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 **SOSEIC**

**Book 1**

**"Social Science  
Challenges for Indonesia"**

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**1st Social Science and Economics International Conference**  
**University Of Bina Darma**  
**Palembang, South Sumatera, Indonesia 20-21 February 2015**

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**Textbook Quality as Consolidator Indonesian Language Development Procedures and  
Students in Language Pronunciation**

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**Abstract**

The data source of this research is the Indonesian text book publishers Platinum class VII. Indonesian text book publishers Platinum class VII was able to act as the development of the accuracy of the grammar (grammar). This text book gives an account of linguistic insights in using Indonesian vocabulary. As already summarized through observation and analysis of the book is that the author described comprising the vocabulary: synonyms and antonyms; the use of negative words, no, not yet, and not; connotation and denotation; Positive news delivery and deny it; idiom and proverb; greeting words, pronouns, pronouns, said call; use was the one and -kah particles: imperative sentence; giving the title; the use of adjectives. Only 6 units which is do not discuss the issue of grammar. In addition, activities pronunciation (phonology) is also described in this book, except for the unit 8. Unit 8 not found the discussion about the activities of phonology. In general, this book explains the intonation, pauses, and noise in said. So, textbook publisher Indonesian Platinum class VII may act as consolidator in the development phase and phase accuracy of grammar which progress pronunciation activities.

**Keywords:** quality, books, language, grammar, pronunciation

## **1 INTRODUCTION**

Textbooks or we call also the textbook is a book that can help students to understand something to be learned. Can Textbooks be categorized as good as quality textbooks? According Cunningsworth (1995: 15-17), there are four outline criteria for evaluating language text books to be used in teaching, namely: textbooks must be in accordance with the needs of the learners, textbooks can help students to use language effectively, textbooks provide linguistic items according to their needs and facilitate the teaching process without coercion, and textbooks have an important role as a supporter of teaching.

This paper intends to see whether the quality of Indonesian textbooks on the market and selling well, especially in the city of Palembang facilitates understanding of grammar and good pronunciation in Indonesian language?

### **How to Select Textbooks**

One source of learning is the book. According to the Soul (1997: 11) to choose a good learning resource, we need to consider some of the following criteria: economical, practical and simple, easy to obtain, is flexible, and its components in accordance with the objectives.

Muslich (2009: 89) explains how to choose learning resources with criteria, as follows.

1. Can be used to achieve the objectives / competencies to be achieved, for example, books for cognitive competence.
2. Can facilitate understanding of learners.
3. Described specifically in accordance with the learning materials.
4. In accordance with the level of development of cognitive, affective characteristics, and motor skills of learners.

### Evaluation Textbooks

Assessment is an activity that is necessary for learning. Without judgment, then learning will not run properly. Why? Due to the absence of judgment, then we cannot know whether or not the learning quality. As noted by Nurgiyantoro (2010: 5) that the assessment of learning outcomes is an integral part of the whole process of teaching and learning activities are effective.

Assessment is part of the evaluation. Evaluation is an assessment technique for measuring the results to be achieved. Akhadiyah (1988: 3-4) argues that evaluation is an assessment techniques to gather evidence or information in connection with the achievement of the objectives pursued. Evaluation always provide an assessment / judgment 'value judgment' against an outcome to be achieved. Evaluation will answer questions about the quality of achievement: whether good, satisfactory, adequate, and so on.

The evaluation will be carried out in the study is the evaluation of learning resources. Rohani (1997: 112) explains that to evaluate learning resources can be started from asking questions, among others, whether it's a book of learning resources including learning resources by design. In addition, he also noted that the evaluation can also be grounded in the selection criteria that are economical, practical and simple, easy to obtain, flexible, and in accordance with the instructional goals.

### Evaluation of Language Textbooks According Cunningsworth

Four criteria to evaluate textbooks according Cunningsworth (1995: 15), as follows:

1) First, a book that is used should be appropriate to the needs of students in accordance with the aims and objectives of language teaching programs.

Goals and objectives in accordance with the teaching program language, the book is expected to describe the needs of the students in learning the language content and communicative abilities. Consequently, the content of the material contained shall be in accordance with the needs of students learning the language, items of language, and language skills. The book should be selected to support these goals.

According Cunningsworth (1995: 18), the topics contained in the book can be stated goals and objectives of language teaching programs, namely:

- a. books can support student input in a manner which gave rise to the idea of encouraging students to discuss.
- b. books to develop fluency practice speaking and language skills balance.
- c. book as consolidator progress in the development phase accuracy or grammar grammar and pronunciation activities.

Similar to the opinion expressed by the Hedge (2000: 357-358) that one of the steps in evaluating textbooks can be seen from the point of view of language teaching.

According to Hedge, testing of textbooks based on the viewpoint of language learning can be done by presenting the question; whether the reference to grammar and concepts in clear language learning; whether there is a balance use of language skills, such as listening, speaking, reading, and writing; and whether the first language plays an important role in the matter.

2) Second, the book should reflect the use of language to achieve the goal of learning the language, which students can use the language effectively for their intended purpose;

The teaching program must be based on clear language point of view, in accordance with what is learned by students. It is intended that the effectiveness of the use of language students can be done individually, professional, academic, or in any situation. A good book should describe the detailed contents, language skills, and language skills required activity. Detailed contents, language skills, language skills and activities must be in accordance with what is required by the curriculum.

It is expected with this view, the goal of language teaching on student concentration can give students a bright spot where they can achieve the effective use of language independently in real life situations outside the classroom. In addition, the book is expected to motivate students to become more independent in learning the language, be it which includes interest from the topic of interest, things that encourages students to think about the topic, and discuss it together.

3) Third, textbooks can consider the needs of students as learners and memfasilitasnya in the learning process, without any coercion.

The book is expected to help students to learn in many ways. They can choose the item you want to learn (grammar, functions, skills, etc.), select it into the unit rule and put them in some way, patterned from the known into the unknown item of which is becoming difficult and easy to learn.

The book should describe styles and learning strategies, which may affect the students to follow the learning process. The approach applied to the book refers to a clear strategy. The book contains text that has a style of teaching materials and strategies that may affect the students to learn on their own without first prompting.

Textbooks should be colored. Colors are included in textbooks can respond to students for studying the book. Textbooks also must be able to motivate students to learn. In addition to motivating, textbooks should be interesting. Not only is the main attraction for students, textbooks should also be attractive to the teacher to read. For example, the presence of a variety of topics and activities that can support the activities of the students.

Hedge (2000: 358) also explains that the testing of a book can be seen from the point of view of students. Good textbooks expected contents can attract and challenge students to study the book.

Looking at the number of ways a text book selection as described above, should the schools, authors, and publishers more attention to how the selection and use of good textbooks and in accordance with the needs of the students, so that students are really interested in reading and studying the book, like reading a story book they love, without any compulsion from anyone.

According Cunningsworth (1995), the activities can be given a quiz to measure what is known and not by the students, as well as the use of a checklist or the like measuring devices can be used to find out how they feel about the content and rooting on the stages of the book.

4) Fourth, the book should have a clear role as a supporter of teaching. Just as the teacher mediates the target language and student achievement.

Textbooks facilitate learning that leads students to achieve mastery of the target language in a controlled manner. The book contains the text of the planning exercises and activities to support the teaching of languages. Textbooks can support teachers in preparing the material to be taught. There are many variations of the topic of teaching, reading text, dialogue, summaries, exercises, and activities that can be used by teachers in teaching in the classroom. Of course, all of this is very helpful teachers in the teaching process, so as to improve the smoothness of language teaching.

This paper describes the quality of Indonesian textbooks as consolidator development of students' grammar and pronunciation in Indonesian language well, which is part of the goals and objectives of language teaching program, which is derived from data sources Indonesian textbook publisher Platinum class VII, essay Johan Wahyudi, with the title of Indonesian language is 1 for Class VII SMP and MTS.

## 2 RESEARCH METHODOLOGIES

This research is using content analysis method, which is reviewing the material for unknown quality, good appearance, content, and all of them need to have a source. In this case studied is the Indonesian text book publishers Platinum class VII. Aspects examined include: Indonesian textbooks in accordance with the needs of students in accordance with the aims and objectives of language learning programs. This book is more focused analysis how do quality textbooks consolidator Indonesian as grammar and pronunciation development of students in the Indonesian language well, which is part of the goals and objectives of language teaching program, which is derived from data sources Indonesian textbook publisher Platinum class VII, Johan Wahyudi essay, titled Indonesian language is 1 for Class VII SMP and MTS. Based on previous information, this research is a descriptive study utilizing qualitative data.

## 3 RESULTS AND DISCUSSION

Unit 1 with the theme (Developing Attitude Discipline: page 3-20) can develop accuracy or precision of the language of the grammar. This unit provides an understanding of linguistic insights in



using Indonesian grammar. comprising the vocabulary that is described in this unit, namely: understanding of the vocabulary associated with the ceremony, synonyms and antonyms, use negative words do not, not, not, connotation and denotation, and standardization of words and sentences. Activity pronunciation (phonology) discussed in this unit are discussed intonation, pauses, and loudness. From this description, the unit 1 may play a role in the development stage asconsolidatoraccuracy of grammar and pronunciation activities.

Unit 2 (Lessons Behind events: page 24-48) has been able to develop grammatical accuracy. This unit provides an overview of linguistic insights in using Indonesian vocabulary. Comprising the vocabulary that is described in this unit, namely: how good that is used in the delivery of positive and negative news and the use of the term expression and activity Indonesian proverb in pronunciation (phonology) discussed in this unit are discussed intonation, volume, and clear pronunciation pronounced. From this description, the unit 2 can act asconsolidatorin the development stage accuracy of grammar and pronunciation activities.

Unit 3 (Developing Human Life: page 50-76) gives an account of linguistic insight into the use of Indonesian grammar. Comprising the vocabulary that is described in this unit, namely: the use of the word greeting, use of pronouns, use of the word house calls, the use of the word pronouns, and the use of said particles -kah and was<sup>1</sup> the one. Activity pronunciation (phonology) discussed in this unit are discussed and the use of intonation in spoken language should be simple and meaningful. From this description, the unit 3 may play a role in the development stage asconsolidatoraccuracy of grammar and pronunciation activities.

Unit 4 (Learning Not Know Time: page 76-100) provides an explanation of linguistic insights in using Indonesian vocabulary. Comprising the vocabulary that is described in this unit, namely: giving explanations and examples using the command line and word for the task and sake. Activity pronunciation (phonology) discussed in this unit are discussed intonation storytelling. From this description, the unit 4 Indonesian text book publishers Platinum VII class can act asconsolidatorin the development stage accuracy of grammar and pronunciation activities.

Unit 5 (Love Homeland: page 102-134) gives an account of linguistic insights in using Indonesian grammar. Comprising the vocabulary that is described in this unit, namely: the phrase, proverb, use and giving the title, synonyms and antonyms. Activity pronunciation (phonology) discussed in this unit are discussed intonation. From this description, it can act as a unit 5 in the development phase accuracy consolidator grammar and pronunciation activities.

In Unit 6 (Being Successful People: page 134-155 found no discussion of grammar, especially Indonesian. Activity pronunciation (phonology) discussed in this unit are discussed intonation. From this description, then the unit 6 does not show the development of accuracy grammar is used, whereas for the pronunciation is already reflected in the activities in this unit.

Unit 7 (Imitate idol: page 156-184), the accuracy of grammar in language learning in the unit 7 (pp. 156-184) was able to play a role. This unit provides an overview of linguistic insights in using Indonesian vocabulary. Comprising the vocabulary that is described in this unit, namely: the use of adjectives. Activity pronunciation (phonology) discussed in this unit are discussed intonation, inspiration, pronunciation, and pause. From this description, it can act as a unit 7consolidatorin the development phase and phase accuracy achievement grammar pronunciation activities.

Unit 8 (Courtesy Speak: page 184-206), the development of grammatical accuracy has been instrumental in the unit 8 (pp. 184-205). This unit provides an overview of linguistic insights in using Indonesian grammar. Comprising the vocabulary that is described in this unit, namely: grammar relating to the use of personal pronouns and titles in Indonesian. While the discussion related to phonology is not

discussed in this unit. From this description, it can act as a unit 8 consolidator the accuracy of grammar development stage and not for the pronunciation.

Unit 9 (Dig Information: page 206-264), the development of grammar Accuracy already seen in unit 9 (p. 206: 224). This unit provides an overview of linguistic insights in using Indonesian vocabulary. Comprising the vocabulary that is described in this unit, namely: the use of the phrase and proverb in Indonesian. Activity pronunciation (phonology) discussed in this unit are discussed intonation, inspiration, pronunciation, and pause. From this description, it can act as a unit 9 consolidator in the development phase and phase accuracy grammar pronunciation achievement of progress in speaking activities.

Unit 10 (Spirit of Life: page 228-239), this unit gives an account of linguistic insights in using Indonesian vocabulary. Comprising the vocabulary that is described in this unit, ie: vocabulary related to the use of the word denotation and connotation and conjunctive while and although the sentence. Activity pronunciation (phonology) discussed in this unit are discussed intonation, pauses, inspiration, and pronunciation used. From this description, the unit 10 can act as a consolidator in the development stage accuracy of grammar and pronunciation activities which progress stage.

#### 4 CONCLUSION

Development of grammar or grammatical accuracy, especially Indonesian already reflected in the text books of class VII Indonesian Platinum edition. This text book gives an account of linguistic insights in using Indonesian vocabulary. As already summarized, comprising the vocabulary related activities described in this book: synonyms and antonyms; the use of negative words, no, not yet, and not; connotation and denotation; Positive news delivery and deny it; idiom and proverb; greeting words, pronouns, pronouns, said call; use was the one and -kah particles; imperative sentence; giving the title; the use of adjectives. Only 6 units which do not discuss the issue of grammar. In addition, activities pronunciation (phonology) is also described in this book, except for the unit 8. Unit 8 not found the discussion about the activities of phonology. But in general, each unit contained in this text also discusses issues relating to grammar or vocabulary and pronunciation (phonology) that used in Indonesian. So, on this basis Indonesian textbook publisher Platinum VII class can act as consolidator in the development stage and phase accuracy achievement grammar pronunciation activities.

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