CHAPTER IV

RESEARCH FINDING AND DISCUSSION

1.1 Research finding

Based on the data that found in the field, in this chapter, a description about the finding gathered from the participants in this research, the Rector, the Organizer, the teaching team and the students is given.

1.1.1 The participant identification and the classifying position

The respondents of the research are the Rector, the vice Rector of student affair, organizer, teaching team, and students. They are the qualified respondents for this research, because this research will talk about the management program in Rusunawa or the implementation of English Program in Rusunawa. Table 4.1 below shows the numbers of respondents involved in the research.

<table>
<thead>
<tr>
<th>NO</th>
<th>Participant of the research</th>
<th>Number of person</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rector</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>The vice of student affair</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Team Teaching</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Organizer</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Students</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>52</td>
</tr>
</tbody>
</table>

The respondents have different function in this research but they have one purpose. They have specific job in the program. Besides, they support each other like coffee without sugar tastes
different when they are mixed. It does not taste good when one of the parts is not in glass of warm water. The Rector, the vice rector of student affair (PR3), the organizer cannot be successful to implement the program without the teaching team who implements the program and the students. Hugger and Wheelan (2003: 5) state that management is the important thing in human activity, managing is to ensure the coordination with individual effort. Besides, the implementation of the theory of Matter and Horn which talks about management program stated that the people who take a part in the organization need each other. They communicate each other to reach their purpose.

1.1.2 The Participant As The Decision Maker And Program Management Opinion Of The Program In Rusunawa

In the English program in Rusuawa, the rector is the decision maker. The data were taken from the interview with the Rector. The result shows that the rector actually makes the program based on several reasons, but the major reason why programs in Rusunawa are important is that he wants to create “Academic Soldier” to fight against various obstacle in UNG. The obstacle is the students who always disobey the rule which in UNG. The “Academic Soldier” aim to motivate the people who will spread the “Positive Viruses” to the student around them.

In other hand the “Academic Soldier” above has several indicators. The first indicator the students obey all the rule in UNG. The second is the students have great achievement. The standard is 3.25 achievement index. The third indicators is discipline, it means that person who called academic soldier have to be able to organize themselves in any situation in daily life. The last is as an academic soldier the person should be creative, innovative, have a good mindset and has a spirit of cooperation. The last indicators mean that an academic soldier is the person who can read all the opportunities and take advantage of the opportunities that exist to create
extraordinary thing. Besides, he or she can also create something ordinary into extraordinary with a creative and full of innovative ideas.

The rector statement were also supported by vice rector of students affair as the managing of program in Rusunawa and he is the person who takes a responsibilities of the program. He states that the reason why the program should be carried out in Rusunawa is. The University gets support from the ministry of the public housing in the form a building for students. Based on that situation, the Rector thinks that it is a wonderful way to train the student. It is supported by the Bidikmisi guidance which conveys that all of responsibilities for training the Bidikmisi students to be better students is upheld by the university. Consequently the Rector of UNG creates the rules as his program for 5 years later. He combines it with his mission. Finally, all of the Bidikmisi students have to stay in the Building dedicate by Ministry of the Public Housing called RUSUNAWA. Rusunawa is abbreviation of Students’ flat. All of the Bidikmisi students in the first semester have to stay there for one year only to obtain some training to building their character. It supported by the guidance that all of student of Bidikmisi are organized by the university.

On other hand the rector does not only let the students to stay in the building named Rusunawa, but he want the students inside Rusunawa to get some knowledge to build their character. The way to build their character is by giving the student activities inside Rusunawa. The activities are training the students by giving three things. They are soft skill, hard skill and life skill. It aims to produce good students to spread out the “Positive Viruses” to their friends who disobey of the UNGs’ rules. The rector passes the responsibility to the vice rector of the students affair as the person who is in charge of the program management and arrangement.
As the program management and arrangement become his responsibility, the vice rector of students affair forms a teamwork to discuss about the work planning. The teamwork commonly called as the program organizer. The organizer of the program is the lecture, some Deans and vice rectors and the entire leaders in UNG.

1.1.3 The Organizer Paradigm Of The Program

The organizer is the people who taking part in this program. They hold the steering where the program will be. If there is no organizer, there will be no program in Rusunawa and absolutely there will be no people who arrange and manage the program in Rusunawa. They are the people who organize the things that should be in Rusunawa or not.

The organizers or the creators are people who create the program in Rusunawa. They think deeply about the rector instruction and try to make the program based on their experience. In this meantime they are still predicting what they should do. They still are undergoing such a try and error program management. As the actors who have strong power to build the program and management in Rusunawa they do not talk only, but also they observe their entire concept that they deliver to the other member of organizer.

Actually, the organizer consists of two teams, they are the management program and the executive team. The team management consists of all the Deans from all the faculties and the lectures related to the program inside Rusunawa. The management team is separated into coordinators who take a part in Softskill program, Lifeskill program and Hardskill program. Then, the team teaching of the program consists of some lecture and student who appropriate student who are selected for the program. The selected students have a lot of experience in teaching and handling students, primarily university students. The common purpose of the program was created by the team creator. Similar to the justice program that aims to make the
student aware about criminal activities and immoral activities, the students have to aware about everything around them, even if it is only a little thing. Besides, after the students are aware, they will be a social person. In order to create it smoothly they need soft skill program to build their character. The last, it talks about the student knowledge that is about hardskill. The program focuses on the students’ ability in doing presentation such as debating and so on. With this program the Rector wishes the student to be the great student and they do not wait for something but they will create something which have a lot of benefit to other people.

However, based on the research finding both teams are not working effectively yet. Both of them are still confused with the strategy of how they manage the student and the purpose of each program in Rusunawa. The researcher found that the management of the program has not applied its job effectively yet. As the deans and lecturers who has a lot activities in their faculty and college, they found it difficult to think about ideas of the students’ development. It is support by the rector in interview. He stated that the lecturers did not have enough time to manage their students, he said that we needed a dormitory to train the students to be better. The students only had 8 hours in campus but most of them spent their time for the activity which did not support their academic concern. Consequently, the rector makes several programs in the dormitory to support their academic concern.

However, the program does not seem to fulfill the rectors’ expectation. The creator team was not in a same boat with the management team. The management team performs the program just as a ceremonial activity, but they did not do it by their heart as their responsibility, so it makes the big problem of the program management. Even though the creator had told them about how the program should be carried out, the management team had difficult grim yet. It appears that the program was even still in trial and error but it cannot be successful if there is no cooperation
between the creator and the management team of the program. The theory of implementation program states that the program cannot be successful when they have not good cooperation inside the program because a good program needs a good cooperation.

The second teams are the teaching team of the program. Actually they are the people who face the situation directly. If the management team is not good, it will give effect to the teaching team. As the matter of fact, they are confused with what they should do. The team creator looks at the situation and they give their hand to help executive team to manage the program. However, it has run effectively yet because the creator team did not focus on the management program. Their time spent as the lectures and other position in the campus make them confuse how they are supposed to put themselves. Actually the problem comes because the management programs are not connected to each other. There are only ceremonial activities when the rector observes the site. Finally, the organizer of the program is not able to work and need to recycle the program and create good relationship between them.

1.1.4 The Team Teaching of English Program Paradigm

The teaching team of the program actually manages by the creator team. The teaching team consists of three lecturers and two students as staying tutor and twelve students as mobile tutors. The mobile tutor and staying tutor are different. The staying tutors are the tutors who live in Rusunawa and teach English to the occupants. Besides, staying tutors have additional job. The job is to control the students’ development and as a place for sharing. The mobile tutors have a same job, but they only come for several times.

The teaching team of the English program was meant to reach the objective of the program clearly. The objective is to make the students in Rusunawa obtain ability in spoken English
Eventhough at least being able response and understand the news in written and audio-
visual mode.

On the other hand, the teaching finds it hard to teach the students, because in a common class
there are usually 30 students but in this case there are 300 students who have different ability in
English. Actually, they already had English when they were in junior high school, but it does not
guarantee they have good English.

Most of the students are low in English. So it is hard for us to teach a lot of students with
incomplete tools for teaching. Actually the teaching team has concepts, but it cannot run well
without facilities which support the program. For example when the teaching team will teach the
students in the big class there is no loudspeaker and media for teaching like LCD. As a result, the
teaching and learning process cannot be said to be successful process. LCD as the tool for
helping the student visually is important, but for one years Rusunawa the facilities like LCD and
so on are not available. Eventually, we have an active loudspeaker to make the team’s voice can
be hear. However it is not enough when you are an English teacher. The strategy that the
teaching team apply is to separate the students into several group, and each group has a capable
person who manage the group. In the first teaching we found it hard to teach them, but when we
asked to form a group, it can be said that staying tutor and the mobile tutor enjoyed and it was
easy to teach them.

Consequently, to support the team to be better than before the Organizer need to increase the
benefit to the teaching team. When the organizers have a good support, the program will run
effectively.

1.1.5 The students paradigm about the program
Students in Rusunawa are the students who came from all departments of UNG consisting of 300 people. They undergo English program in Rusunawa twice a week that is usually conducted on Wednesday Morning and Thursday night. And they study around 1-2 hours per meeting during the program where they are required to study in group, though it cannot be facilitated by learning tools. Having students study in group is surely assumed to allow them interact closer each other and this condition supports tutor’s action in controlling them in huge number. The learning activity is conducted inside and outside of Rusunawa building where it is intended to give an opportunity for students to enjoy different venue. However there is still an obstacle appeared, such as few students could not actively participate during session of discussion where it is proved by having less of attention.

Student’s assumption about the English program in Rusunawa can be classified below:

- The student’s feeling when they follow the program

Data of interview shows that some students are categorized into passionate English learners because of their willingness to understand English well, but there are also some students who dislike English program. There are two reasons to be elaborated regarding student’s rejection toward the program such as having a lot of schedules outside is more important than English program and they come up with the idea of having trouble concerning the program because of individual study and accomplishing assignment are considerably serious to be taken care immediately. Considering the problem above, the teaching teams of English program try to find out adequate solution such as giving the students motivation to learn English. However, some of the students are less of awareness toward the purpose of the program moreover they tend to react against the rule not to take part of the program.
By viewing this condition, there is a current punishment to make it on the right track namely students who do not attend the program during English program will be awarded point of infraction and it will affect their mind to reconsider what they will do against the rule. As a matter of fact, students are scared to recognize what they do wrongly. Within three months of English program run, most of them were quietly obedient to put their intention on the program; however once the time of mid exam and final exam came, it caused them in trouble by ignoring English program. The previous reason is strengthened by additional statement of students where they prefer focusing themselves to achieve good grade of each lecture to participating in the English program.

Researcher asked them in face to face interview and most of them like English but they confused how to manage their time for studying. Furthermore, there are some students take the program because they are scared with the punishment and the rest of the students dislike the program because they have got bad experience when they were in senior high school.

Here is the graphic of the students who like and dislike the English program in Rusunawa.
Graph 4.2 Students Feeling of English

- The Students Ability In Understanding The Material

Here the chart of student understanding in English material

As seen in graph 4.3 a lot of students understand and only 3 % of them do not understand. Based on the interview session the researcher found that the reason why 3 % of the students do not understand, because they do not really like English. They have got bad experiences with their English teacher when they were in senior high school, besides they think that English is not important. They said most of their literatures do not use English but it used Holland language.

Furthermore, when the English class started they did not pay attention and never participate in the program. Even though the tutor asked them to answer or give opinion they did not
response it. When we look to their psychology they are good but, they look like less of motivation to learn English as well as we hope. At least the problem came from their habitual and experiences.

As shown in the graphic, most of the students understand the English material, because it is easy material for the young learner. The material made by teaching team, was easy and covered all of the students’ need. However, some of students who have been well in English are bored with the material because of English material has been recognized as easy material. So it can be said that those students just need an appropriate English material to optimize their English mastery. Meanwhile, there is a certain purpose of teaching team to have students become active during English program by promoting those passionate learners to be leader in their group. This indicates good news for students because there is a source man in the certain group who will help his or her group mate to study English and reduce few things of problem and difficulty. The learning form is called cross learning or as the same age’s tutorial to be an effective way to teach a lot of students with incomplete facilities.

– The student’s difficulties in facing English program

The data shows that there are several problems that students share to the researcher.

– Tenses

Some students said that tenses are difficult. The difficulties always happen when they want to make sentence or paragraph by noticing past tense, progressive tense and future tense. They said that the three kinds of tense make them confused because of the changing verb. For example in past tense, they have to understand about the regular and irregular verbs. When they are asked to
write their experience they usually use present tense while it should be written in past tense form.
Essentially, they are confused with the verb which is required to change in the other form.

- Pronunciation

The second difficulty is pronunciation. The students who live in Rusunawa are the students from different faculties. So, it can be seen closely it is pretty difficult to push them practicing English pronunciation. Other argument comes also to stand on students’ difficulty such as less of practice when they were in the junior and senior high school. Meanwhile, it is a kind of demand toward students of Rusunawa as smart students with a bunch of responsibility to prove their capacity of learning. Once again it is not an easy work to accomplish regarding student’s difficulty in pronouncing English vocabulary. Staying tutors are not able to solve this problem quickly and it needs problem identification.

The students’ difficulty in English pronunciation shows that the students tongue is too frozen to pronounce English vocabulary. It is absolutely a big trouble for the teaching team and reconsidered a way to solve the problem such as to enrich English vocabulary by giving them daily and easy vocabulary for practicing. Besides, to make them familiar with English vocabulary, the teaching team give them easy listening song and video. The result of those previous efforts is quite satisfied by observing students’ comprehension in speaking and reading skill. The successful teaching class is regarded in small number whereas there are huge numbers should be viewed also, so the same way to optimize teaching and learning process is to utilize group leader in spreading simple comprehension of English material.

- Vocabulary

The third problem is vocabulary. It was the most difficult problem that researcher found in the field. As the interview data gained from teaching teams, they said that most of the students
do not have any response toward tutor’s performance at the first time. The reason why English vocabulary is considered to be quitely difficult because the recent memory when they were still in high school level show that most of students experience influencing problem about English vocabulary mastery. Surprisingly, Student’s perspective toward English lesson changes when they come to the university. The data shows that there is a specific increase concerning student’s willingness to study English. It is because the existence of teaching team to intervene student’s motivation in pushing them to memorize 5 – 10 English words every day in the early morning and try to use it in the daily life. As stated previously regarding a sufficient change of student’s mastery of English vocabulary, it can be similarly seen in their effort to understand tutor’s performance used English and try to involve during time of discussion.

The previous progress can not be inferred to become a complete success of student’s achievement because there is still weakness exist such as students who are categorized into low level of mastery constitute unfinished work for English tutors. That is why English tutor still keep trying to invent effective strategy to provoke student to be passionate learner of English. Consequently, the data that the researcher found can be considered to be the evaluation of the program in order to create the guidance in the next occupants of Rusunawa. Here is the graph of student’s difficulties.

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**Student's Difficulties**

- Pronunciation: 13%
- Vocabulary: 25%
- Tenses: 62%

**Graph 4.3 Student’s Difficulties**
The material arrangement

The material arrangement result can be provided below:

Graph 4.4 Material Arrangement

As seen in graph 4.4, students who agree with the material arrangement said that the material is good for them as a beginner. The material provides students easy materials to learn English where it is assumed to have relationship with the students’ life, that is why the students completely agree with the material arrangement. The English material that the researcher find involved audio visual and written material for example the students learn about asking and giving opinion by watching video of English conversation. Additionally students do not only study about English vocabulary but also they already start studying English structure and pronunciation.

Student’s comprehension concerning English material has been classified into two parts namely there are students who are categorized into low level and students who are categorized into high level. Within learning process, occasionally boredom felt among high level students
that become a sustainable obstacle for English tutors. In order to reduce their boredom, they are required to help their group mate in understanding English material. And it was not easy for them to be implemented, that is why English tutors kept trying to explain and support them optimally to study in group form. Otherwise there is a different response of low level students who argue that they are all matched with the English material by observing some contents of material considered to be understandable sustances. So, this situation has to be identified immediately in order to integrate these two different levels.

- The influence of English Program

The researcher found that most of the students said that English program could give many influences to them. The significant effect shows that low level student can speak English for colloquial content such an activity as borrowing something from their friends and also translateing English literature. It is considered to be one of the successful point of the tutors who always give them English vocabulary and motivation to learn foreign language. Some of the students also said that they have friends in overseas and always chat with them by using English. One of the best learner of English comes from accounting department who is automatically viewed not as good as English department students, however it is totally real where she can prove it by performing her speaking performance during English program activity.

Furthermore, the English program effect also happened to the student in sport and healthy faculty where she and he gave her/his participation in English debating competition of Gorontalo State University. Consequently, the effect of English Program can motivate them to learn English well and increase their knowledge. It was also supported by the Rector where he said that Bidikmisi Students are different from other students. They are the pioneer of Gorontalo State University to be the International University.
Supporting Facilities

As the observation result the Rusunawa facility is scarce or there is not adequate facility. However the organizers keep trying to serve well to all volunteer to share their ability to the Bidikmisi Students. The result shows that the efforts of organizers create a good impact to the students, because most of the students are satisfied with the facility in Rusunawa. However, few students suggest that we need to add several facilities, such as LCD, and classroom. It is supported by Donald et al: 2008, they said that facility is important when we would like to make the program run well especially for the English program as a second language training to the students. In the meantime, the result shows that the facility is enough but to make the program better in the future, it is good to add the facility.

In other hand to support the material, most of the student said that they need English book to support their learning process. As we know they are consisting of 300 students so, book will help the student to learn in other situation. It means that they do not only learn English during the English program schedule but also they can use their free time to learn.

Schedule

Figure 4.5 the schedule of English program in Rusunawa

<table>
<thead>
<tr>
<th>Time</th>
<th>Days</th>
<th>Programs’ name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on the data, it shows that they do not agree with the time management, but it does not matter because many sources support the time management of the English program schedule. Most of boarding schools use the timing. So based on students’ point of view it cannot change the time of English program. Their reason is not logic, they said that the timing is too early morning and otherwise they do not have enough time to wake up early and follow the English program in the morning. Actually, in the morning is the good time for learning language. They always beef with the water in the morning and should stay in line to prepare for English morning program. Actually, most of them only disagree with English morning program however English night is good for them.

<table>
<thead>
<tr>
<th>Time</th>
<th>Day</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>06.00 – 07.30</td>
<td>Wednesday</td>
<td>English Morning</td>
</tr>
<tr>
<td>20.00 - 21.30</td>
<td>Thursday</td>
<td>English Night</td>
</tr>
<tr>
<td>05.00 – 21.30</td>
<td>Friday</td>
<td>English Day</td>
</tr>
</tbody>
</table>

Graph 4.6 The Graph of Students’ Assumption of The Schedule Arrangement

Based on the students paradigm the researcher can conclude that most of English program managements are good but there are several areas that should be recovered again to be better than before. For instance the material for students guide, the method of English teaching
especially teaching vocabulary to the students, because most of the data shows that around 70\% students have difficulties in vocabulary. However, to solve the problem is the organizers have to create the guidance to make all the programs in Rusunawa remain in the right direction to achieve the target. Hopefully based on this research the people who have responsibility will use this research to be reference of their alteration in the future.

1.2 Discussion

As we know that Rusunawa is the new instrument (or facility) to encourage the student’s characteristic. It was built in September 2011 as the first program of rector which is still considered in trial and error process. The organizers are still looking for the strategy of handling the mission of rector. As we know that it is still new, consequently there are many mistakes inside. In this research, the researcher wants to find how the implementation of the program is. Based on the data from the rector, the vice of rector, organizer, team teaching and the students, it is found that several things which are related to the program achievement. As a common form, the data shows many mistakes appeared during the program which is conducted in Rusunawa. The general description of the data finding will be covered in the graph below.

![Graph 4.7 The Weaknesses in the Implementation of English Program](image-url)
The graph shows that most of the mistakes come from mechanism arrangement. The other problems occur because the weakness of mechanism arrangement. For instance the coordination and communication line between organizer, tutor, rector and team teaching are difficult. However, it is still in progress or trial and error situation. There are some descriptions concerning the table above.

First is the weakness of mechanism arrangement. The organizer of English program and the coordinator of the program did not have good communication. They are busy with their activity beside as an organizer of Rusunawa and as a lecturer. Those are the causes why English program cannot run well. For example, the lecture who are responsible of English always give the staying tutor time to teach the students without guidance material which should have been discussed by all of the teaching team. It is a problem for sure, because the coordination and communication were happen in only one way communication. It is not effective communication according to Marthen Samual of “Top concept Indonesia” in “Dare to be Leader” training program (personal communication, February, 13rd 2010). The solution of the program is to push all of the leaders who are in charge of the students training toward their job.

On the other hand weakness of coordination and communication will give large impact to the program, when there is no good coordination, people who really care with the program will give up and do not care about the program. A financial need is the answer of all the problems. As a theory of human management the financial needs is important to support the employee to do their work. According to McFarlin and Sweeney (2006) the story in Africa, the leader of big office is to be selfish and uncared with his employee prosperity. On the third month the office runs as well as possible but it happen when the office in the 5th month all of the employee leave the office without take permission to the leader. Based on the story it shows that the leader does
not care to the staff prosperity in his office. He only focuses to his target every month. The effect of his work is all of his employee leave the office and now he does not have employee to reach the target. The point of view of the employee shows that regarding is also important when someone manage something. As a leader we have to be aware and give more attention to the employee.

The employee is the heart of our body. When we lose them, it seems like we die. Consequently, the management of the program has to pay attention to the people who face the program in Rusunawa directly. They are the heart of Rusunawa. When they cannot optimize their capability, the dream of rector cannot come true.

To face the situation the rector as the leader of the programs states that the solution to make the entire organizer do their work is to arrange three special teams. There are manager team, tutor team, and evaluation team. Besides, the rector also need schedule to all teams to visit and specially to the evaluator they have free space of time to come whenever they want to check the team activity. Furthermore, minimize the letters of decree and add tutor of the program.

Third is lack of facility. The problems happen because of the team who build the building do not have responsibility with their work. The vice of students affair already tell to the ministry of public housing but until now there is no response from them. The university cannot make a large movement, one thing that they can do is to support facility inside the building, such as the mattress, table, chair, cupboard, water and so on. In the meantime the facility for teaching is still in progress in Rusunawa. Apparently, we have sound system which can help the tutor to give learning material to the students. It is hard for the teaching team to acknowledge it but what the teaching team give is a guidance to the students by forming them into several groups and in each group have capable person to help the low students. Even though we are success with it, others
problems are occurred. One of the problems is the group cannot grow up when there is no guidance book for them. Their imagination is not enough and it is hard to have students learned by imagination. It is better when they have guidance book in order to help them understand deeply about the program. The solution is teaching team has to create guidance book to the students.

The fourth is disorderly English material. The students paradigm about English program are good, most of them really like English program. However the problem goes to the material of English. The disorderly material causes several students are bored that is why they are bored with the material. Though it is easy or difficult for them, the messiness of material has to be overcome again. As the first program conducted in Rusunawa, it is fine because the teaching teams are still looking for the strategy and material for teaching English in the situation. The problem also happens because of the variety of their ability which is low and high in English. Most of students in rusunawa are good students who always help the teaching team of English program. It can be said easily that students of rusunawa are too big but it does not mean they are not ready to compete in mastering english. So those material arrangements have to be the major point to the next occupants who will live in rusunawa and it is required to English material focuses to the student’s response in daily life. This is because the major point of English is to guide students able to speak English in order to response the western people who come to gorontalo and absolutely the students have additional ability when they graduate from UNG. By mastering English, all students in the entire department have been prepared good ability in order to provide an availability to talk with people who come from different countries.

Based on explanation and the result, the program are little success, the students success to build up their self by English. It is approve that by English, the breave students are created. They
as the icon of great students are already done with their work. They ready to face and spread the positive viruses to their friends in UNG. It means that English success to build their character and give them many things that can support their brand of great students.