THE CULTURAL CONTRIBUTION OF THE SCHOOL TO INCREASE INDONESIAN LANGUAGE SKILLS OF LEARNERS (A CASE STUDY IN SMPN 3 SUMBAWA BESAR)

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Abstract

This study focused on the identification of the problem based on the English four skills that is reflected in the aspects of the competency and performance. The problem is assessed through elements of the school culture by using interviews, observation, and document analysis. Problem identified is the lack of ability to speak for Indonesian learners. SMPN 3 Sumbawa reviewed based on competence and performance aspect because of less optimal contribution of school culture based assessment elements.. As for the data collection methods used were interviews, observation, and document analysis.

Based on interviews, the problems found were closely linked to the element of stakeholders. Such as the lack of commitment of the head master to control the continuity of programs that support the promotion of Indonesian language skills at school, teachers who are less competence in the profession to develop theater activities, and students who do not commit to follow the programs implemented due to financial constraints and their other activities at the same time. Based on the observation of the problem , the linguistic competence and performance of learners were not optimal because of insufficient input because they are dominantly affected by the use of the mother tongue (Sumbawa language) in their daily life interaction. Based on the results of the analysis of the problems found was also related to the layout and location of SMPN 3 Sumbawa that was unfavorable. SMPN 3 Sumbawa location just next to the market and current trade activity and the noise of passing vehicles sounds when learning Indonesian take place in the classroom. Consequently, it affects the learners' focus on the material being taught; the absence of laboratory infrasrtucture aspect of supporting an increase in the ability to speak Indonesian; furthermore, a vision which is reflected in the learning program has not been implemented optimally and by seventeen development of the character values are closely linked to improved language of Indonesian ability althought implementation is still very minimal.

Keyword: *school culture, the ability to speak Indonesian, learners, SMPN 3 Sumbawa*

I. Introduction

The school is an educational unit which acquired the confidence and credibility of the community to educate the younger generation and printing intelligently and noble character. The increased intelligence of learners should be done proportionately. The main capital is needed as a basis for the improvement of other intelligence that is language proficiency. It is relevant with the orientation of the curriculum of 2013 which stated unequivocally that Indonesia serves as a language of learning a knowledge. That is, the language of Indonesia has a vital role to convey an understanding of other sciences. The importance of the learners provided with intelligence and ability to speak in Indonesia by teachers at the school acts as a provision in the process of communication and interaction

with the environment for a better survival for the sake of the future. Indonesia-language ability has also become a very important skill to reflect the characteristics of learners.

The concept of the ideal can be implemented optimally. Many people underestimate the ability of speaking in Indonesia. Ability and intelligence are considered easily though in performance is not as easy as what people think it is. This is often become the main concern of learners so that it is no wonder if either the competence or performance capability of speaking in Indonesia owned not represented proportionately. Efforts that can be done to improve the ability of speaking in Indonesia which is the second language in the schools. The role demands a serious school especially in doing coaching on any program or learning activity that must be conditioned through the culture of the school. Therefore, this study is considered important in order to know the cultural contributions of the school that serves Indonesia-speaking participants to improve the capability of his language.

Theoritical Framework

Indonesia language proficiency in the Perspective of competence and Performance Ability of speaking in Indonesia can be observed through the four vital components, namely listening, speaking, reading, and writing ability.

Listening Ability

Subyantoro and Hartono (2003) stated that hearing is an event capture of sound stimulation by the listener's senses happens in our time in a conscious state of the stimuli, while listening is the activity of listening done intentionally attentive to what is heard, all the while listening, the intensity of his concern for what is listened to. Tarigan (1994) States that the tune is a process of listening activities oral symbols with attentive, understanding, appreciation, and interpretation to obtain information, capture the content or messages as well as understanding the meaning of a communication was submitted by the speaker through speech or language spoken. Anderson (in Tarigan 1994) States that the tune is a great listen, get to know the process, as well as interpret verbal symbols. However, according to Akhadiat listen (in Sutari, et al. 1998) is a process that includes listening to the sound of the language, to identify, interpret, and mereaksi over the meaning contained in it. Listening is a process of understanding speech in the original language or second language (Helgesen and Brown 2007). Next Howatt and Dakin was quoted as saying by Saricoban (2006) stated that listening is the ability to recognize and understand what others are saying. Nunan (2005) stated that listening is an active process and means in interpret what we hear. According to Rost (2002) listening is the mental processes in interpreting the meaning of spoken input. Richard and Schmidt (2002) States that the listening

comprehension is the process of understanding speech in the original language or second language. The study of listening comprehension in the second language learning to focus on the role of their respective linguistic units (e.g., phonemes, words, language structure) and also the role of listener expectations the situation and context, knowledge base and topic. According to Rubin (1995) listening as an active process of the listeners to select and interpret the information that comes from the audio and visual information to understand what is happening and what is being expressed by the speaker. Listen to has the same meaning with listening. Listening can also means listening with full attention and understanding and appreciation (Russel Russel; Anderson in Tarigan 1994). To listen according to Subyantoro and Hartono (2003) is the activity of listening done intentionally, attentive to what is heard. In this case the stimulation of sound is to be heard were the sounds of languages spoken by a person in a community event.

Based on the opinions of experts above it can be concluded that listening is listening to the sounds of language symbols that was done purposely, attentively accompanied by understanding, appreciation, interpretation, evaluation, and reaction to obtain the messages, information, capture the content as well as respond to the meaning contained in it.

Speaking Ability

According to Hidayat and Elis n. Rahmani (2006) talks is the Act of producing a language for communication. Whereas Tarigan (2010) states that speaking is the ability to pronounce the articulation of sounds or words to express, States as well as convey thoughts, ideas, and feelings. Based on these opinions can be defined that competence is the ability of speech sounds language expressed in the form of ideas orally. St. y. Slamet and Amir (1996) put forward the notion of speaking skills as delivering a message through spoken language as activities to convey the idea that drafted and developed according to the needs of listener. This sense explained that talks not just mouthing words, but emphasis on the delivery of ideas conceived and developed according to the needs penyimak or recipient information or ideas. Nurbiana (2008) States talking is not just the pronunciation of words or sounds, but it is a tool for expressing, declaring, convey or communicate thoughts, ideas, and feelings. Speaking is a skill that develops language and listening skills are affected by a. According to Budiono (2005) speaks as the negotiations, berpekara, as well as dealing. Djago, Tarigan, et al. (1998) tells us that speaking is a skill to convey messages through spoken language. Meanwhile, Nurgiantoro (2010) add second language speaking is an activity that is conducted in human language, that of life after listening activity. Based on the sounds that are heard, then mankind learned to pronounce and finally the skillful speech.

From some of the opinions above, it can be concluded that talking is the ability of humans to pronounce articulation sounds or words (spoken language) to express, represent and convey the meaning (ideas, thoughts, ideas, or the heart's content) to another person so that the intent could be easily understood by others.

Reading Ability

According to Hidayat and Elis n. Rahmani (2006) reading is searching for information from text either writing or drawing or diagram or any combination in between. Reading is also defined as the skill to know and understand the language of the writings in the form of a graphic symbol sequences and changes become meaningless in the form of speech understanding in the hearts or the pronunciation. Oka (1983) mentioned that reading is the process of critically reading creative processing is done with the goal of gaining a deeper understanding of the nature of the readings, and an assessment of the circumstances, values, functions, and the impact of reading it. Tarigan further (2010) revealed that reading is a process that is done to obtain the message conveyed by the author through the medium of words or writing language. In addition, the Harjasujana (in Tama 2014) mentions that reading is an activity to respond to the written symbols by using the proper understanding. It means that reading provides a response to all the expressions of the author so able to understand reading material well. In addition, Tampubolon (1978) States that reading is one of the four main language skills and is a part or component of the communication writing while according to Soedarso (2004) reading is a complex activity by exerting a large number of separate actions, including: people must use sense and delusion, observing, and relived.

Based on the opinion above, reading is an activity or process of obtaining and understanding of a text to get information in order to increase the knowledge and insight of the text read.

Writing Ability

Tarigan (2008) states that writing is an activity to create a note or information on a medium by using a script. Suparno and Jonah (2009) also States that writing is an activity is delivery of messages (communications) with the use of language as writing the medium. Based on the definition of some of the experts can be defined that writing is an activity reveals the idea and the idea in the form of Graphology or writings with attention to linguistic norms that have been established.

All four of these capabilities can be examined on the basis of this aspect of the competence and performance of the participants of his protégé. According to Brown (2009) aspects of competence refers to the knowledge base of seseorag about the system, Genesis, or facts and very related to the ability that is not observed in performing and showing something. In language, competence is a fundamental knowledge of the language system or norms of grammar, vocabulary, and the whole paraphernalia of language with regard to the aspect of its use are integrated.

Additionally, Brown (2009) also confirmed that performance is a concrete manifestation and can be observed or it can be said the realization of top competence. This means that performance is a real action such as running events, dancing, singing, etc. On the linguistic aspect of the performance is the actual production activity of speaking, writing, or understanding with regard to the activities of listening and reading against linguistic events. So, it can be concluded that the competence is limited and the abstract system underlying the behavior of someone in analyze and appropriately relationships and the meaning of the sentence. Performance is the use of the language in the actual sense. Linguistic performance refers to the cognitive processes, awareness, and understanding that is used by a person in the use of actual knowledge of its linguistic connection. Chomsky (in Brown 2009) stated that the competency language that is not accompanied by the performance will show the mess, mistakes, omission, additions, pause, and the shift of attention and interest. In accordance with the statements expressed by Chomsky, it is also seen in real learning process of learners in which takes place at the school. Learners in the learning process of languages still shows the proportional ketidakberimbangan in competence and linguistic performance so don't be surprised if frequent errors and language disorder. It is these conditions that should be well understood by the school as the place of the educational process. The school has a huge role in helping his protégé participants to train, mentor, and develop their linguistic potential so that they can learn to cultivate the competence and performance of proportionally. School participation to achieve those goals can be implemented by making policy formulation containing traditions, norms, and values that support the linguistic aspects.

School culture as a factor in Forming the ability of Indonesia-speaking Learners are reviewed based on aspects of the competency and Performance

According to Sutikno (2012) organizational culture is a culture that is built on institutions which have a certain character. The school is one of the institutions that have a unique character reflecting the culture or identity themselves in developing the quality of education. This was confirmed by the opinion of Dwiningrum (2011) that the culture of the school is a complex a set of belief, values and traditions, ways of thinking and behaving. This means that the culture of the school is a complex set of beliefs, values and traditions, the way to think and behave. Therefore, the school culture can be said to be part of the scope of a school complex in a reflection that contain a value in determining the orientation of education desired.

Ideally, the hope of input learners reviewed based on linguistic competence and performance aspects are still low but it can still be optimized through the process of learning a language School in Indonesia well reviewed through internal and external learning aspect is to produce good quality output. Aspects of language learning is internal and can be observed through the learning process in the classroom. The process that takes place in the classroom can be optimized by providing planning against the approach, strategy, methods, techniques, and instructional media selected by the teacher. External aspect is closely associated with the culture of the school. External learning a language that is closely related to the culture of the school can be optimized with the commitment and consistency of the enforcement of the policies and programs that support the improvement of language proficiency learners dynamically. If the process has been done optimally certainly hope will produce an optimal output.

Relevant Research

Improvement of the results of this study also done by examining an earlier research by the Damayanti, et al (2010) entitled the influence of the culture of the school in the form of Discipline against the learning outcomes Students X City Grobogan and prove that the culture of high discipline in the elementary school posits a positive effect towards the improvement of student learning outcomes.

Ramli (2012) on his research entitled the influence of the Culture of the school against the productive competence of Learners — West Sumatra which proves that there is a significant and positive influence on the culture of the school against the productive competence of the participants of his protégé. This research also increasingly strengthened the school culture that certainly contributed very significant to the development of the

productive competence of learners including Indonesia-language competencies. Additionally, Astuti (2015) did a research with tittle The influence of the culture of the school againts a character grade X Majoring Boga SMK N 3 KLATEN. This research aims to: (1) find out the State of the culture school SMK N 3 Klaten, (2) Knowing the character of students majoring boga SMK N 3 Klaten, (3) Knowing the cultural influence of the school against the character of the students of SMK N 3 Klaten. This research is a correlational research by expost facto approach. The population of the research was the entire student SMK N 3 the effort, while the sample needed is 72 students with degrees of fault used by 5% obtained by purposive sampling technique. Testing now done with 28 students. Data collection techniques using question form. Technique of data analysis in this study uses descriptive analysis, test requirements hypothesis (test of normality, test linearity). Data analysis in this study using simple regression analysis. The results of this research show that: (1) the variable state of school culture on students of class X majoring boga SMK N 3 the effort of 45% is included in the category is enough. Caused by low reading culture that is 2%, culture of mutual trust that is by 4%, 4% of honest culture, cultural cooperation, the culture of 5% 6% reward, the cultural merit of 7%, 8% of net culture, and the culture of discipline amounting to 9%. (2) the variable character of the students in class X majoring boga SMK N 3 the effort amounted to 46% is included in the category is enough. An avid reader of character i.e. low of 0.70%, i.e. nationality spirit character of 0.85% democratic karkater, i.e. of 0.90%, i.e. the motherland love character of 0.90%, character of the hard work that is of 0.95%, i.e. liability character of 1%, i.e. 1% independent characters, characters appreciate achievements i.e. 1.27%, honest character of 1.50%, creative character that is 2%, social care namely character of 2.50%, friendly character of 2.55%, namely peace-loving character of 2.80%, character curiosity of 3%, the character of tolerance of 4%, 6% religious character, the character of the care environment is 6% and the character of the discipline of 6%. (3) based on the hypothesis test results in this study found results 30.2% which is included in the category enough so that it could be inferred that there was significant influence between the culture of the school against a character grade X majors boga SMK N 3 Klaten.

II. Method

As for the methods used in this study is a method of interviewing, observation, and analyzing documents. The interview method used is the unstructured interview. According to Sugiyono (20157) unstructured interview is an interview in which the researchers are

not using the guidelines in the interview and the interview guideline used only the outlines of the problem are asked. Observation observation is structured. According to Sugiyono (2015) structured observation is an observation that has been designed systematically about what would be observed, when, and where it belongs. According to Kuswarno document analysis means trying to find an idea of the events that occurred on the condition that the document should be able to provide information that reveals how the subject defining themselves, the environment and the situation encountered, and the link between the subject with people around him.

III. Result and Discussion

Based on the results of the interview, the problem found in the closely related elements such as the lack of commitment of the stakeholders the principal to control the existence of programs that support the ability of Indonesia language learners in school, the less competent teachers in the profession to build a theatre activity, and learners who do not commit following programs implemented due to financial constraints and other events. Based on the results of observation, problem found was not yet optimal competence and linguistic performasi learners. On the aspect of the mind that the competence of learners is still weak in the mastery of grammar especially the use of EYD. On the communicative value of the performance aspect reflected in the communication mix code between mother tongue (Sumbawa) and Indonesia, some language grade VII not yet fluent reading and writing, there has been no delivery of structured language whether oral or written. Based on the results of the analysis of the documents, problems found is the layout and location of the SMP 3 Sumbawa less conducive because it is in the middle of the street and crowds the market that allegedly can interfere with the activity of learning the language of Indonesia, in the absence of laboratory infrastructure aspects of language as one aspect of supporting an increase in the ability to speak in Indonesia, vision that is reflected in the learning program has not been implemented optimally, and based on the value of the character development of seventeen in the curriculum , only two values that are associated with an increased language proficiency although implementasinyapun is still very minimal.

The dynamics of Indonesia-speaking ability of Students in the School's cultural Support in SMP 3 Sumbawa Besar

Input from the learners in SMP 3 Sumbawa Besar came from human resources intermediate level down because in General, students who enter in SMP 3 Sumbawa is a student who has failed of selection in an existing favorite SMP in Sumbawa region such as SMP 1 Sumbawa and SMP 2 Sumbawa. No wonder the linguistic problem found on

learners in the first level (Class VII) concerning the lack of competence and performance of learners in the Indonesia language. If reviewed in terms of competence, based on there learners who have not understood the rules and structures are assigned grammatical language of Indonesia the right so it looks through the performance of low language anyway. The following explains the various dynamics of Indonesia language proficiency problem happened at that school.

The ability to listen

On a listening activity, the majority of learners do not focus on what a good teacher when the teacher is played loud music or other material through the news media of instruction, so it's still very few learners who successfully capture information or ideas from events that are newsworthy or delivered. Based on performance it will look through the attitude of bewildered students so they prefer doing other activities like play pens, scratching on the book so impressed what results, writing and other activities.

The ability to talk

On the speaking activity, the competence of students do not have the ability in the choice of a good grammatical diction as well as drafting a sentence speaking in Indonesia so that when the student's performance looks garbled because of language in the use of word choice are ineffective, often certain words are repeated intensively even did a mixture of mother tongue (Sumbawa) into Indonesia due to cognitive, linguistic data is more dominated by the richness of vocabulary of the language of the region. It is done when the process of learning the language of Indonesia lasting and outside learning situation with teachers or fellow colleagues.

Reading skills

On the activity of reading in performance is still much less fluent learners or stammered in reading. This is due to less the share of students ' ability in getting to know a particular phonemes and the difficulty in pronunciation especially if met with words that are made up of some consonants urut (cluster) structure. This phenomenon is mainly found in Class VII.

Writing Skills

The ability to write on the activity of writing any students haven't been able to write the rules of proper rules. There are still many inaccuracies in the use of capital letters, commas, periods or the use of the conjunction because is always placed at the beginning of

the sentence, and even writing that is not raw with various forms of pleonasme. Not rarely the sentences generated the students raises an ambiguous meaning.

Based on the problems identified through the fourth skill speaking in Indonesia above, ideally the school should have a habit or tradition that supports increased competence of Indonesia speaking in schools through the provision of facilities and infrastructure support such as procurement, procurement language laboratory tools that is able to support the increase in Indonesia, increased language proficiency through curriculum and school programs, and a solid cooperation antarstakeholder school. Ironically, the reality of that happening in the SMP 3 Sumbawa is not so. The culture of the school have little participation to meningatkan Indonesia language proficiency students or participants of his protégé. As for the proof of the weakness of the cultural participation of school can be described as follows.

Dwiningrum (2011) assert that the culture of the school have vital elements, namely: 1) layout, the environment, and the physical infrastructure of schools: school building, mebelair, and other amenities; 2) school curriculum that makes the ideas or facts into the overall program; 3) individuals who are citizens of the school is made up of the principal, teachers, learners, school administration, personnel, and other personnel outside the teachers as educators. Identification of the problem starts with the third element vital in tracing the culture of the schools above.

Environment and infrastructure of the school

a) Location and school environment, The location and environment of the school greatly affect the effectiveness of learning including Indonesia language learning at school. Location of SMP 3 Sumbawa less conducive because of less strategic layout in the middle of the hustle Street and market affect the quality of Indonesia-speaking students and disrupt the learning process in Indonesia language class.

b) Infrastructure according to Chulsum in KBBI (2006) means is something that is used as a tool to facilitate the work, the intention or purpose; terms, and so on while on the page (2006) infrastructure is all that is supporting this process of something major. As for facilities and infrastructure described in SMP 3 Sumbawa can be described as follows. SMP Negeri 3 land Sumbawa Besar reached 3,525 m2, containing 17 classrooms, Laboratories, a library room, Computer Lab , Counseling room, staffs room, Principal room, a mushalla which can accommodate 60 people, the infirmary room, OSIS room, bathroom/WC 9 spaces. (Quoted based on the information in the guidelines for preparing the curriculum SMP 3 Sumbawa Besar).

Fostering language learning Indonesia must be supported by the availability of language laboratory that can be used to train the abilities and skills of the participants his protégé through certain linguistic tests such as tests of Indonesia Speaking Competence that ranks quality because tailored to the age of the learners in secondary education unit.

The Role of the curriculum designing ideas that became part of the school's programs are designed by curriculum staff.

Vision as for the vision of the JUNIOR State 3 Sumbawa Besar is: "EXCEL in ACHIEVEMENT BASED on FAITH and TAQWA".

Graduate orientation desired by SMP 3 Sumbawa Besar is a superior generation of print in Excel and have faith and taqwa. No wonder the implementation of that vision. Based on the vision of the school reflected the values of the characters being upheld high school. These values will be realized through conditioning achievements made through the school program will be reviewed and critiqued on the following points.

Curriculum on school programs Education Unit is central to the development of cultural values. Things are no less interesting for highlighted on aspects of curriculum are arranged in SMP 3 curriculum structure, load the Sumbawa local content in addition to subjects that are nationwide. Local content in SMP Negeri 3 Sumbawa Besar covers the history and language of Sumbawa and the skills of reading and writing of the Qur'an (KMMQ). Based on such matters very carefully if it is said that the orientation of the curriculum SMP 3 Sumbawa is focused on the construction of religiosity and culture through the development of local languages bahasa Sumbawa. Therefore, it is not wrong if the learners do the good communication with the teacher or with his partner in the context of mixed code. According to Chaer and Agustina (2004:114) mix the code is an event with the condition of the speakers of the language in Indonesia many slipped fragments of the language regions. At the time of observation was conducted on 30-31 May 2016 retrieved the code mix phenomenon at the time of observing the process of learning the language of Indonesia. For example, when there is one student who asked "mom ... what firm dean? "when did not understand the meaning of the term cooperative (a phenomenon happening in Class VII-2). At the time of the hour break in the school cafeteria also occurred events mix code when one of the students invites his colleagues to play ball later this afternoon by saying the phrase "Chan. .. later afternoon na kalupa main bal ae .. ". The phenomenon of communication mix this code try confirmed to the Indonesia language teacher who was chosen to be one of the speakers, beliaupun also confirmed that the phenomenon frequently occurs during communication situations learners with teachers as well as the situation with

his partner formally or informally. These factors are strongly influenced by the input learners is estimated to be about 50% come from rural areas that made them very thick using the mother tongue. The existence of the structure of the curriculum which supports the development of learning through the mother tongue of local content shows the absence of strict regulations that govern expressly about the pattern of communication that requires the use of bahasa Indonesia at the time of formal school interact well with teachers or with fellow fellow learners.

Curriculum policies that reflect the values of the character for the enhancement of the ability to speak in Indonesia also wanted developed by SMP 3 Sumbawa Besar. The second aspect of the character in question is the communicative aspects and aspects of an avid reader. If ideally Indonesia language teachers want the real communicative aspects is reflected through the use of bahasa Indonesia but learners prefer his options for mixed code. Why does this happen? It could be due to factors which give rise to psychological closeness comfort interact well with teachers as well as learners so that learners sometimes forgot to be formal language diversity he should use when the learning process in the classroom takes place.

The second aspect of related characters who want highlighted is creating a culture of an avid reader. Cultural literacy reading just implemented through reading in the library on a one hour lesson in each week. This was felt not enough time proportional to menstimulus learners to develop reading skills.

Self development programs in SMP 3 Sumbawa more dominant emphasizes the demands of the development of writing ability through scientific papers teens (KIR) or activities of the magazine wall (mading). Why does this happen? If your search is certainly due to the lack of understanding of policy makers to develop the potentials of speaking learners are balanced through the fourth Indonesia-language capabilities that include aspects of reading, writing, listening, and speaking.

Culture of discipline the learners are low in self development program is also very evident in both follow the activities of KIR and mading so activities sometimes not executing the scheduled time. The implementation of these activities in the afternoon also complicate controls teachers against the presence of the learners so that the number of students who attend very little and sometimes even numbers are dwindling because of the constraints of the learners to money transport and the importance of helping parents to trade. There is no explicit sanction from the school given the school also are crucial to understand the conditions that such learners.

If it continues then the program allowed schools certainly don't contribute anything to improve the ability of speaking in Indonesia. School programs as a reflection of cultural schools ideally give a contribution to support the enhancement of the capabilities of the participants of his protégé, one of which supports the ability of English is good and correct.

Stakeholder

Cultural elements the last school was the presence of individuals that become part of the citizens of the school as the principal, teachers, learners. Internal elements of the school still have difficulties to form a solid team in the design and conduct of school programs that support the development of competence of Indonesia speaking attendees of his protégé. This difficulty is influenced by:

a. School Management

School management are still weak in designing programs that are oriented on the development of language competence of learners Form programs that have been drafted are well-established in Sumbawa Besar 3 SMP mostly refers to the program that is associated with the formation of character and ethical learners in order to become faithful and righteous. The program is closely related to the development of potential learners in language not yet seen significantly. Based on this phenomenon can be said that there has not been a clear orientation of various stakeholders in a school set up proportionately development potential learners in order to achieved a good quality and can be reflected through programs that facilitate the development of intelligence of learners in a comprehensive manner. Things to note is that the shape of the potential intelligence of the students very much. Therefore, it will not be balanced if school programs only focus facilitate the development of the potential of personal and religious intelligence alone without touching the linguistic aspects of intelligence that has a primary role as a tool of communication and reflection on identity of speakers.

b. Principal Leadership Style

According to Sutisna (in Mulyasa, 2005) that the leadership as "the process of influencing the activities of a person or group in efforts towards the achievement of goals in certain situations." Principal leadership style indirectly will have a huge influence to increased ability and intelligence of the participants his protégé. Principal berkarisma, responsibility, caring, wise in every decision making became an important supporting factor over a process that reflects the culture of the school.

In SMP 3 Sumbawa, the principal role was to approve a program that was already planned and mutually agreed that the implementation be handed over completely to the

teachers as pembinanya. The principal asks the teacher accountability report at the end of the semester in the meeting. So, no control while implementing development programs Indonesia language proficiency learners when extracurricular activities take place.

c. Competence of teachers who have not yet balanced with professionalism

Competence comes from the United Kingdom i.e. "competence" which means know-how, capability. According to the great dictionary of Indonesian Language competence is an authority (the authority) to determine or decide something. If competence means the ability or skills then this is intimately connected with the possession of knowledge, skill or skills as a teacher (Djamarah, 2012).

Appropriate REGULATION No. 19 of 2005 about education standards of article 28 (3) declares that the competence which must be owned by a teacher as a learning agent is as follows: 1) pedagogic Competency is the ability to manage the learning learners include an understanding of learners, the design and implementation of learning, student assessment, and the development of learners to actualize the various competencies. 2) competence of personality is the ability of a steady personality, stable, mature, wise and authoritative, being an example for learners, and noble character. 3 Professional Competence) is the ability of mastery learning material is wide and deep that allowed him to guide the learners meet the standard of competence specified. 4) Social Competence is the ability of educators as part of the public to communicate effectively and hang out with fellow learners, educators, labor.

Based on some of the anggitan who presented the experts it can be concluded that teacher competence is the ability or skills possessed by a teacher good related aspects of knowledge, attitudes, and skills that can support the profession.

A related phenomenon is the competence of teachers who successfully identified in SMP 3 Sumbawa is ketidakberimbangan between professional and pedagogic competence that owned the teacher. Some language teachers in Indonesia 228 3 Sumbawa just focused specifically on pedagogic competence development process activities Indonesia language learning and the preparation of complex learning device but did not pay attention to the development of professional competencies in developing language proficiency and bersastra participants didk through extracurricular activities Theater so there is no language teachers in Indonesia in SMPN 3 Sumbawa which have a special competence to foster and train such activities even though two of the three teachers certified in Indonesia language professions.

d. Is still the low commitment of teachers based on the results of the interviews obtained information is still the low commitment of teachers, especially in implementing the learning programs relating to the development of quality language learning Indonesia on extracurricular activities. Schedule of activities mading exercised once a week sometimes inconsistent attended teachers in every month. Sometimes teachers just do two to three times the construction but the construction will be carried out if there are intensive activities of the race. This certainly shows the low commitment of the teachers because of inconsistencies in foster program that became her responsibilities. If observed it also occurs due to weak controls the principal so that it can be said that the lack of commitment of the teachers also have an impact on the difficulty of implementing a culture of discipline among teachers.

e. The input learners still low learners attending SMP 3 Sumbawa is learners who have a quality of human resources with a medium level of intelligence to the bottom. It can be said that the learner is not winning learners. Therefore, their input can be said to be still lower. On the basis of the consideration that is exactly the standard KKM each subject also with low expectations so that learners can reach ketuntasan school. The following table of Minimum Ketuntasan Criterion values the target achievement of competence (TPK) at Sumbawa Besar Negeri 3 JUNIOR Year 2015/2016 Lessons:

	KOMPONEN	KELAS		
A.	**MATA PELAJARAN**	**VII**	**VIII**	**IX**
1	Pendidikan Agama	76	76	76
2	Pendidikan Kewarganegaraan	75	76	76
3	**Bahasa Indonesia**	**75**	**76**	**76**
4	Bahasa Inggris	75	75	76
5	Matematika	75	75	75
6	IPA	75	76	76
7	IPS	75	75	76
8	Seni Budaya	74	75	75
9	Pendidikan Jasmani	75	75	75
10	Teknologi Informatika Komunikasi	75	75	75

Based on the determination of the standard of the KKM above can be understood if the standards of language learning results is low because Indonesia Indonesia language proficiency learners is low and weak contribution to the culture of the school to encourage it.

IV. Conclussion

The fourth Indonesia-speaking ability based on aspects of the competency and performance of learners in SMP 3 Sumbawa is very low. To make improvements to Indonesia language proficiency is not easy because it must be conditioned on a regular basis. Such conditioning can actually be carried out optimally through a culture of school but the school's cultural contribution to the improvement of language proficiency in Indonesia 228 3 Sumbawa Besar is still very weak.

Therefore, with regard to the recommendations of the program to improve Indonesia-speaking learners in SMP 3 Sumbawa are: 1) Listening: program admission language laboratory on a certain day to listen to verbally the events aired on the video learning with a diversity of topics. Language laboratory should be constructed; 2) read: read the program entered the library and create the report every two times a week on certain days. Race activities, reading the literature studying (textbooks) in class or while classmeeting, read news, storytelling, poetry, etc. as well as a course of study tour to the provincial and regional library; 3) write: KIR, Mading, journalistic activity at the school magazine; 4) talk: theater: Prologue monologue, Indonesia language debate forum.

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