

## Text-based Language Learning to Improve Student Motivation and Achievements

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**ABSTRACT:** This study aims to: 1) describe the condition of textbooks that should be used in the Territory of Karanganyar, Central Java, Indonesia, and the needs of teachers and students as a basic reference in the learning of Indonesian Language and Literature; 2) find the effectiveness and acceptance of textbook reading skill with text-based learning approach for the students in the region. This research uses research and development (R & D) design, which step by four steps, namely; (1) exploration stage, (2) model development stage, (3) model testing stage, and (4) dissemination stage. Experimental test results indicate that students who are taught using textbooks of text-based reading skills have a better value when compared with students who do not use the textbook. Textbook which based on reading skill textbook have good responses and results.

**KEY TERMS:** *textbooks of reading skills, text-based learning, motivation and achievement*

### I. INTRODUCTION

Textbooks are publications that contain specific fields or sciences written individually or in groups on behalf of individuals or institutions. These publications are usually used as teaching materials at schools or colleges, lectures or trainings and can be self-study (Lasa, 2006). Essentially textbooks developed from the syllabus that has been prepared and prepared before the textbook is made. The textbook, furthermore, can be developed and used as a learning support if it is preceded by an understanding of the learning objectives, understanding the content of the field of study, the learning paradigm, and simultaneously measuring the learning outcomes.

The above statement is in line with the opinion (Brown, 1995), which states that the curriculum development process includes the activities of determining the needs of what to learn, the objectives of learning, syllabus, methods, teaching materials, and evaluation. The curriculum activity is known as the systematic model of curriculum development design. In this systematic model the development of textbooks is part of curriculum development. Therefore, the textbook development procedure should be related to the curriculum as the main reference (compare: Battistich, 2010; Klein, ML, Peterson S., and Semington, L. 1991; Ming- Tung Wang, 2013; Songyut Akkakoson, 2013; Huang , Ching-Ting and Shu Ching Yang, 2015 and Cheng-Cheng Tsan, 2015).

In principle, this textbook is developed from a book or a student and teacher manual. Student manuals that contain units of learning materials that must be mastered by students are used as a starting point for the improvement of learning materials that are tailored to the existing rules of the 2013 curriculum. Other materials that must be considered and developed are the activities undertaken by the students such as: reading text activities, group discussions, report writing, performance, listening to lectures, doing reflections, including personal tasks normally performed by students.

Based on the above statement, the problems that arise in this research are as follows.

- 1) What is the condition of textbooks used in Karanganyar District, Central Java, Indonesia?
- 2) What is the standard quality of textbook reading skill for Indonesian language study, especially the junior high school level in Karanganyar District, Central Java, Indonesia?
- 3) What are the requirements for the effectiveness and acceptance of textbook reading skills with a text-based learning approach for students in the area?

## II. LITERATURE REVIEW

Review Regulation of the Minister of National Education of the Republic of Indonesia Number 46 Year 2007 regarding the determination of textbooks, whose eligibility requirements can be used in the learning process, states that in the implementation of Article 43, paragraph (5) of Government Regulation Number 19 Year 2005 on Education Standards National Education, National Education needs to assess the feasibility of content, language, presentation, and textbook graffiti. The minister's regulation states that textbooks are included in educational facilities that need to be regulated in quality standards, such as standards of quality of education, such as content standards, process standards, graduate competency standards, education and education standards, facilities and infrastructure standards, management standards, financing standards, and educational assessment standards.

The policy on the use and procurement of textbooks as stipulated in the Regulation of the Minister of National Education of the Republic of Indonesia (Permendiknas) Number 11 Year 2005 which regulates the function, assessment, lifetime, ownership, procurement and supervision of the use of textbooks states that the compulsory reference books should be used at school or college at least contains learning materials that can improve faith and piety, character and personality, ability of mastery of science and technology, sensitivity and aesthetics, physical and health potential, all of which are compiled based on the standard of educational value. For this reason the textbook is a mandatory reference for teachers and students in the learning process (compare: Harris LE and Sipay ER, 1980; Wong, Ryth YL 2002; Richards, Jack C. 2001; and Martin, JR and David Rose 2003; Lickona T., Schaps, E. & Lewis C.2010).

In line with the above statement, certain characteristics of a good textbook, according to Richard (2001: 257) there are at least some components to note. Components include: competency standards, basic competencies, indicators, learning materials, learning activities, and competency tests (compare: Nation and Macalister, 2010: 165; Cuningswoth, 1995: 7; Muslich, 2010: 50; Sholahudin, 2010: 169, Lassa, 2005: 1, Maedeh, Ghavamnia, Saeed Ketabi, and Mansoor Tavakoli, 2013, Kopertis XII Guide, Permendiknas, No. 11 Year 2005). Textbooks that are part of this resource can be flexibly modified to respond to student reactions and modifications are made by reducing or extending activities, bypassing activities, and continuing with subsequent activities, and changing or changing the sequence of learning activities.

## III. METHODOLOGY

Basically, to improve reading skills on all students can be done in various ways. Student reading skills can be encouraged through text focusing on concept maps, recognizing the structure of the text, being invited to solve problems through group learning, and by assigning tasks through personal tasks (Knap and Watkin 2002: 18, compare Nation and Macalister, 2010: 165; Richard, 2004: 163; Brown, 2004: 188-189).

In relation to the above concept with reference to the 2013 curriculum (Dekdikdas, 2013: 3) at least the following statement can be used as a text-based learning reference.

*(1) From the stance of attitude, students have behaviors that reflect the attitude of believers, noble, knowledgeable, confident, responsible for effective social interaction both in the home, school and playground (from the sphere of attitude); (2) of the realm of knowledge can have factual and conceptual knowledge based on their curiosity about science, technology, art and culture in the humanitarian, national, state, and civilization insight of phenomena and eye-catching events, adapted to conditions or circumstances existing at home, school, or playground; (3) whereas from the realm of his hope skill can have productive and creative thinking and action abstract and concrete realms in accordance with the tasks learned and given in school, with other similar sources they have .*

Starting from some of the above opinions, at least in text-based learning, able to maintain and improve good behavior, increase knowledge in accordance with the times, and personally and communally can increase student motivation and achievement.

In short, this research requires four steps in the development, namely: 1) preliminary research (exploration stage, 2) development of initial draft; 3) experimental stage, and 4) dissemination. The details of the stages are presented in sequence as the following explanation.

### 1. Introduction Phase Study

In this stage the stages are described as follow: (a) the purpose of the study, (b) the form of research, (c) the location and time of the study, (d) data sources, (e) data collection techniques, (f) data validity check techniques, ((a) data collection, g) data analysis techniques, and (h) research output.

## 2. Development Stage

The main objective of this phase is to develop a prototype textbook reading skill model based on text-based learning approach for Junior High School, whose main objectives include: 1) The design of a new textbook prototype whose contents are based on field findings that include: observation, interviews, questionnaires, document locations (containing student worksheets/LKS), theoretical studies of old textbooks, and identification of textbook needs according to teachers and students 2) Focus Group Discussion on prototype textbooks with Indonesian language teachers; 3) Design validation/correction by an Indonesian language learning expert; 4) Develop a prototype textbook reading skill based on input from a feasibility study of prototype if the experts; 5) Carry out limited trials and evaluate them; 6) Revisions to the problems in the textbook prototype developed as needed; 7) Carry out extensive trials and evaluate them; 8) Refine the product to carry out the experiment.

## 3. Experiment Stage

### 3.1 Purpose in the Experiment Stage

The objective at this experimental stage is to test the effectiveness of new textbooks for the students of Junior High School, grade 7 in Kabupotaen Karanganyar District. The orientation of this experimental stage includes: 1) a description of the reading ability of junior high school students taught with old textbooks and new textbooks based on pretest activities; 2) A description of the reading ability of Junior High School students taught by old textbooks and new textbooks based on post-test activities; 3) To describe the effectiveness of new textbooks in improving students' reading ability based on pretest and post test analysis.

### 3.2 Experimental Test Form

Textbook testing is done through experiments whose purpose is to obtain information about the quality of textbooks that have been applied. The focus of the study is on the learning outcomes. This is done to find out whether the new textbook is able to improve the reading competency of the seventh grade seventh grade students in Karanganyar District.

The textbook effectiveness test was conducted to find out the difference of reading competence of students using old textbook as control group with new textbook as experiment group. Old textbooks are usually worn and one teacher's handbook is compared to a new textbook. The control group and the experimental group were equally given pretest.

The next step, the control group is treated using the steps; 1) Old textbooks, which teachers usually give to their students are treated separately, as usual, while the experimental group is treated using a new textbook; 2) At the end of treatment both groups were given a final test (post test) and compared; 3) Differences in both pretest and post test of the two groups were compared for measuring differences in achievement of reading achievement in control and experiment groups; 4) The experiment was conducted by involving Indonesian teachers, researchers, Indonesian language learning experts, textbook preparation experts, and stake holders; 5) Finding the effectiveness of textbook reading skills for Junior High School with the expected text-based learning approach.

### 3.3. Phase Dissemination

The results of the research in the form of textbooks (both for teachers and students) are printed through Liberty publisher, Yogyakarta. Both books have also been ISBN-kan. For Text-Based Skills Textbooks which are used by ISBN teachers or teachers: 978-979-499-374-3, while the book for 7th graders, ISBN: 978-979-499-373-6. Dissemination of textbooks is done through seminars (both national and international) and the writing of scientific articles in accredited national or international journals. In addition, through the issuance of textbooks that ISBN.

#### 3.3.1 Purpose of Dissemination

In accordance with the fourth step of the study, the main objective of this dissemination form is to publish to audiences, both in print and noncetak. Therefore, the purpose of this research is to disseminate the results of this work to be known and understood by the readers, especially the 7th grade junior high school students, the Indonesian Language Teachers who are in the 7th grade, the principals, the policy makers in this case are the Head of Dinas Pendidikan, and the staff expert bupati, especially field of education.

#### 3.3.2 Forms of Dissemination

The form of dissemination in this study was conducted with several steps, which include: seminars, scientific publications through international journals, and simultaneously through the responses of stakeholders. The form of dissemination is done in two ways, namely through seminars and journals.

### 3. 3. 2. 1 Seminar

The results of this research have been disseminated at the international level organized by Linguistic Postgraduate Program of Sebelas Maret University of Surakarta on August 2nd - 3rd of 2016 at Sharia Hotel, Surakarta. The results that have been presented can be viewed in Proceeding International Inscription III on page 722. As for the sample of the research results can be viewed in the page of appendix in this dissertation.

### 3. 3. 2. 2 International Journal

The results of this study will be included in an international journal called the International Journal of Educational Research (IJER). ISSN: 0883-0355, <https://www.journals.elsevier.com/international-journal-of-educational-research> 5. Research Results 5.1 Preliminary Research Phase The following are the findings of learning tools in the form of Indonesian Language Books and Student Worksheets, obtained at the introduction stage. The findings in the form of teaching materials used in the Karanganyar District, Indonesia, are presented in detail as presented below. Not all schools in Karanganyar District use textbooks. The teachers are more likely to use student worksheets (LKS) purchased through publishers around them. One reason for teachers is more practical and simple.

## IV. RESEARCH RESULTS

### 1 Preliminary Research Phase

The following are the findings of learning tools in the form of Indonesian Language Books and Student Worksheets, obtained at the introduction stage. The findings in the form of teaching materials used in the Karanganyar District, Indonesia, are presented in detail as presented below. Not all schools in Karanganyar District use textbooks. The teachers are more likely to use student worksheets (LKS) purchased through publishers around them. One reason for teachers is more practical and simple.

**Table 1: Indonesian Language Textbook for Junior High School 7 Years Used by Teachers and Students in Karanganyar District**

No	Master Handles Used			Used Textbooks			City of the Rising
	Book Name	Number of School	%	Book Name	Number of School	%	
1	PG	39	50 %	PG	39	50 %	Local
2	Seribu Pena	17	21,79%	Seribu Pena	17	21,79%	Surabaya
3	Sigma	2	2,56%	Eksis	2	2,56%	Surakarta
4	Grand Star	2	2,56 %	Fokus	2	2,56 %	Kartasura, Solo
5	Prestasi Pustaka	2	2,56 %	Tuntas	2	2,56 %	Karanganyar Surakarta
6	Mitra	4	5,12 %	Mitra	4	5,12 %	Surakarta
7	Detik-detik	8	10,25 %	Detik-detik	8	10,25 %	Klaten
8	Format	4	5,12 %	Format	4	5,12 %	Boyolali
<b>Jml</b>	<b>8</b>	<b>78</b>	<b>100</b>	<b>8</b>	<b>78</b>	<b>100</b>	

Teaching materials used in the learning process in Table 1 above, especially on the standard "reading" competence found the following problems: 1) Text reading in textbooks from various sources of teacher and student grip has not fully lead to the rules of the 2013 curriculum there is this moment; 2) The theme ideally suits the needs of students and the demands of the 2013 curriculum; 3) It is necessary to display the behavior of a surfer character and to set a good moral or behavioral example, be noble, knowledgeable, confident and responsible for interacting effectively with the social and natural environment in the home, school and playground; 4) Good textbooks at least train students both individually and in groups; 5) Textbooks need to expose the glossary, making it difficult to understand the new vocabulary, foreign, and the area contained in the teaching materials; 6) Textbooks are generally not equipped with reading criteria; 7) The appearance and illustration of the book is not interesting because it uses frosted paper or photocopy that the picture is still black and white; and 8) It needs AMT (achievement motivation training) material that motivates students to form moral, mental, and intellectual personality that leads to the sphere of attitude, knowledge, and skill.

## 2 Results of Research

Development Stage In the development phase of the prototype of this textbook, the researcher took three step steps, namely: 1) Development of prototype Textbook of Text Based Reading Skill which arranged based on normative, conceptual, empirical, psychological, and expert validation; 2) Implementation of Limited Trials and Improvements; and 3) Implementation of Extensive Test and Repair.

## 3 Experimental Stage Research Results

### 3.1 Normality Test Result When Prates

The results of the normality test of preview data are shown in Table 1 below.

**Table 2: Test Data Normality Pratest Reading Skills**

	Groups	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pratest	Experiment	,146	31	,089	,938	31	,075
	Control 1	,119	16	,200(*)	,967	16	,796
	control 2	,106	28	,200(*)	,952	28	,228
	Control 3	,125	32	,200(*)	,955	32	,196

### 3.2 Normality Test Results Data Post test

The results of the normality test of pascates data are described in Table 26 below. **Table 3: Normality Test Results Data Post test Reading Skills**

	Groups	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Postes	Experiment	,140	31	,124	,961	31	,302
	Control 1	,191	16	,121	,944	16	,395
	Control 2	,147	28	,123	,937	28	,091
	Control 3	,120	32	,200(*)	,963	32	,338

### 3.3 Results of the Dissemination Study

*First*, Text-Based Skills Textbooks using well-presented text will bring students' minds into thinking creatively, systematically, courageously, and there is a sense of love, and will respect their own culture. The form of learning activities can take the form of text from any source that is important must be in accordance with the soul of the child, teachers, syllabus, add insight, and spur and trigger creativity patterns of children. If teachers present teaching materials with interesting, supported media, facilities, approaches, and a conducive environment, it will motivate students to excel. For that reason in the learning process, teachers should use teaching materials that can motivate students to improve student's reading competence. The development of prototype textbook reading skills with a text-based approach to teaching can provide inspiration, motivation, creations, and achievements as expected by many, in this case not only students as objects, but also other interest networks (teachers, principals, and education office) as the mobilizer and implementer.

*Secondly*, the effectiveness of reading textbooks with a text-based approach can be accepted after input from several parties, such as students, teachers of the study process through integrated group discussions, written documents (through students worksheets/LKS), and product excellence through expert's judgment. Textbooks in the form of handbooks of students and teachers were tested for their effectiveness through experimental research by comparing student learning outcomes that were taught by the textbook with student learning outcomes at three comparison schools. The learning outcomes of students who were taught with a textbook of students entitled *Textbooks of Text-Based Reading Skills* turned out to get an increased value and better in general when compared with student learning outcomes that do not use research books.

## V. DISCUSSION

Discussion results state that good textbooks are textbooks that are arranged directed, programmed, with the order of steps such as follows: (1) Formulate basic competencies in the form of the title of the chapter; (2) Formulating Basic Competencies which describe the material per sub-section; (3) Formulating the Indicator, which is the translation of the sub-section; (4) Learning Materials, which formulate the description of the taught material; (5) Develop learning activities outlined with tips or learning strategies; and (6) is Evaluation. Evaluation contains about competency test or problem exercises to test from material that has been taught by a teacher or teacher.



The selected text type is adapted to the situation and condition of the student, while the text presentation will not be separated from (1) concept map (for context building); (2) recognize the structure of the text; (3) invite students to study in groups; and (4) encourage students to work individually.

## VI. CONCLUSIONS

From some of the above description can be obtained the following conclusion.

*First*, in general the existing learning conditions in the Karanganyar Territory still focus on teachers who dominate speech. Ideally initiate learning by focusing students first, rather than teachers who are more dominant speak. They are told to think, to solve problems they do not know, to be organized into problems and done together. This is certainly guided in the existing textbook. Group work and self-employed course must be in accordance with the material contained in the book.

*Second*, the condition of textbooks presented at least can provide motivation to the learners. This is necessary because motivation can encourage students to study harder, like challenges, creative, and at the same time innovative (always bring renewal). Creativity, innovation, and the productiveness of the learners (students) can certainly be seen and exemplified in the tasks of groups and individuals in the textbook used in the learning process. A good textbook contains at least about: (1) Formulating basic competencies in the form of a chapter title; (2) Formulating Basic Competencies which describe the material per sub-section; (3) Formulating the Indicator, which is the translation of the sub-section; (4) Learning Materials, which formulate the description of the taught material; (5) Develop learning activities outlined with tips or learning strategies; the sixth new (6) is Evaluation.

*Third*, textbooks arranged in a hurry will impact on the quality of the book itself. Because making a book must at least criteria: according to the situation and condition of the learner; fit the needs; in accordance with the principle of learning; according to the purpose of learning (formerly known as general and special instructional intent); according to the level or gradation of the learners; interesting (both in terms of appearance and content); involves some exercises in the packaging of the contents. Textbooks that, of course, have content standards, theme conformity, methodology, readability, graphics, motivation, and a well-rated look by teachers, author, policy makers and specialists who fit their fields or expertise.

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