Developing Language Learning Textbooks Enriched with Sense of Literacy: The Case of Junior High School in Indonesia

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Abstract

This research is aimed at developing an Indonesian course-books integrated with the materials for life skill education (LSE). It can support effective learning through literacy models and results qualified book on Indonesian language learning. By applying Fenrich's method on development model (1997) include five phases of analysis, planning, constructing, developing, and implementation, analysis was carried out by focusing on the synergy of the basic competence (BC) compared to the competency of general life skill (CGLS) and the students learning needs. The research was conducted at Sekolah Alam Insan Mulia or SAIM (Insan Mulia School of Universe) Junior High School in Surabaya as a case of study. The research data consists of information about the validity of the course-books, the applicability of the lesson unit, teacher's activities, student's activities, student's responses, completeness of the learning outcomes, and information about field barriers during the course-books implementation. By developing and enriching sense of literacy in Indonesian learning textbooks, numerous positive impacts could be achieved.

Keywords: Indonesian textbooks, literacy, language learning development

1. Introduction

There is an element of creativity in the creation of techniques and media communication between individuals and communities. The element of creativity became a mainstay for each individual to master both technical and communication tools. Every people is required to master literacy adequately. It is the importance of literacy education development, particularly in strenghtening of Indonesian language learning in the schools.

According to Kern (2000, pp. 16-17), there are some principles of literacy include interpretation, collaboration, rules, knowledge of the culture, problem solving, reflection, and the use of language. Those seventh principles are systematically can be seen at stages and the learning cycle such as the development of the field of knowledge, modeling the text, the preparation of joint problem solving (joint construction), and (4) the preparation of individual problem solving or independent construction (Hammond et al., 1992, p. 14). Considering the principles and some previous stages, this study attempts to describe Indonesian textbooks enriched with literacy learning and conceptualize the quality of Indonesian textbooks.

In line with its position as a center of learning, the development of materials is an important step after a review of the curriculum and syllabus, before learning activities will be implemented (Samani, 2007, p. 143). Dubin and Olstain (1992) explained that the purpose of development is to prepare the material continuity of learning activities that are always filled with new material, displayed in a new way, and overcome by the new strategy as well. In that regard, there are three principles in the development of teaching materials namely relevance, consistency, and adequacy (Depdiknas, 2006, pp. 6-7).

Language teaching materials are all things that are used by teachers or students to facilitate the process of language learning (Tomlinson, 1998, p. 1). Language teaching materials can be either tapes, videos, CD-ROMs, dictionaries, grammar books, reading, workbooks, training matters, newspapers, food packages, photos, direct conversation with a native speakers, teacher instructions, written assignments, cards, and discussion between students. For example, Indonesian language and literature materials consist of materials to improve language skills and attitudes and materials to increase the skills and compose attitudes. Material or language learning discourse should be selected based on the context of social, cultural, linguistic, and student life (Nunan, 1995, p.

211). Besides, linguistic materials must always be presented, either expressed or implied.

In this work, Indonesian learning materials are selected in the context of real life. According Finocchiaro and Brumfit (1983, p. 24), so that students are skilled to use language as a means of socialization, students should be trained in various skills of using language: how to express sympathy, joy for the success of others, and attract to the property of others; how to make an appointment or apologize if the promise can not be fulfilled; how to interrupt politely; and how to avoid or change the conversation that cause embarrassment. Language skills that allow the students to communicate to other people in enjoyable situation is not just technical skills, but basic skills is needed to develop literacy.

The purpose of teaching literary appreciation is enhancing student's curiosity and making them enjoy to read literature to improve the personality, sharpen feelings, and expanding horizons of life (Orstein & Levine, 1985, pp. 117-119). Therefore, literary materials for learning should be adapted to the development of students. Essential characteristic is the use of literature students to present the views of students in a story or an imaginary world. Based on the characteristics of the student literary work object can be the life of the child, adult, or animal. The important thing is that the story using the size of the child's view (Huck et al., 1987, p. 6).

In the context of learning literature that integrates with literary works of students can contain personal values and the values of education. Literary works of students contain personal values if it is able to give pleasure, offers a narrative as a way of reasoning, developes imagination, provides a variety of experiences, developes the capability view of human behavior, and presents a universal experience. In addition, it contains the value of education if students are able to develop language skills, the ability to read, the ability to tell, support the ability to write, and introduces a wealth of students' literary works (Huck et al., 1987, pp. 16-17).

Based on the level of authenticity, the materials can be divided into three types namely authentic materials in accordance with the exposure and compose language skills in the community, simplified authentic materials, and engineering conditions. The third level of the material should contain topics that interest so that students do not lose attention (Cunningsworth, 1995, p. 88).

Language learning materials and contextual literature contains topics of interest; able to provide information, challenges, and encouragement; enriching experience; improve mental and social sensitivity; develop self-confidence; develop the ability to formulate, digging, and process information; and enhance the students' courage in taking decisions that it has become the nature of language learning (Sumardi, 2000, p. 12). Language learning and contextual literary materials will be relevant to teach students.

Ardiana (2004, pp. 99-102) explained that a variety of teaching materials have been provided to support the communicative approach to language learning. Teaching materials have a major role to support the use of the material in communication. In that regard, there are three types of teaching materials that are often used in communicative language teaching: textual teaching materials, task-based teaching materials and reality (Ardiana, 2004).

2. Method

This is a qualitative research supported by quantitative data. The study applied the model of Fenrich (1997) development with specific case in Indonesian Junior High School of *Sekolah Alam Insan Mulia* or SAIM (Insan Mulia School of Universe) in Surabaya, East Java. Fenrich development model emphasizes five phases: analyzing, planning, design, development, and implementation of the evaluation and revision at any phase. Model steps are visualized in figure 1 below.
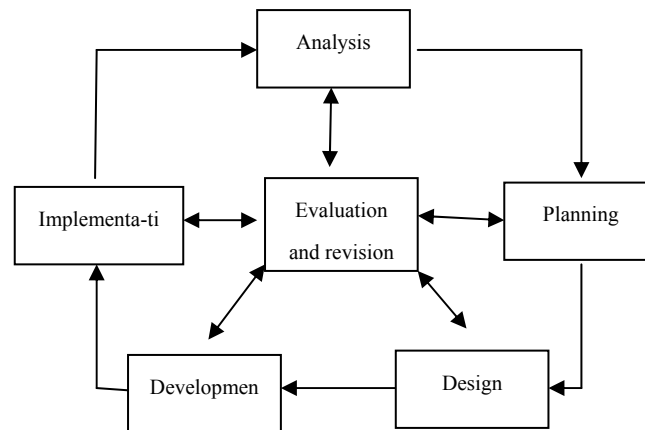
Figure 1. Cycle model of instructional development (Fenrich, 1997, p. 56)

The quality of material data development includes quality of teacher's book, student's book, and the quality of the student activity sheets. The feasibility material of effectiveness data development includes lesson plans, student activities, teacher activity, mastery learning outcomes, field constraints, and the students' response to learning and textbooks. Therefore, the instrument used in this study consisted of teacher's book validation sheet, sheet validation for student books, validation sheet worksheets, lesson plans enforceability observation sheets, student activity observation sheets, teacher observation sheet activities, field observation sheet constraints, and student questionnaire responses on the process and learning device.

Validation was done in two stages with six validators that are competent in the field of learning, the development of language education materials, and material development in literature. Product trials conducted ten times with the scope of basic competencies and different material per meeting.

Trials of product are conducted by teachers who have good competence. In the trials, each appearances was observed by two observers. The first observation scrutinized adherence to lesson plans, student activities, and the activities of teachers. The second observation analized field constraints and student response. The third observation was also responsible for the interpretation of studentss mastery learning.

3. Results

This research develops the materials in the textbooks of Indonesian language with literacy learning model as follows.

1) Textbooks of Indonesian language is named "*Jubah Santri*" integrating materials and organizing teacher's books, student's books, and worksheets.

2) The Indonesian language textbooks quality with good validity category, the category of practical practicality and effectiveness category effectively.

4. Discussion

4.1 The Indonesian Language Textbooks

According to Cunningsworth (1995, p. 3, p. 26), the form of textbooks consist of student books (SB), teacher book (TB), and student activity sheets (SAS). SB is a textbook that contains the description of the material and the model phase competency achievement. TB is the textbook used by teachers to lead the implementation of teaching and learning activities, particularly with regard to methods of learning and competence integrated with general skill competence and lesson. SAS is a textbook that contains the task or life skills training to improve the competence of students, either in the form of understanding, attitudes, or skills in teaching.

Language textbooks have an important position as a strategic function, include (1) the source material is presented for oral and written language training, (2) the source of student activities in communication training, (3) a source of reference for the students to learn grammar, vocabulary, pronunciation, and so on, (4) a source of ideas and encouragement KBM, (5) syllabus embodiment in which the learning objectives have been outlined, (6) the source of learning and independent tasks, and (7) assistance to less experienced teachers to develop confidence (Cunningsworth, 1995, p. 7). In the view of communicative learning and implementation of KBK era, function (1), (3), (6) held by the SB, the function (4), (5), and (7) held by TB, and function (2) conducted by SAS. In addition, the phrase "and so" the

function (3) can be concretized by capability the skills to understand and use the language and skills to appreciate literature. The Seventh functions accommodate the interests of students and teachers, but it accommodated the greater interest of the student. This is definitely in line with the principles of student-centered learning.

Organizing techniques based on textbooks can construct (a) the structure of the language, (b) the function of language, (c) theme or topic, and (d) language skills (reading, writing, listening, and speaking). Likewise, the preparation of a unit or units of the lessons are based on level (a) complexity, (b) teaching, or (c) the benefits of language (Cunningsworth, 1995, pp. 57-60).

In organizing the content of textbooks, it is considered gradation level of difficulties and the sequence circuits. Gradation and the sequence are adjusted with the student's ability. Organization of the books also takes into account lessons repetition. Repetition depends on the level of difficulty and the ability and convenience of students (Dubin & Olstain, 1992, p. 47). Attention on the level of difficulty and repetition should be adjusted to the principle of mastery learning. In KBK regime in Indonesia (Depdiknas, 2006), it is formulated that in designing the curriculum the Indonesian government stated minimum completeness criteria (KKM) indicators, basic competence (KD), the standard of competence (SK), and competency standards maple (SKL-MP). KKM is determined based on the complexity of the learning objectives, the carrying capacity of learning in school, and the state of the student intake.

4.2 Developing Literacy

Learning Indonesian language demands in-depth understanding and producing texts both spoken and written in Indonesian global nuance. The texts were characterized by some elements like logically good, structurally simple, mediated information technology, and assimilated into the international language. Approach to literacy is relevant to learn Indonesian language and literary education. As noted by Hammond et al. (1992, p. 14), literacy approach is an approach to language education that prepares students to be able to participate in the life of modern society.

Literacy learning is also characterized by the three R, i.e. Responding, Revising, and Reflecting (Kern, 2000, p. 16). At this stage of responding students responded by reading, listening, and responding to the learning tasks derived from the teacher, then the teacher responds back by providing reinforcement, answering questions, and providing guidance on students learning activities. Phase of revision is important because it covers a wide range of speaking activities, for example, formulating the idea, designing the facts into data and is reporting data into structured information. Phase reflection (reflecting) with respect to the evaluation of the activities that have been carried out, at least towad all something seen and felt when learning.

In more details, suitability of literacy approach to learning Indonesian context can be observed from the seven principles of literacy approach described by Kern (2000, pp. 16-17), namely (a) interpretation (the author and the reader is assumed to be involved in multiple acts of interpreting the world and interpret author readers interpret the authors' interpretations based on the concept of the world); (b) collaboration (author writes something to the reader that the author of that decision has to be said and understood the reader is based on the author's understanding of the reader which then gives readers the motivation, knowledge, and experience so meaningful text written by the author); (c) rules (convention) (the way people read and write text is controlled by rules or conventions of culture); (d) knowledge of the culture (read and write functions in the system of attitudes, beliefs, habits, ideals, and certain values); (e) troubleshooting (read and write business involves understanding the relationship between word, meaning larger, text, and the real world), (f) reflection (readers and writers to think of language in relation to the world and to themselves respectively); and (g) the use of language (literacy requires the use of language in oral and written contexts to create discourse and not just the writing system or just plain grammatical knowledge). These seven principles are systematically seen in stages and learning cycle that includes (1) the development context, (2) modeling the text, (3) joint problem solving (joint construction), and (4) solving problems individually (independent construction) (Hammond et al., 1992, p. 14).

4.3 Designed Textbooks Enriched with Sense of Literacy

Textbook product is considered good because it used a separate organization of each theme contains five subjects and five basic competencies or KD. By organizing that way, above textbooks are look like magazine: a thin, colorless, and letters and images designed attractively. It is based on the character of Indonesian Junior High School students. The results of research conducted by Nur and Samani (1998) showed that students of Junior High Student in Surabaya are still at the concrete operational period. This is supported by the fact that registers detection in Jawa Pos newspaper attractively packaged exist for junior-high school students to read.

Those separated and attractive organizing is done in the textbooks that students have already read, i.e. SB and

worksheets. Organizing separately for the part of students is also based on reasons to cultivate students' interest in reading and keep learning resources to be used proportionately. To maintain the quality of layout to fit the development of students, sketching has been done through collaboration with professional daily layout, namely Jawa Pos newspaper group.

Aspects of learning in the results of the development of material are considered good because it allows the integration of the principles of literacy in Indonesian textbooks. The principles used to implement the measures of literacy learning and habituation. The integration provides double benefits. On the one hand, the principle of literacy can be teach to students, and the other hand, learning Indonesian language and literature became more interesting because in addition to the discussion of technical skills listening, speaking, reading, and writing the language and literature, the material is also developed towards the fulfillment of the principles of literacy. In addition to learning the technical skills concludes news content radio/television, students also learn to explore and process information effectively and efficiently. Learning technical skills unrequited rhyme does not just stop at the student can unrequited rhyme, but continue with the education that students also get used to develop a sense of empathy, sympathy, and caring for others.

The quality of textbooks is also due to the audio media as the media is obliged to listen to the points of discussion. Since the main purpose of learning to listen is to train and improve students' competence in listening, appropriate materials are materials that can be heard, that the material is organized in audio media. This is different from the existing textbooks, including six Indonesian BSE observed, even in the curriculum SB 2013, which does not yet include audio media. As a result, students can understand the tasks linguistic and literary instead of listening, but from reading. Because student competence on listening did not trained, as a result students did not have sufficient competence to listen.

The response of students towards learning and the material is an important factor to be considered as a good teaching materials should be based on the needs and interests of students. From interviews with students, can be mapped topics language learning most preferred and least preferred by students. In connection with that data, subject to the material selected preferred and non-preferred material. The purpose of the election materials are preferred to give students something of interest. Instead, the selection of material that students preferred not intended to indicate that the least preferred material in the textbook also be preferred because attractively packaged. For material developers, the preferred material is a challenge to be presented attractively.

Direct observations of student responses is conducted here because there are difference perception between the results of validation and assessment by experts validator that adults with the results of student responses directly. For example, the material in the textbook with the theme of "knowing information technology" are the subject of "concludes news content from a variety of sources". In this case, two texts were presented, namely the "cheap computer (Komura)" and "open sourching". According to most of the validator, the material is too difficult for students. However, when tested, attention and understanding of the students is very good on this subject.

In connection with these students' attention on the response, layouted material is designed attractively. In the third draft, most validators agree on the outcome of attractive layout, but few students argued surprising. "I am pleased with the presentation of this book. Different from the other. However, the book is tacky." Because there are too attractive impression, on the fourth draft prepared softer layout although it still retained an attractive trait. Tenderness is mainly focused on the original color combination-dominant red color becomes dominant blue and green. In addition, the final draft also included cartoons. This picture turned out favored students. When the book with the pictures shown, most students seem happy and interested in reading although it is equal to the book he had read.

5. Concluding Remarks

In line with the formulation of the problem, this study produced two findings. First, the material developed Indonesian language learning enriched with literacy. In the Indonesian language textbooks called "Jubah Santri", life skill is essential to be integrated. The books include teacher book, student book, and student activity sheets. Thus the Indonesian textbook is good in quality: good validity category, the category of practicality very practical, highly effective and effectiveness category.

There are dirrefent perception between the results of validation and assessment by experts validator. Most of the validator said that the material is too difficult for students. However, when it is tested to the studnets directly, attention and understanding of the students is very good on the subject.

The results of this study will contribute to education, particularly in the implementation of literacy learning in the form of Indonesian textbooks. To be specific, this research will contribute to develop material model in the

form of teaching books designed attractively and organized sepaartely in teacher book, student book, and student activity sheets.

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