

THE DEVELOPMENT OF INDONESIAN LANGUAGE BUILDING BOOK BASED ON TEXT FOR INCREASING LITERATIZATION OF GRADE STUDENTS VIII SMP AL HIKMAH SURABAYA

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ABSTRACT

The purpose of the development is to produce an Indonesian language textbook for VIII students of second semester of Al-Hikmah Junior High School in accordance with the characteristics of learning and student characteristics. This Indonesian language textbook product is designed so that students love to read and write, active learning and enjoy learning by doing the process of training in a classical or independent in the second semester. The model used in the development of textbooks in Indonesian is Dick & Carey model that has been adapted to the needs in development. The validator of this research is one of the lesson design experts and one expert in the field of Indonesian language studies. The subjects of this research trial consisted of nine students for individual trials and twenty-five students and one teacher for field trials. The instrument used for this study is a questionnaire. Data were analyzed by using descriptive technique in the form of mean percentage. The results obtained in this study are: the content aspect shows the average score of 88% and the design aspects of learning show the average score of 91.27% 3) the attractiveness, responsiveness and utilization aspects for the students show that the language-based literacy textbooks developed very well. In field trials the score given by the participants reached an average of 89.723%. This has a good impact on students' interest in improving the process of thinking on language literacy and is expected to improve language skills to reach maximum language of students.

Keywords: *development, language literacy, Indonesian language*

INTRODUCTION

Quality education is the curriculum has a very strategic and decisive role in the implementation of education because in it formulated goals to be achieved, learning materials, ways used in learning activities, and of course the assessment to know the achievement of goals. In the National Education System Law that the curriculum is a set of plans and arrangements regarding the objectives, content, and lesson materials and ways used as guidelines for the implementation of learning activities to achieve certain educational goals (Law No. 20 of 2003), including the fields of Indonesian Language and Literature, Both as a compulsory subject and as a specialization. The goal of Indonesian language and literature learning is that learners have language skills or commonly known as having language skills, language proficiency, or language competence, which includes four aspects of language skills (listening, speaking, reading, and writing). The 2013 curriculum emphasizes the implementation of text-based learning. Students are required to study various types of texts explicitly, to understand the structure and features of the language, and to produce text. Text-based learning is considered important considering the culture of reading and writing students and even the people of Indonesia are low. Oral culture is so dominant in the life of our society. It is not difficult to present and illustrate examples of phenomena that illustrate how our children and our society feel alien to the book. They more memorized artists and TV

singers on television than the name of the author of the book. They are more eloquent to talk about the plot and character of the soap opera that is watched rather than telling about the plot and character of a novel. It is also emphasized that learning should use a scientific approach or a scientific approach (scientific approach). The learning process can be matched by a scientific process. This approach as the development and development of attitudes, skills, and knowledge of learners. Text-based learning and the use of such scientific approaches are believed to be able to develop a culture of literacy.

In this research in the achievement of learning objectives there is a learning method that is used in accordance with the characteristics of the contents to be developed. The development of this textbook uses a model of Dick and Carey instructional instructional system design. The reason for using this model selection is because the Dick and Carey model can be used for the development of learning materials in the realm of verbal information, intellectual skills, psychomotor and attitude. In this situation students' language characteristics will be read. Students will be active and happy in the language process when educators provide methods and learning creativity. While the characteristics of language students aged 12-13 years in terms of language students have normal language skills (in accordance with it should), in terms of language that is often in use both in the family environment, schools, and society. On the other side of the curriculum, learning methods, student characteristics, quality textbooks are still lacking, many textbook authors are less concerned about ease of understanding of textbooks for students. As a result, students find it difficult to understand the textbook they read and the book is relatively boring. The inefficient, ineffective and less relevant symptoms are evident from some indicators such as, lack of student learning motivation, student task completion not meeting the time specified, and student test results showing low scores. With such learning conditions, it is difficult to expect the achievement of optimal learning objectives (Made Wena, 2009: 229).

Active role of teachers and the active role of students is needed in covering the limitations of learning resources used for students' language skills can be realized optimally. So that the development of text-based Indonesian language resources is a solution for students' ability in language and creative thinking can be realized. Without a good source of learning, students will find it difficult to learn.

Textbooks of Indonesian, which are text-based, contain a number of different types of texts that indicate differences that should not be differentiated by students using reading and writing skills. In text-based textbooks, at the beginning of the activity given the process of reading as information to know the contents of the text for students, with this problem students are given the opportunity to explore in reading by presenting interesting text content according to the character and development of students. In addition to the use of learners in the classroom, textbook will provide benefits for the freedom of students to do learning in accordance with its ability independently outside of learning activities.

Development of text-based Indonesian language resources to train students' literacy has not been done by educators or publishers. Therefore, to encourage the ability of language skills should be developed special learning resources in the form of textbooks Indonesian text-based language to train language literacy. Thus, students are expected to gain new learning experience by utilizing textbook of Indonesian language, thus encouraging the increasing ability of language skills in learning Indonesian in the next stage. The learning resources should be able to involve all students actively to follow the learning activities. The learning resources should also provide an explanation of the stages of understanding the text that will be carried out during the learning activities. The development of this Indonesian language textbook to improve the ability of language skills and creative thinking higher is very important to build the foundation of students for the next stage of science.

Based on the background description of the problem of the lack of quality textbooks and the development of text-based Indonesian language resources to improve the language of VIII Junior High School students who have not done much by the author or publisher, it is necessary to develop textbooks with text-based to increase literacy Speak and provide new experiences in improving the process of creative thinking.

The purpose of this development is to produce textbooks of text-based Indonesian language so that the learning process to improve language skills and provide new experiences for students in improving language skills and creative thinking. The product of this development is textbooks of Indonesian text-based language to improve students' language skills. This product has the following specifications: 1) Learning textbooks to produce the following: a) actively involve students, b) provide new experiences to students to develop language skills, as it provides students with reading and writing opportunities c) evaluation of learning activities that emphasize the process of reading and developing the process of

writing. 2) The learning materials contain several types of text, so that students can see and distinguish different types of text comprehensively and equipped with examples of content development in each text. The text content is adapted to the character and state of junior high school students.

c. Small group trial, aimed at obtaining feedback from students. This is achieved by means of direct interaction between developers and individual students. During this stage, the developer works alone with nine students who are representatives of the target population. In the assessment of this stage developers dialogue on the contents and components that exist on the product to be developed. When students use the product, they will find typos / prints, missing or missing content, missing or missing pages, inappropriate titles, or unattractive titles and covers. When conducting the appraisal, the developer makes notes on the comments and suggestions the student submits. These are all recorded in textbooks / texts, or during this encounter a ribbon tape machine can be used by the student at all times.

d. Try large groups. At this stage, it takes twenty-five students as an object in the assessment. The basic procedure used in the assessment of the large group differs greatly from that used in one-man judgments. Then the developer (teacher) starts by explaining that the teaching material is still in the formative stage or pattern formation of the development effort and that it needs to get back on ways to make it better. Having said this, then the teacher runs the material on the product in appropriate ways. All data derived from these sources are summarized and decisions about ways of revising teaching materials are made.

RESEARCH RESULT

The first stage of this development is to determine the subjects that will be developed, the subjects developed are textbooks of text-based Indonesian for second semester class VIII students consisting of five chapters namely various types of text (fable text, review text, , Bigrafi text, discussion text) Then identify the curriculum and syllabus of subjects to be developed while keeping in mind the basic competence and competency standards. Identify indicators and objectives of subject learning. Next is to select and develop Indonesian textbooks based on selected material. After that compile and write textbook in the form of textbook of Indonesian language. The next stage is a product trial that includes expert subject content responses, design learning experts, small group trials, and large group trials. For test subjects not necessarily in large numbers, but quite representative.

Limitations in this development are: This textbook can be used by students of SMP class VIII semester even in class or independent. This product is designed by assuming that educators have been aware of the student's previous abilities. This textbook is still developed for the subject matter of Indonesian junior high school class VIII semester even and used in limited institution that SMP Al Hikmah Surabaya.

Important terms used will be discussed in the following sections with a simple, easy to understand and shortest explanation. According to Ely (Haris 2009: 8), development is the process of translating design specifications into products. In this case teaching materials in the form of textbooks text-based Indonesian language to train the language literacy of students of class VIII SMP Al Hikmah Surabaya semester two. The textbook is a teaching material that has a distinctive structure. Textbooks are designed to finish learning in just an hour, or a day, or a week, or more depending on the breadth of the topic being discussed. Each module must contain self-contained information (Degeng, 2008: 2). Product development is related to the effort to train language literacy, especially the effort to understand the text in Indonesian class VIII even semester. More details of the importance of developing textbooks of Indonesian text-based language can be described as follows: For teachers of Indonesia, this development product can be used as an effective and creative teaching materials in order to achieve optimal learning outcomes. For Students, the development of textbooks of text-based Indonesian language is presented with variatif, thus raising the attraction of students to train language literacy and can improve creative thinking. For Schools, this Indonesian language textbook can provide new insights for schools to improve the quality of education through the creativity of educators.

On this occasion, researchers developed textbooks in the form of textbooks with Dick & Carey model approach (1990) in the hope that teachers can arrange their own learning design so that more focused and orderly. The Dick & Carey model is one of the procedural models. Benefits of procedural model, namely: 1) facilitate developers to follow the flow of model execution, 2) every step is clear so easy to follow, 3) with this regularity, there will be effectiveness and efficiency of implementation. While the limitations of this model include among others: 1) rigid, because each step is determined by the previous step, 2) not all learning procedures can be developed according to these steps. The steps of Dick's model Carey & Carey are as follows: 1) identifying each general learning objectives, 2) making an analysis of learning, 3) identifying initial abilities and characteristics of students, 4) formulating each specific learning objectives, 5) Assessment, 6) developing strategies in learning, 7) developing and choosing learning materials, 8) designing and conducting formative evaluations, and 9) revising lessons. For the 8th step is to conduct a summative assessment or evaluation intentionally not done.

To be able to know the level of interest and effectiveness of textbook product conducted a series of trials on the product and then held a revision. The resulting product is then tested through several stages, among others:

A. Terview of expert content, aims to obtain data in the form of assessment, opinion and advice on the accuracy of the textbook content contained in the module plan that will be made.

B. Preview of design experts, aims to obtain data in the form of commentary assessment as well as suggestions on the accuracy of the instructional package design, development model, learning package content component.

Data Analysis Results Expert Assessment Content

The data obtained from the result of expert opinion questionnaire about the content of the subject matter of the next subject is analyzed. To determine the level of feasibility of the products that have been tested, the data have been analyzed to be matched with the feasibility table that has been set. Based on the results of questionnaire data obtained from the content experts, then calculated the percentage by using the formula and show that the percentage of the results of the assessment of teaching materials as a whole is 88.46%. After being converted with a product feasibility table, the percentage achievement level of 88.46% is in excellent qualification and is highly feasible to produce. The written comments and suggestions from the subject matter expert are used as reference for the refinement of the textbook.

Data Analysis Result of Design Expert Assessment

Questionnaire data from expert design appraisal result of teaching materials then analyzed. To determine the level of feasibility of the products that have been tested, then the data have been analyzed is matched with the table of eligibility that has been set.

Based on the results of questionnaire data obtained from the design expert of learning, it can be calculated the percentage by using the formula and show that the percentage of the results of the assessment of the teaching materials as a whole is 91.27%. Once converted with a product feasibility table, that percentage is in excellent qualification and highly viable for production. Generally concluded by the design of learning expert, the learning package can be used for data retrieval.

Analysis of Small Group Test Results Data

The questionnaire data on the results of small group trial assessments on textbooks were then analyzed. To determine the level of feasibility of the products that have been tested, then the data have been analyzed is matched with the feasibility table that has been set. The average score is given by twenty-five aspects, then the score is summed so as to produce the whole score for the teaching materials that is 91.27% for the assessment, 86.41% for display feasibility, 91.71% for the material presentation and 95.16% for the benefit aspect. From the results of the three items, then obtained the average of the results of small group assessment is 91.27%. Once converted is in excellent qualification and no revisions are required

CONCLUSION

Based on the research results can be summarized as follows: Indonesian language textbook for VIII students in the second semester is worthy of production, because the textbook gets value; Expert of content, from 26 aspects observed there are 18 aspects to get the value of SS (Very good), while 8 aspects get a B (Good), so that the final result is 88% (more than 80%) from expert content analysis. Therefore, the Indonesian language textbook for VIII students in second semester is very good but not yet feasible to be produced before the revision is made. Therefore, the authors immediately revise this textbook according to the advice of the content expert. The design experts, from 31 aspects observed all received notes and suggestions from design experts. From 31 aspect that get the value of SS (Very Good) there are 28 and that get value of S (agree) there are 3, so that the final result is 91,27% more than 80% from riview expert analysis of desaian. Therefore, Indonesian language textbook for VIII students of second semester is very good and feasible to be produced. To refine this textbook, the authors will make revisions according to the advice of design experts. Small group participants give 3 aspects observed, namely; (1) Aspects of the display in the textbook attracts a score of 86.45% (2) Aspects of presentation of interesting textbook materials get a value of 91.71% (3) Aspects of benefits in the Indonesian textbook scored 95.16%. So the average value obtained from 3 aspects observed that is 91.27% so it can be declared Indonesian textbook for VIII students of second semester is very feasible to be developed and can be produced.

Students of field trial group have 3 aspects observed as follows; (1) Aspects of textbook display get value 87,16% (2) Aspect of material presentation Obtain value 90.84% spect of benefit get value 90.66%. So the average value obtained from 3 aspects observed is 89.72% so it can be stated that the Indonesian language textbook for VIII students of second semester is very feasible to be developed and can be produced. The result of the teacher's evaluation of the Indonesian language textbook is the teacher's activity on the Indonesian language textbook using the result of the development of the Indonesian language textbook for the second grade students of the second semester based on the observation sheet shows; = $41/44$ (scores obtained) $\times 100\% = 93\%$ So the average score obtained from the teacher's assessment of the textbooks observed is 93% so it can be declared Indonesian language textbook for VIII students of second semester is very feasible to be developed and Can be produced.

Based on the research results suggested as follows: 1) Considering this research only develops textbook of Indonesian for second semester class VIII students at SMP Al Hikmah Surabaya, this textbook need to be tested in other junior high school. 2) Indonesian language textbook for VIII students of second semester needs to be expanded with examples of texts that directly tangent to the daily life of students. 3) Textbooks can be used as a reference for students to read and write Bahasa Indonesia to improve students' language literacy. 4) Indonesian language textbook for VIII students of second semester can be used as a guide book for teachers to teach Indonesian language with the concept of increasing the students' language literacy. 5) For the next Researcher can be developed to be a textbook that has perfect completeness, such as there are books of teachers, student books, LKS and others.

Sampul buku ajar



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