Challenges Faced

Considering the teachers' challenges faced in conducting *Outdoor Education*, the teacher took some strategies to cope them. First, the teacher tried to explain the procedures in doing *Outdoor Education* clearly by showing what the students had to fulfill their task as instructed. Second, the teacher guided the students to manage the time efficiently by distributing the time allotment in each step of their activity. By doing so, they could cover the task well as the time given by the teachers. Third, the students were advised to look up the dictionary if they found some difficult vocabularies and its meaning. Hence, they could understand the meaning of vocabulary and use them properly in their writing.

RESEARCH DISCUSSIONS

Based on the result of data analysis, it is clearly seen that *Outdoor Education* as a part of *Contextual Teaching and Learning* activity helps students improve their writingskills for some reasons. First, from the students' writings assessed by scoring

rubric proposed by Brown (2007), it shows that the students improved their writing quality. It is indicated from the vocabulary, organization of the text, content, and the use of grammar. In terms of vocabulary, most students put more colorful vocabulary in their descriptive text even they put new vocabulary that they did not use before such as *dump*, *tighten*, and *dispose*. Regarding the organization of the text, most students still faced problems because they did not arrange their writing in a good order. It is found in the way they put their idea and their sentence in appropriate schematic structures.

CONCLUSIONS

Based on the result of data analysis, some points can be concluded: First, the result from observation showed that *Outdoor Education* may improve the students' writing, particularly related to more various vocabulary and better writing organization found in their texts. Such improvement may be affected by their enthusiasm and enjoyment while joining *Outdoor Education* so that it gave them good learning atmosphere. Second, *Outdoor Education* likely enabled the students to understand how to write descriptive text more easily as they claimed that they could put their idea clearly based on what they wrote in the observation guide. Third, the result of observation analysis also indicated that the students spent their learning experience because they found more objects that can be described than they did before- not limited to the objects they found in the classroom. Lastly, in the interview, the students stated that *Outdoor Education* offered a good opportunity to the students in learning how to write descriptive text through enjoyable learning activity as if they were learning while playing (Dillon, 2006). By doing so, they were opinionated to write a descriptive text with more variety. Besides, the students also commented that they were happy to learn in new experience in which they can release from their routines and monotonous activity. However, during the implementation, the teacher faced some problems related to time management and unfamiliar words. To cover such problems, the teacher gave clear information about what the students have to do in their *Outdoor Education* activity. To cover the problems, the teacher instructed the students to look up the dictionary to find the meaning of unfamiliar words and how to use them contextual appropriately in their descriptive text.

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