ANALYSIS OF LANGUAGE APPROPRIATENESS OF 4TH GRADERS TEXT BOOK CURRICULUM “PEMBELAJARAN TEMATIK TERPADU UNTUK SD/MI 2013” IN BANDA ACEH

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ABSTRACT

The Lesson Book is an interaction medium between educators and learners. This study aimed to describe: (1) language appropriateness of 4th graders in text book “Pembelajaran Tematik Terpadu untuk SD/MI” of 2013 curriculum in Banda Aceh; (2) language appropriateness of 4th . This study used qualitative research method. The data source is obtained from the student's book which is implemented in the curriculum 2013. Validation of data using triangulation theory from experts related to the feasibility of the content, presentation and language contained in textbooks. Data collection techniques that is with interactive techniques that include data reduction phase, data presentation, conclusion and data verification. Based on the research results found (1) punctuation and capital; (2) diction; (3) standard language; (4) reduplication; (5) affixation; (6) reference writing; (7) sentences; (8) paragraphs and discourses; and (9) error language.

Keywords: Lesson Book, language, appropriateness.

INTRODUCTION

Education is the most important thing in human life. Similarly, the teaching-learning process can not be separated from the teaching aids. One of the learning tools is a textbook or textbook. The use of the textbook is definitely useful to assist the teacher in teaching learning process. Based on Government Regulation No. 32 of 2013, it is stated that "Textbook text is a compulsory reference book to use in schools containing learning materials in order to improve faith and piety, character and personality, ability of mastery of science and technology of sensitivity and aesthetic ability,
physical potential and health which are compiled based on National Education Standards. Textbooks are a major learning resource for achieving core competencies.

The resulting textbook must meet the standards set by the Book Center (Pusbuk). A standard textbook that refers to the provisions of the Book Center (Pusbuk, 2007) namely, (1) in accordance with the standards of competence and basic competencies established by the National Education Standards Agency (BSNP); (2) the period should be up to the year 2005; (3) consist of authors of capital cities, regional authors; (4) according to the principle of multiculturalism; (5) easy to understand and improve motivation to learn literature. Poetry appreciation textbooks should enable students not only to appreciate the text (text) of poetry, but also to understand the meaning of the poem through a multicultural perspective.

The teacher has the opportunity to determine the appropriate textbook for the student. Teachers can collect books resource that can be used in classroom learning such as newspapers, magazines, clippings, articles in journals, pamphlets and other print media related to classroom subject matter. Before asking students to read the prepared material, the teacher must determine the degree of legibility of the material. The additional references should not be used if the textbook used is complete and qualified. Selection of textbooks requires an ingenious decision-making strategy. The textbook is the book used as a reference in the learning process. The textbook by Muslich (2010: 24) is a set of materials that help students to learn and understand core competencies and basic competencies. The language eligibility assessment in textbooks can be based on language conformity with student progress and the accuracy of the use of symbols and icons.

Based on the discussion above, the purpose of this research is to describe the feasibility of language in textbook of class IV based on curriculum 2013 with the theme "Indahnya Kebersamaan".

METHODS

The research instrument in this study is the researcher herself. The compiled instrument is the result of synthesis of the various theories developed in the previous chapter. The instrument consists of three aspects of the assessment of textbooks that are examined on the feasibility of content, presentation, language, and legibility. After the instrument is
completed, the expert judgment is applied, using validation technique to assess validation of the instrument.

DISCUSSION

The textbook published by the Ministry of Education and Culture of the Republic of Indonesia is mentioned already referring to the curriculum 2013. This is seen from the picture above on the right side which is accompanied with the text "Curriculum 2013" edition of revision 2014. The existence of the symbol implies that the previous book errors have been improved and refined in 2014. The language feasibility analysis undertaken includes, (1) punctuation and capital letters; (2) diction; (3) standard language; (4) reduplication; (5) affix; (6) reference chart; (7) sentences; (8) paragraphs and discourses; And (9) language aspects related to error.

Punctuation

The mistake related to punctuation is found on the exclamation point (!). This is seen in the quote "Perhatikan saran-saran saat melakukan wawancara berikut." (The author’s team: 51) should be Perhatikan saran-saran saat melakukan wawancara berikut!" The use of the exclamation mark is due to the word “perhatikan” (pay attention) which means commands with sincerity. If there is no exclamation mark the meaning will be only interpreted the reader as general information.

Capital letters

The language errors associated with the use of capital letters are found in the writing of the title of the book in the bibliography, which some of the words at the beginning do not use capital letters as in the following citation,"Detik-detik ujian nasional tahun pelajaran 2011/2012” (Tim Penulis: 106) In Bahasa rules, the title of books, magazines, newspapers, and papers should use capital letters as the first letter of all words.

Formal Language

The use of standard words is rarely correct due to the influence of the mother tongue or the lack of understanding of the language. The use of the wrong word appears in the following quotation: Jika kamu berkunjung ke pulau-pulau yang ada di nusantara, kamu akan menemukan beraneka
ragam cendera mata.” (Tim Penulis: 65) "If you visit the islands that exist in the archipelago, you will find a wide range of souvenirs." (Tim Penulis: 65). The correct word of ‘cendera mata’ is ‘cenderamata’.

**Repetition**

The repetitions found in this book were listed in the following:

“Bagaimana perasaanmu ketika berbicara atau berinteraksi dengan orang yang berbeda-beda” (Tim Penulis: 53) ("How do you feel when speaking or interacting with different people"). The word 'berbeda' semantically means lot of differences so that if added morpheme 'beda' as a re-word will look redundant.

**References Format**

Every scientific book should be supported by some reading books. The references provided will help the reader to find the primary material for a particular knowledge. Creating reference is not a difficult thing but sometimes it is ignored by the author. In the book with the theme "Indahnya Kebersamaan" the author missed in fixing capital letters in writing the title of the book. In addition the author also experienced an oversight in writing the name of the author of the book quoted as seen below:

“Sample units of works mathematics K.6. 2003. Australia: Board of Studies NSW.” (Tim Penulis: 106). In citing the reference, the writer does not cite the year of the book which is placed after the title of the book.

**Aspects of language related to error**

The implementation of insightful archipelago book must have a broad insight. After reading the entire contents, the error is found in Acehness food namely 'timpan from Aceh" (Tim Penulis: 81). The correct word of 'timpan' is 'timphan' with the addition of the letter 'h' after the letter 'p'. Some mistakes are also found in the following quote

“Ambil 8 botol kaca (sama ukuran)!"(Tim Penulis: 80).

If the word of "sama" interpreted with the Java language will be interpreted "beserta". The word will not be ambiguous if it is made clear "Ambil 8 botol kaca dengan ukuran yang sama".

The next error found in this study is the numbering error. A total of 31 cases were found and can be presented 10 examples as follows:
Subbagian “Ayo Bekerja Sama” (Tim Penulis: 8)
Subbagian “Ayo Ceritakan” (Tim Penulis: 38)
Subbagian “Tahukah Kamu” (Tim Penulis: 43)
Subbagian “Ayo Lakukan” (Tim Penulis: 47)
Subbagian “Ayo Ceritakan” (Tim Penulis: 48)
Subbagian “Ayo Renungkan” (Tim Penulis: 49)
Subbagian “Kerja Sama dengan Orang Tua” (Tim Penulis: 50)
Subbagian “Ayo Berlatih” (Tim Penulis: 51)
Subbagian “Ayo Renungkan” (Tim Penulis: 53)
Subbagian “Tahukah Kamu” (Tim Penulis: 54)

In the above quotation partly numbered with symbols that are not in the form of numbers and letters while others without any numbering. Scientific writing should have a clear number so as not to confuse the reader. The habit of giving the right numbering will also lead to good habits for children to do things regularly and sequentially.

CONCLUSION

Based on the above explanation, it can be concluded that (1) the feasibility analysis of the language in the theme "Indahnya Kebersamaan" was found six aspects of language errors, those are punctuation, capital letters, formal language, repetition, reference, language related to error. (2) The entire contents of the book is not decisive by the errors and mistakes

REFERENCE


