

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the needs analysis data findings is described and discussed based on data analysis procedure written in chapter three. The first thing that will be explained next in here is the findings from each data mentioned in chapter three.

4.1 Findings

4.1.1 Questionnaires

In this research, questionnaire is used to determine the focus course of this research. The respondents of these instruments are 50 students of History Education Study Program. They are from 2012-2009 academic enrolment who is considered had already taken English course in prior semester. Below are the graphs and the tables which draw the rate of the each 38 courses listed in the questionnaires and the top five rate based on the calculation result.

Picture 4.1.1. the Course Rating in The Use of English Text as Learning Sources

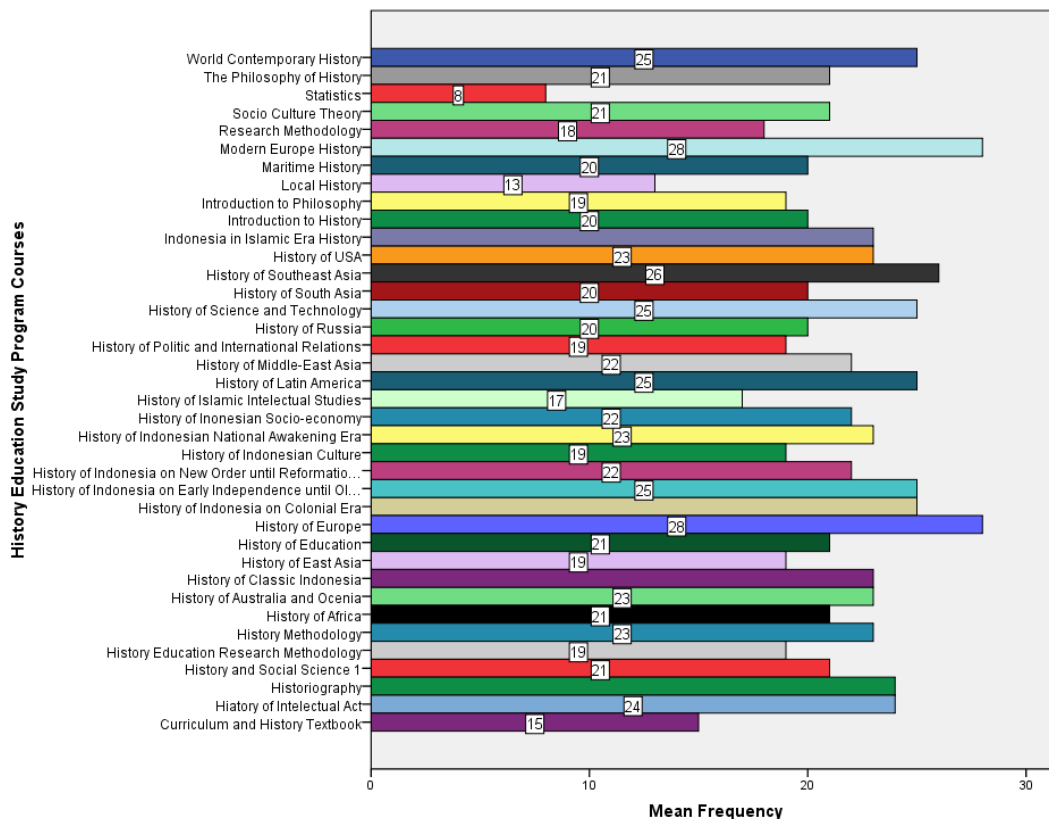


Table 4.1.1. The Use of English Text as Learning Sources Five Top Courses Rating

No.	The Courses	Frequencies	Percentage
1.	History of Europe	28	93.3
	Modern Europe History		
2.	History of South East Asia	26	86.7
3.	World Contemporary History	25	83.3
	History of Latin America		
	History of Early Independence until Old Order Era		
	History of Indonesia on Colonial Era		
	History of Science and Technology		
4.	History of Intellectual Act	24	80.0
5.	History of USA	23	76.7
	History of Indonesian National Awakening Era		

	History of Australia and Oceania		
	Historic Methodology of Research		

Based on the consideration of data availability and lectures consistency in applying English text as learning sources, it is determined that History of South East Asia and History of Science and Technology are the focus courses of this research. The first consideration comes from the informal interview by the lecture who teaches History of Europe and modern Europe History that by the early 2014 academic term. She said that would not use English text as the learning source anymore. She prefers to use Indonesian textbook because she realised that her students are will be more easily comprehend the learning.

So by now, History of South East Asia course can be considered as the most courses which use English text in the daily learning. This course is more taken account since the learning material and also the handouts are available. So the first course as this research focus is the History of South East Asia.

The second course which has been determined too is History of Science and Technology. This course was confirmed by the head of history major in UNJ and the former lecture himself as the only course that has not had appropriate and reliable learning sources written in Indonesian. So that the daily learning are mainly using English textbook. As stated by the former lecture below,

“Mata kuliah yang paling banyak menggunakan teks berbahasa inggris adalah mata kuliah sejarah sains dan teknologi. Itu karena referensi yang berbahasa Indonesianya tidak ada. Sebetulnya idenya sederhana. Belum ada referensi yang berbahasa Indonesia karena belum ada yang di terjemahkan. Nah, bisa saja sebenarnya mata kuliah ini dipaksakan tidak

menggunakan referensi berbahasa Inggris. Akan tetapi kualitas perkuliahannya menjadi berkurang.”

4.1.2 Document Analysis

4.1.2.1 Study Program Profile

Study program profile is a set of information about learning instruction of a study program in details. It contains of the vision and mission of the study program, expected occupation for the graduate students, the accreditation, the degree of graduate students, the overall learning aims, graduate qualification, list of courses and the lectures. It can be found in academic guidance book and each of *UNJ* students has one of it. For History Education Study Program, it can be found on page 194 until 214. See Appendix 4 on page 24 to see the whole document of this study program profile.

Based on “*Profil Lulusan,*” or the expected occupation of the History Education Study Program graduate students it is mentioned that the students are prepared in being qualified as a history teacher, a writer, and a researcher especially in history field. Meanwhile, the “*Capaian Program Pembelajaran rogram Studi*” or study program’s learning aims can reflect the guidelines of the learning program and especially the important and realizable changes in learning (Richard, 2002: 120). So by analyzing this part, we can see the required ability, or competences in History Education Study Program learning process. See Appendix 5 on page 35 to see the identification of each aims. They are classified whether the aims may need mastering certain kind of English reading competence or not.

By the analysis on the study program profile, it shows that not all of the aims may need English reading competences mastering. The result of the most courses which need English text as a learning source from questionnaire distribution is one of consideration in identifying the learning aims. As the application of TSA approach in this needs analysis research, the aims which related to the courses about teaching history are not considered in this identification. In addition, some description about certain act related to studying history such as historical interpretation and historiography are elaborated from various books about learning history. Those books are the “101 books” or talk about introductory description of learning history.

Based in that identification, below are the aims and the focus to consider in the further discussion in this chapter.

Table 4.1.2.1 the Result of Study Program Profile Document Analysis

No.	Learning Aims	Consideration Point for the Data Discussion
1.	<i>Menguasai aspek-aspek keilmuan sejarah (sumber sejarah, interpretasi sejarah, penelitian sejarah, penulisan sejarah) untuk melakukan analisis sejarah.</i>	1. The verification process of English text as a historical sources, are the certain kind of reading competences occurs? 2. How the needs of English reading competences do occurs in the interpretation process. 3. How the process of historical research and historical writing or historiography is related to each other with other the four of <i>aspek-aspek keilmuan sejarah</i> ?
3.	<i>Menganalisis perkembangan sejarah kewilayahan secara kronologis melalui penerapan metodologi sejarah.</i>	This aims should be elaborated first with the findings from syllabus and the reading guiding question handouts of the History of South East Asia course then it can be interpret more in the discussion section.
4.	<i>Menganalisis perkembangan sejarah secara tematik melalui penerapan</i>	This aims should be elaborated first with the findings from syllabus and the reading

	<i>metodologi sejarah</i>	guiding question handouts of the History of Science and Technology course then it can be interpret more in the discussion section.
7.	<i>Menemutunjukkan dimensi nilai-nilai yang terkandung dalam peristiwa sejarah melalui proses pembelajaran.</i>	This aim occurs in the first, third, and fourth abilities of Bell and McCollum's (1917 five abilities of students on learning history. Those abilities need to be interpreted and identified more based on Sadoski (2004) and Barrett's taxonomy reading competences category.

4.1.2.2 The Syllabus or the Learning Program Planning in a semester of the History of South East Asia and History of Science and Technology Course

4.1.2.2.1 History of South East Asia Course

The History of South East Asia is one of a regional history course in History Education Study Program. Even though this course just consists of two credits, its discussion is quite extensive. It talks about the Hindu-Buddhism empire rises until post-colonial era when the countries of South East Asia got their independence one by one. The focus study of this regional course is to find the similarity patterns of one place or country to another place in South East Asia. The similarities can be viewed from many kinds of point such as culture, economics, politics, ethnicity, and also the geography study.

This course is taught by a team of lectures of History Education Study Program which consists of four. Fortunately, those four lectures have different point of view as they have different kind of interest specification so that the study of this course can be rich and varied. In the

beginning of the course, the study talks about pre historic time of late Neolithic and early metal phases until the rises of Hinduism and Buddhism empires, conducted by the lecture who experts in cultural studies. The next discussion is about the establishment of Islamic and colonial era which is taught by two lectures who is expert in Islamic history studies and another one is interested in ethnography studies. The last discussion is about late 19 century era until the study of South East Asian countries independence taught by a lecture who experts in political history. With those lectures who have different interest and qualification, the students need to read a lot of varied themes of books referred by them. To see the extensive picture of this course, see Appendix 5 on page 35.

Not all of basic competences in this course can be the focus of this analysis. From seven basic competences its syllabus, there are only three of them which obtain the study on English text. Those basic competences are: (1) *Mahasiswa dapat menganalisis letak strategis dan persebaran penduduk di Asia Tenggara*, (2) *Mahasiswa dapat menganalisis kegiatan perdaganganmaritim di Asia Tenggara dalam hubungannya dengan keadaan geografi & sumber daya alam di Asia Tenggara*, and (3) *Mahasiswa dapat menyintesis proses masuk dan perkembangan budaya dari luar Asia Tenggara serta perkembangan sosial-budaya masyarakat dan kenegaraan di Asia Tenggara*.

In this research, the books which are going to be the samples of the next document analysis are “South East Asia in World History” by Craig

A. Lochard published on 2006 by Oxford University Press and “The Cambridge history of South East Asia” volume one edited by Nicholas Tarling published on 2008 by Cambridge University Press. Those books are used in the third basic competences: “*Mahasiswa dapat menyintesis proses masuk dan perkembangan budaya dari luar Asia Tenggara serta perkembangan sosial-budaya masyarakat dan kenegaraan di Asia Tenggara.*” On the other hand, the second mentioned book obtains the learning sources of the first basic competences: “*Mahasiswa dapat menganalisis letak strategis dan persebaran penduduk di Asia Tenggara.*”

Another part which is important to consider is the second standard competence in this course’s syllabus. It is stated “*Mahasiswa dapat menyusun karya ilmiah dalam bentuk paper berdasarkan suatu permasalahan yang terdapat dalam sejarah Asia Tenggara.*” This standard competence can be considered related to the first aim of learning in History Education Study Program, “*Menguasai aspek-aspek keilmuan sejarah (sumber sejarah, interpretasi sejarah, penelitian sejarah, penulisan sejarah) untuk melakukan analisis sejarah.*” The process of writing to achieve this standard competence may obtain some aspect mentioned such as verification of historical sources, history interpretation, and historiography.

4.1.2.2 History of Science and Technology Course

This course was established since 2011. Sugeng Prakoso Syahrie as the initiator and also the lecture of this course said that this study should

be applied in History Education Study Program because it can increase the study program qualification since this study has already been learned formally in many developing countries as the compulsory study. Another important thing about this course is that it has not had any appropriate and reliable learning source written in Indonesian so that the learning is sourced mostly by text written in English. In other words, this study program is the course which mostly uses English text as the learning source.

This two credit course is included in thematic course on History Education Study Program. The study can be talked about the science and technology history from many kinds of empires, regions, or civilizations. However, for the next time, it is said by the lecture that it will be more concern in Indonesian science and technology development as like the study program focus mission in enhancing the study of national history of Indonesia.

In this document analysis, the History of Science and Technology course document which is used as the object of analysis is the learning program planning in a semester. There are ten standard competences in this document. Only four competences of them obtain learning from English text sources. Those competences are: (1) *Menganalisis perkembangan teknologi dari masa Paleolitik hingga Revolusi Urban; dan perkembangan sains dari akhir prasejarah sampai filsafat alam dan sains teoretik dari Yunani kuno*, (2) *Menganalisis tradisi saintifik dan*

teknologi tradisional dari masa peradaban Timur Tengah kuno (Bizantium, Sasanid, Persia), peradaban Islam, hingga tradisi saintifik pada peradaban-peradaban yang tumbuh independen (Cina, India, Amerika Tengah dan Selatan), (3) Menganalisis perkembangan teknologi di Eropa dari Abad Pertengahan hingga abad ke-15; dan perkembangan sains sejak abad ke-15 hingga revolusi sains pada ke-16 dan ke-17, and (4) Menganalisis perkembangan sains dan teknologi di Eropa dan kemudian Amerika (Serikat) sejak Revolusi Industri pada abad ke-18 hingga abad ke-20 ketika sains modern menjadi tumpuan kemajuan teknologi bukan saja di Barat tapi juga ke seluruh dunia. All of those standard competences obtain the same English textbook titled “Science and Technology in World History - An Introduction” by James E McClellan III and Harold Dorn published on 2006 by The John Hopkins University Press. This book is used as the object of the next document analysis with the list of questions handouts to comprehend this book.

4.1.2.3 The Reading Handouts of the Two Courses Which Need English the Most and the Referred Texts by the Lectures Which Are Based On Those Handouts

This phase of document analysis was deserved to determine first the sample of the analysis. From the History of South East Asia course there are two guiding handouts examined. In the first book of this course, there were 23 questions analyzed from guiding handouts of “South East Asia in World History” book by Craig A. Lochard. The second book is

from “The Cambridge history of South East Asia” volume one edited by Nicholas Tarling which was only taken its first part. It is chapter 2 consists of 14 questions. In History of Science and Technology course, the object of analysis is “Science and Technology in World History - An Introduction” by James E McClellan III and Harold Dorn with the numbers of the analyzed chapter are three from total six referred chapter. Those three chapters consist of 45 questions.

Table 4.1.2.3 Detailed Information of Guidance Handout Question List Sample from the History of South East Asia and History of Science and Technology Course

Courses	The Title of Books	Referred Chapters	Sample of Analysis
History of South East Asia	“The Cambridge history of South East Asia” volume one edited by Nicholas Tarling	Chapter 2 and 5	Chapter 2
	“South East Asia in World History” book by Craig A. Lochard	Chapter 2 and 3	All the referred chapter
History of Science and Technology	“Science and Technology in World History - An Introduction” by James E. McClellan III and Harold Dorn	Chapter 4, 5, 6, 7, 8, and 9	Chapter 4, 5, and 6

After all of those sample questions were analysed, the result shows that all of those questions are included in comprehension level which consists of literal and interpretative level. From the two references of The History of South East Asia course there are 17 questions of literal comprehension level and 20 questions included in interpretative level. On the other hand, from the History of Science and Technology reference, there are 28 questions included in literal level and 17

questions in interpretative level. The total calculation shows that there are 45 questions belong to literal level and 37 questions are included in interpretative level. Thus, based on this result the literal comprehension is the most needed level to master by the students of History Education Study Program. Below are the result of this first step of document analysis in this data.

Table 4.1.2.3 the Result of Document Analysis on Handouts Based on Fundamental Competence of Reading

Course Name	The Title of the References	Decoding					Comprehension		Response		
		Phonics	Structural Analysis	Sight Vocabulary	Context	Dictionary	Literal Level	Interpretative Level	Critical Reading	Application	Appreciation
The History of South East Asia	South East Asia in World History	-	-	-	-	-	9	14	-	-	-
	The Cambridge History of South East Asia Vol. 1	-	-	-	-	-	8	6	-	-	-
The History of Science and Technology	Science and Technology in World History	-	-	-	-	-	28	17	-	-	-
TOTAL		0	0	0	0	0	45	37	0	0	0

The result above is just the first step of this data document analysis process. Because the entire sample of questions is included in comprehension stages, they still need to be classified specifically based on Barrett's taxonomy cognitive and affective dimension of reading comprehension.

Based on the data tabulation which can be seen on Appendix 15, page 115, there are two kinds of inferential comprehension competences included in there. There are inferring cause and effect relationship which stands on the first rank and inferring main ideas which stands on the last rank. On the other hand, the literal level of reading comprehension has their three competences listed as the most needed reading comprehension competences. Below are the most five identified competences found in this research questions sample.

Table 4.1.2.3 The Most Needed Reading Comprehension Competences Based on Guiding Question List Handouts Document Analysis

No.	Reading Comprehension Competences	Total Classified Questions	Kinds of Reading Comprehension Level
1.	Inferring cause and effect relationship	13	The Inferential /Interpretative Level
2.	Recognition of the details	9	The Literal Level
3.	Recognition of cause and effect relationship	8	The Literal Level
4.	Recall of cause and effect relationship	7	The Literal Level
5.	Inferring main ideas	6	The Inferential /Interpretative Level

4.1.3 Interview

In this research, interview data are used for clarifying the data findings especially from the document analysis of the syllabus and the guiding question list

handouts. The most significant information too shaping the identification of the needs comes from the interview to lectures. They consist of two persons. One who teaches the History of the South East Asia course and another who teach both the History of the Science and Technology and History of the South East Asia course. The students who taken apart in here consist of three which started to study in History Education Study Program in 2011, 2010, and 2009 academic enrolment.

Lecture 1 who teaches both of this research's focus courses stressed the essence of historical interpretation as every learning history's requirement activity in college. The quality of a historical interpretation relies on how as student can arguing with their own opinion and it is shaped by how many inputs by reading especially in English text make their arguments are both reasonable and authentic. This requirement takes account in how he values students' quality of their writings. Below are his saying citations about this case.

“Begini, sejarah itukan disiplin ilmu yang melakukan interpretasi terhadap fakta-fakta sejarah. Interpretasi menghasilkan pendapat. Setiap ilmu yang melakukan interpretasi akan menghasilkan banyak pendapat. Itulah yang menjadi salah satu cirri khas dari studi sejarah ialah adanya perbedaan-perbedaan pendapat mengenai terjadinya suatu peristiwa. Nah karena itulah semisal setiap pokok bahasan dalam setiap mata kuliah sejarah sebisa mungkin menghadirkan banyak pendapat yang berbeda. Nah pendapat yang saling berbeda itu seringnya ada di sumber referensi yang berbahasa Inggris. Bagaimana kalau kita tidak gunakan? Kita hanya mendapatkan satu pendapat seperti yang tertulis dalam referensi dalam bahasa Indonesia. Nah kalau kita terpaksa hanya menggunakan sumber dari bahasa Indonesia, mahasiswa tidak paham bahwa esensi dari sejarah yaitu menilai dari berbagai pendapat yang berbeda. Jadi tidak tercapai kan tujuan dari silabus atau kurikulum itu sendiri.”

“Jadi pertanyaan apa harus atau tidak tergantung pada kompetensi yang kita hasilkan. Kalau kompetensinya adalah mahasiswa sejarah adalah lulus dengan kemampuan mengetahui interpretasi sejarah. Dan bagaimana

membuat interpretasi, mereka harus diberikan berbagai pendapat yang saling berbeda. Dan itu sering kali dihindarkan untuk tidak memakai sumber dari bahasa Inggris. Karena yang berbahasa Indonesiannya tidak ada.”

“Bahwasannya suatu ilmu pengetahuan harus memiliki sifat objektif. Objektif dalam bidang ilmu sains dan teknik itu ternyata berbeda dengan objektif yang ada dalam bidang sosial humaniora. Kalau objektif dalam sains dan teknik adalah objektif yang fenomenanya bisa diulang, terukur, tidak mengandung aspek emosional. Tapi di dalam ranah sosial-humaniora objektif itu pengertiannya adalah intersubjektif. Jadi kalau ada pengetahuan yang lalu di konfirmasi oleh orang lain, semakin banyak yang mengkonfirmasi, maka kadar keobjektifan dari pengetahuan tersebut menjadi tinggi. Jadi sebenarnya objektif itu punya makna yang berbeda dari satu kajian sains-teknologi dan sosial humaniora.”

“Sebenarnya masalahnya bukan itu. Selama ini sebenarnya ada kesalahpahaman bahwa menulis paper itu hanyalah melaporkan fakta-fakta. Padahal paper itu sebenarnya adalah fakta yang sudah diinterpretasi. Adanya interpretasi dalam setiap fakta menunjukkan bahwa perlunya si penulis artikel mengumpulkan pendapatnya. Itulah yang membuat tulisannya berbeda dari tulisan orang lain. Bukan sekedar pengulangan.”

“Begini..yang sifatnya itu perlu interpretasi kan lebih banyak untuk melihat konteks. Konteks itu ibaratnya panggungan tempat peristiwa itu terjadi. Nah, kalau kita umpamakan dengan istilah 5W+1H, maka konteks itu terwakili oleh pertanyaan How and Why...”

“How and Why, jadi bagaimana dan kenapa. Konteks itu menjadi sangat penting karena kita bisa paham suatu peristiwa kalau kita tahu dan memahami konteksnya. Maka bacaan itu banyak dibutuhkan dalam rangka memahami konteks, dan untuk memahami konteks orang harus melalui proses interpretasi atau tafsir jadi banyak sekali dibutuhkan banyak bacaan pada tingkat universitas banyak sekali.”

According to Lecture 1, the comprehension level is the most urgently needed skill to be mastered by History Education Study Program students. However, in fact he confesses that they have not done it yet. He realized it when they sometimes stated wrong answer from the questions of the handouts he made.

“Kalau kemampuan atau skillnya, ya reading comprehension-nya (yang paling dibutuhkan). Nah yang menariknya sebenarnya mahasiswa-mahasiswa saya terbiasa menggunakan bahasa Inggris untuk kebutuhan praktis. Mereka di Facebook pakai bahasa Inggris kadang bercakap dengan teman-temannya menggunakan bahasa Inggris. Tapi saat membaca teks, mereka tidak bisa menangkap intinya. Jadi tidak berbanding lurus antara kebiasaan memakai bahasa Inggris dalam percakapan praktis sehari-hari dengan kemampuan memahami teks akademik dalam bahasa Inggris. Mereka sering kali meleset ketika menjawab pertanyaan saya tentang apa inti dari sebuah chapter. Jadi saya kira kalau pertanyaan kompetensi yang terpenting itu apa adalah reading comprehension.”

When the researcher confirmed about the importance of critical reading in response stage, he did not agree about that. He said that reading comprehension is much more fundamental to support that higher stage of reading.

Researcher: *“Kalau critical reading-nya?”*

Lecture 1: *“Saya gak tau ya persis bedanya apa. Tapi yang pasti itu tadi.”*

Researcher: *“Critical reading itu termasuk juga seperti memberikan argumen dari apa yang dibaca...”*

Lecture 1: *“Kalau saya pikir malah yang lebih bawah lagi, menemukan. Sebernarnya pertanyaan saya sederhana, dari chapter ini, penulis ingin mengatakan apa. Nah itu mereka tidak bisa juga menemukan. Dasarnya saja belum dapat, apalagi untuk yang critical-nya ya... ada buku dasar pengantar untuk sejarah sains dan teknologi jadi dibahas satu chapter untuk satu kelompok. Nah untuk memandu mereka, saya berikan*

pertanyaan-pertanyaan untuk memancing. Jadi presentasi mereka adalah dari pertanyaan saya itu. Tapi jawabannya harus mereka temukan sendiri di dalam teks. Supaya saya bisa tahu mereka benar-benar membacanya, saya minta mereka untuk membaca teks aslinya dan mengutip argumen yang berkaitan dengan pertanyaan. Jadi misalnya pertanyaan saya untuk chapter 1 di halaman 7 dikata oleh McLellan. Nah saya meminta mereka menunjukkan nomor halaman dan bunyi dari teks aslinya. Sehingga teman-teman mereka yang lain bisa melihat apakah penerjemahan yang dilakukan oleh kelompok yang bersangkutan itu tepat sesuai dengan yang dimaksud oleh teks aslinya.”

He also stressed the importance of reading habit for the students of History Education Study Program. They need to read a lot in order to understand the context of an event. From the various source, students have to decide which one is the most factual than each other. In this process they are not required to judge them right or wrong, but deciding the weak and the strong argument. This process called as interpretation (see Chapter 1 page 3). Not only when they are in college, in the future as a history teacher, they are also required to read a lot. Below is an explanation from him about the process based on the interview data. He gave the example by explaining why and how the Sriwijaya emperor had been triumphant in maritime force.

“Nah jawabannya ada dibanyak buku, tapi bisa jadi jawabannya berbeda-beda karena sifat subjektifnya. Misalnya dengan cara-cara melakukan serbuan ke negara lain dengan serbuan militer, buku A mengatakan seperti itu. Buku lain mengatakan mereka melakukan aliansi dengan para bajak laut karena sesungguhnya penguasa lautan adalah para bajak laut jadi negara maritim yang devisanya bersumber pada perdagangan dari laut maka dia kalau mau besar harus bekerja sama dengan para bajak laut jadi bukan dengan cara kekuatan militer dengan cara pendudukan. Yang lain mengatakan Sriwijaya menjadi hebat lebih kepada visi rajanya, personal rajanya. Nah mahasiswa sejarah perlu membaca banyak buku karena itu mengapa Sriwijaya menjadi hebat karena lebih pada jawaban atas pertanyaan itu bermacam-macam. Buku yang A jawabanya X, buku B jawabannya Y, buku C jawabannya Z misalnya. Dengan membaca banyak buku maka pengetahuan mahasiswa menjadi lebih objektif. Jadi pengertian objektif dalam sejarah adalah karena kita mengakumulasi berbagai jawaban yang sifatnya subjektif. Jadi objektif itu sebetulnya adalah (disebut) intersubjektif yaitu sejumlah subjek...”

In teaching some historical course, this lecture makes a certain kind of criteria of composing a historical paper. He does not want to lower the standard so he refers the criteria of academic writing which is applied internationally. Even though this part may be about the writing, but it is actually related to the reading skill as the channel of this activity.

“Saya sebenarnya punya format sendiri untuk bagaimana mahasiswa menulis paper. Dan format itu bukan buatan saya. Saya merujuk pada konvensi internasional bahwa di setiap paper, disini maksudnya paper adalah artikel ilmiah, harus ada pendapatnya. Jadi kalau paper yang ditulis mahasiswa tidak ada pendapatnya maka nilainya akan berkurang banyak. Karena dengan adanya pendapat bobotnya bisa 40% dari keseluruhan nilai. Itu semua ada aturannya bikin paper itu.”

Below is also about his argument about how academic writing should be based on his criteria.

Researcher: *“Nah kemarin saya sudah wawancara ke salah satu mahasiswa dari angkatan 2010. Dia mengatakan kalau kesulitan yang paling terasa belajar disini adalah saat dia dituntut untuk membaca banyak buku di setiap kuliah yang dia ambil. Dan tak jarang dia hanya menguraikan fakta saja dalam paper yang dia tulis. Tidak ada opininya.”*

Lecture 1: *“Sebenarnya masalahnya bukan itu. Selama ini sebenarnya ada kesalahkaprahan bahwa menulis paper itu hanyalah melaporkan fakta-fakta. Padahal paper itu sebenarnya adalah fakta yang sudah diinterpretasi. Adanya interpretasi dalam setiap fakta menunjukkan bahwa perlunya si penulis artikel mengumpulkan pendapatnya. Itulah yang membuat tulisannya berbeda dari tulisan orang lain. Bukan sekedar pengulangan. Nah banyak tradisi penulisan paper di banyak universitas di negara kita, banyak yang hanya menuliskan fakta-fakta saja. Atau jika menampilkan pendapat, dia hanya menampilkan pendapat orang lain yang dia kutip. Bukan rumusan dari pendapat dia sendiri. Nah makanya didalam tugas menulis paper yang saya berikan saya mewajibkan adanya pendapat dari si penulis sendiri di dalamnya. Bukan hanya sekedar mengumpulkan kutipan pendapat atau sekedar mengumpulkan deskripsi dari fakta-fakta. Nah itu bisa sampai 40% dari nilai jika mahasiswa dapat merumuskan pendapatnya sendiri dari fakta-fakta yang ada. Untuk memperkuat pendapat anda, anda bisa juga merujuk pada pendapat orang lain yang sepaham dengan pendapat anda.”*

The importance of reading a lot of books including which are written in English is also stated in this below conversation. He also even state that he will give a plus point for whomever that use English references in their writing. In fact, he agrees that the more someone read, the more they can be resourceful and outspoken in declaring a good argument, especially for everyone who read learning source written in English.

Researcher: *“Dan walaupun membuat pendapat sendiri pun gak akan bisa dibentuk kalau gak baca yang banyak kan?”*

Lecture 1: *“Betul. Untuk itu saya mewajibkan untuk sebuah paper paling tidak ada lima referensi yang berkualitas. Ciri dari referensi yang berkualitas itu bukan seperti referensi online yang biasanya ditulis dalam blog. Itu saya haramkan. Harus dari referensi ilmiah yang cirinya punya catatan kaki misalnya bisa juga endnote atau footnote. Dan yang kedua yang ada bibliografinya. Dan saya juga akan memberikan intensif yang khusus kepada mahasiswa yang menulis paper dengan referensi yang mendalam dan sering kali berbahasa Inggris. Dan mereka mau mengejar itu, itu ada nilai yang lebih tingginya. Sebenarnya bukan faktor bahasa Inggrisnya tetapi biasanya yang tertulis dalam bahasa Inggris itu lebih memiliki kedalaman interpretasi”.*

A student from 2010, 2011, and 2009 academic enrolment in History Education Study Program also stressed the importance of reading on various sources. They stated that the more students read, the better their ability of making a good argument and judgment to a factual historical information from books. Below is a quote of the interview with the 2010 student. He also agrees about mastering inspectional reading level.

Researcher: *“Anak sejarah kalau baca gimana sih? Penguasaan bacanya, apakah anak sejarah dituntut untuk punya kemampuan baca yang lebih atau ada tingkatan-tingkatan baca tertentu yang harus dilewati? Secara umum...”*

2010 Student: *“Yang paling rendah apasih kalo baca?”*

Researcher: *“Decoding, Cuma bunyiin suara dari tulisan aja, trus comprehension. Temasuk pahamiin dan dapet informasi baca.”*

2010 Student: *“Pemahaman sih, pemahaman maksud.. substansi lah..”*

Researcher: *“Kalo baca kritis gimana?”*

2010 Student: *“Iya pasti, itu juga.. Pasti kita kalau baca buku pasti harus bandingin dari satu penulis asal negara Jepang, misal, atau Cina, pasti kan beda..”*

Researcher: *“Nah, di tingkatan reading yang response kan ada juga tuh yang appreciation, dimana lu bisa menaruh perspektif subjektif lu dalam argumen atau tulisan lu. Apakah lu juga bikin kayak gitu?”*

2010 Student: *“Iya, pasti, itu pasti harus ada kalau nulis paper.. yaa misalnya ngomongin sejarah teori sosial ya, pasti disitu ada pendapat kita soal apa yang di teorikan Weber misalnya, klw ngomongin dia, kan ngutip pendapat-pendapatnya dia.. Nah kita juga perlu nambahin pendapat kita sendiri, apa kurang dan lebihnya dari teorinya Weber. Jadi kayak bikin resensi aja, kan pasti ada kelebihan atau kekurangan..”*

Researcher: *“Yang lu kritik ini gak hanya pemikiran aja kan tapi juga fakta?”*

2010 Student: *“He eh, iya, harus ada argumen dan interpretasi dari kita.”*

Researcher: *“Jadi lu disitu bisa nentuin mana yang bener dan salah?”*

2010 Student: *“Iya, kan buku sejarah banyak, soal membahas 1 ulasan tapi diliat dari berbagai kacamata, atau bisa bahkan kesimpulannya saling bertolak belakang. Kayak G 30 S. bukunya bisa sampe lebih dari 40 buku.”*

Researcher: *“Tapi perspektifnya yg harus dipilah-pilah?”*

2010 Student: *“Ya itu dia, dosen palingan juga bantu sedikit banyak kasih rujukan dan keterangan buku ini ngulasnya gimana.”*

Researcher: *“Tapi kalo lu liat dari temen-temen lu sendiri, diliat dari kemampuan bacanya.. itu gimana? Dan juga terutama budaya baca mereka...”*

2010 Student: *“Yaaa banyak juga yang kalo bikin paper suka kopas. Cuma maparin fakta aja, gak ada argumennya. Itu juga dipengaruhi sama budaya bacanya juga kan.. jadi kira-kira setiap mata kuliah minimal ada 5 buku yang harus dibaca. Dan anak sejarah, termasuk gue, belum mampu untuk bisa baca itu semua... apalagi dengan SKS ya yang kalau diambil kadang lbh dari 20. Menurut gue, 15 buku aja udah pusing. Ya jadi selama ini kalau belajar ya sekedar baca aja.. misalnya ada kuliah sejarah Indonesia nuntut baca buku banyak, ya gak bakal kekejar. Belum sama buku yang dikasih dari mata kuliah lain. Paling cuma satu buku, yang diselesein mahasiswa di setiap mata kuliah, itu pun udah jago kayak gitu.”*

Researcher: *“Berarti skimming-scanning butuh banget ya.. Baca cepat yang langsung ke kebutuhannya aja..”*

2010 Student: *“Iya, butuh... butuh banget... Kalau bukunya tebal, suruh ngeresensi, ya masa mau dibaca semua.. Tapi gue yakin sedikit banget yang bisa kayak gitu, termasuk gua. Gua belum bisa. Kan kalo kayak gitu perlu latihan banget...”*

It is also agreed by the student of 2011. He said that most of them are still not able to declare their own argument.

Researcher: *Kemarin kan gue wawancara ke IG (2010 student). Katanya kan kalian dituntut untuk baca buku sejarah yang macam-macam trus dibandingin dan dikasih argument kelebihan dan kelemahan masing-masing faktanya. Nah tapi kenyataannya banyak anak yang kurang bisa melakukan itu dan cenderung copy-paste aja fakta-fakta dari buku dan gak ditambain argument apa-apa...*

2011 Student: *Iyaaa... kebanyakan kayak gitu. Nah omongannya pake omongannya guru, gak pake omongannya sendiri, argumennya sendiri.*

And below is a quote of an interview with 2009 academic enrolment student about the importance of reading.

Researcher: *“Tapi kalau dilihat dari kualitas argumentasinya (teman-teman di prodi pendidikan sejarah) gimana?”*

2009 Student: *“Memang rata-rata kalau baca buku yang disuruh dosen, ketika dosen tanya lancar jawabnya. Tapi kalau yang memang males ya mereka gagap.”*

Researcher: *“Jadi kalau ngga baca buku di luar yang dosen berikan, ngga akan memperkaya argumentasi kamu ya?”*

2009 Student: *“Iya, kalau dilihat dari kegiatan presentasi, terus tanya jawab...”*

On the other hand, another lecture who teaches The History of South East Asia course has another additional opinion. He said that having a good pronunciation in foreign language is also important for the students of this study program, considering that most of them are expected to be a teacher. The foreign language pronunciation can be varied which depends on the context of the place where something happened or someone lives. It is not only about the English language. So it is expected for them to be a good role model by pronouncing every foreign words or expressions appropriately. He gives the example in history of Europe, especially when referring one of important figure of French history, Louis XIV with his famous quote "*L'État, c'est moi*" ("I am the state") which

should be pronounced as [leta: se mwa]. However, this is considered as occupational needs rather than academic one so that this is not included as this research findings classification.

“Masa nanti lulus ngga mengerti, misalnya mahasiswa saya yang ngomong “Washington” kadang-kadang suka ngomongnya “washington”, jangan! “woshingten”, supaya bener! Terus juga teks gini, anak sejarah kan penting, dalam politik misalnya zaman Luiké 14, di Perancis, misalnya ada istilah “L’État, c’est moi” saya ngomongnya “le ta se moa”, “negara adalah saya”, “wah Pak bukan bacanya “letat semoi?”, bukan, ‘moi’ itu saya, ‘l’etate’ negara, ‘c’ adalah. Supaya nanti ketika mereka, walaupun tidak harus lancar berbahasa Perancis, paling tidak ada beberapa istilah dalam sejarah, ‘l’histoire se repete” (histoar sekhepet), sejarah itu berulang, jangan baca “histoire so repete”, diketawain. Atau [leta: se mwa]., kaya ngga pernah belajar. apalagi ketika mereka jadi guru, di depan kelas, belajar sejarah Perancis. Kan nanti diketawain. Jadi harus benar, sehingga pede. Dan memang cara bacanya begitu.”

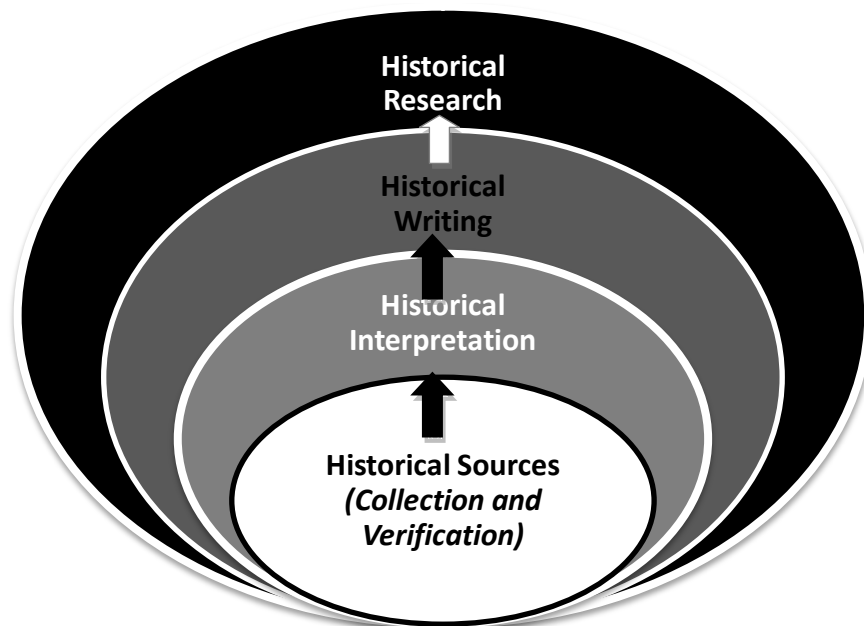
1.2 Discussion

Based on the data findings arrangement, the discussion of the findings in this needs analysis should start from the first data interpretation. It is the study program profile which in this case was identified specifically in the study program aims. From this procedure there are several considerations to be explained more in this part. The first thing to be elaborated is about how all mentioned specific competences or qualification in learning history seems like they are related to each other. As stated by Kuntowijoyo (2001) in *“Pengantar Ilmu Sejarah”* that there are five steps of historical research: (1) choosing the topic of the research, (2) collecting the data, (3) verification of the source authentication and credibility, (4) interpretation (including analysis and synthesis), and (5) writing the research paper (Kuntowijoyo, 2001: 91). Point numbers 2 and 3 deal with historical

sources. On the other hand, writing the research paper refer to the historical writing or historiography process.

The interpretation in the aims of learning from study program profile is used as the base of the data discussion. It is started from the interpretation of the four discipline aspect of competence in learning history. To see the relation of each competence, below is the figure which shows about it.

Picture 1.2 The Relation of Historical Sources (*Sumber Sejarah*), Historical Interpretation (*Interpretasi Sejarah*), Historical Writing (*Penulisan Sejarah*), Historical Research (*Penelitian Sejarah*)



The occurrence of English reading competences must be obtained in the receptive phase of the whole historical research process. They come from the needs of mastering historical data collection and verification and also the historical interpretation process. In terms of historical sources, the verification process much related to the some certain extent of reading activity than the historical source collection. According to Kuntowijoyo (2001) the historical

sources verification should obtain the consideration of their authenticity (whether it is original or fake), and also the credibility (whether it can be believed or portrays the truth). In this needs analysis, this matter will be relevant as an object of analysis if the source is the text which written in English.

However, the need of reading in English text as historical source in fact is the matter of the subject of interest choices. Based on this research subject's interview data of the both lectures, History Education Study Program never required students by obtaining the English text sources especially in their final project research which is called as *skripsi*. So this aspect of the discipline competence may not have the required needs to master by the students related to the reading competences.

On the other hand, historical interpretation may take a significant representation of certain kinds or reading competences. This indication comes from the argument from Lecture 1. He stressed that one of characteristic in historical writing or research is in the interpretation process. In fact, learning history is the matter of interpreting past events, people, and society. They are interpreted whether it is true, fair, and has adequate explanatory scope (McCullagh, 1998: 2). To rephrase the evidence form this data, below are the citations of Lecture 1's speaking.

“Begini, sejarah itukan disiplin ilmu yang melakukan interpretasi terhadap fakta-fakta sejarah. Interpretasi menghasilkan pendapat. Setiap ilmu yang melakukan interpretasi akan menghasilkan banyak pendapat. Itulah yang menjadi salah satu ciri khas dari studi sejarah ialah adanya perbedaan-perbedaan pendapat mengenai terjadinya suatu peristiwa. Nah karena itulah semisal setiap pokok bahasan dalam setiap mata kuliah sejarah sebisa mungkin menghadirkan banyak pendapat yang berbeda.

Nah pendapat yang saling berbeda itu seringnya ada di sumber referensi yang berbahasa Inggris. Bagaimana kalau kita tidak gunakan? Kita hanya mendapatkan satu pendapat seperti yang tertulis dalam referensi dalam bahasa Indonesia. Nah kalau kita terpaksa hanya menggunakan sumber dari bahasa Indonesia, mahasiswa tidak paham bahwa esensi dari sejarah yaitu menilai dari berbagai pendapat yang berbeda. Jadi tidak tercapai kan tujuan dari silabus atau kurikulum itu sendiri.”

“Jadi pertanyaan apa harus atau tidak tergantung pada kompetensi yang kita hasilkan. Kalau kompetensinya adalah mahasiswa sejarah adalah lulus dengan kemampuan mengetahui interpretasi sejarah. Dan bagaimana membuat interpretasi, mereka harus diberikan berbagai pendapat yang saling berbeda. Dan itu sering kali dihindarkan untuk tidak memakai sumber dari bahasa Inggris. Karena yang berbahasa Indonesianya tidak ada.”

According to McCullagh (1998), historical interpretation occurs from two kinds of meaning. They are the first, basic meaning of the text which can be understand as the way they are told and does not depend upon any other meaning of the text for its validity. Once the basic meaning of a text is known, then historians can sum up what it says in an interpretation of the text (McCullagh, 1998: 134). What it means by McCullagh of the basic meaning of the text is that being referred as inferential comprehension reading competences. This citation explains why the basic meaning of the text is much related to this stage.

“It is important to contrast the literal meaning of a text with its basic meaning. The literal meaning is that which is entailed by the rules of the language of the text, both semantic and syntactic, but does not depend upon knowledge of the context in which the text was produced. Knowledge of the context can be vital in resolving ambiguities of meaning and uncertainties of reference, though such ambiguities and uncertainties do not always arise. Where they do, I suggest that the literal meaning of the text is indeterminate. The basic meaning of a text, as I shall use the term, is one in which any indeterminacies in the literal meaning of the text have been resolved (McCullagh, 1998: 136).”

Another one meaning to deal with in interpretation process is the secondary meaning of the text. To understand the meaning of this, we have to know some extrinsic point of the text especially which related to the author's background, the evidence of beliefs and attitude and the description of society where the author's live. They may have simulated responses in those who read them, responses interest of the historian (McCullagh, 1998: 144). So it can be seen that this attempt of historical interpretation takes the responses level of the reading competences especially in appreciation stage. According to Barrett's taxonomi, this may occurs: (1) emotional response to the content, (2) identification with characters or incidents, (3) reactions to the author's use of language, and (4) Imagery or verbalize author's artistic ability to pain word pictures which cause the reader to vizualise, smell, taste, hear, or feel.

In addition, Lecture 1 also stressed that the question about "how" and "why" are the point where we can start to describe comprehendly the context of an event in the past. And this is what it means by the basic key point to interpret an event from the past.

"Begini..yang sifanya itu perlu interpretasi kan lebih banyak untuk melihat konteks. Konteks itu ibaratnya panggungan tempat peristiwa itu terjadi. Nah, kalau kita umpamakan dengan istilah 5W+1H, maka konteks itu terwakili oleh pertanyaan How and Why..."

"How and Why, jadi bagaimana dan kenapa. Konteks itu menjadi sangat penting karena kita bisa paham suatu peristiwa kalau kita tahu dan memahami konteksnya. Maka bacaan itu banyak dibutuhkan dalam rangka memahami konteks, dan untuk memahami konteks orang harus memalui proses interpretasi atau tafsir jadi banyak sekali dibutuhkan banyak bacaan pada tingkat universitas banyak sekali."

This argument is actually related to the findings of the syllabus or the lesson plan analysis of the two focus course which represent the “*Menganalisis perkembangan sejarah kewilayahan secara kronologis melalui penerapan metodologi sejarah*” and “*Menganalisis perkembangan sejarah secara tematik melalui penerapan metodologi sejarah*” learning aims stated on study program profile. However, these aims and also the several basic competences highlighted in this chapter findings explanation because of the obtaining of English text reading acts and sources need to be verbalized by the attempt of analyzing the guiding questions list as the reading handouts.

From this attempt, it is shown that the three of the most classified reading comprehension competences are dealing with cause and effect. They are (1) inferring cause and effect relationship, (3) recognition of cause and effect relationship, and (4) recall of cause and effect relationship. It means that the “why” question about the historical event context mostly asked by the lecture so that the students are required to master this competences in answering the question from the text.

The last is about the seventh aim of learning, “*Menemutunjukkan dimensi nilai-nilai yang terkandung dalam peristiwa sejarah melalui proses pembelajaran.*” Bell and McCollum (1917) have indicated five abilities of students on learning history. This aim occurs in the first, third, and fourth abilities. They are (1) the ability to understand the present events in the light of past, (3) the appreciation and comprehension of a simple historical narrative, and (4) the ability in questioning critically on a given historical situation (Bell and McCollum, 1917 in Wineburg, 2006: 48-49).

All those three abilities indicated in this aims occurs in response stage of reading. This stage involves a personal reaction to what is read, the contemplation of ideas and feelings evoked by the text, responding to the text both cognitively and affectively (Sadoski, 2003: 72). This is what Bell and McCollum argue as one that is frequently proposed in the discussion of the aims of studying history (Bell and McCollum, 1917: 257). So based on Barrett's taxonomy this ability consists of: (1) judgments of reality or fantasy, (2) judgments of fact or opinion, (3) judgments of adequacy and validity, (4) judgments of appropriateness, and (5) judgments of worth, desirability, and acceptability in evaluation level. It also consist of four appreciation stage which are (1) emotional response to the content, (2) identification with characters or incidents, (3) reactions to the author's use of language, and (4) imagery or verbalize author's artistic ability to pain word pictures which caouse the reader to vizualise, smell, taste, hear, or feel.

When dealing with appreciation stage of response reading, critical thinking actually also occurs in the process. Sadoski in 'Conceptual Foundation on Teaching Reading' (2003:74) indicates that appreciation itself can be seen as an extension of critical reading, when the readers can do careful evaluation and discrimination to personalize the challenging new ideas or experiences they encounter and develop their internal standards. This stage of reading also can strengthen the personal interest and tastes in students' reading process. Critical reading involves an open minded assessment of a work's form, style, credibility, depth, and relative stature among other works of the same kind. It involves gaining insight and enlightenment as well as detecting bias and propaganda (Sadoski, 2003:72).