



ISSN: 0025-1569

MAN IN INDIA

FOUNDED IN 1921 BY SARAT CHANDRA ROY

Volume 95

Number 4

October-December 2015



AN INTERNATIONAL JOURNAL OF ANTHROPOLOGY



SERIALS PUBLICATIONS (P) Ltd., New Delhi (India)

Editorial Board

Editor

R.M. Sarkar,
Kolkata, India

Editorial Board

Brij Maharaj
University of KwaZulu-Natal, South Africa

K. Laxmi Narayan
University of Hyderabad, India

Jonathan Miles-Watson
University of Manchester, UK

Peter Seele
Institute for Advanced Study in the Humanities, Germany

Dave Sangha
University of Northern British Columbia, Canada

Amit Kumar Mishra
University of Hyderabad, India

Pierre Gottschlich
University of Rostock, Germany

Man in India : Issue No. : 4 (2015)

A Study on Emerging Patterns of Employment: Global and Regional Trends

Author : Atchim Naidu Dogga, K. John M. Gangu Naidu and P. Raja Babu

Volume : No.95 (2015) **Issue No. :**4 (2015)

Pages : 867-885

Body Trade and Famine: How Famine Facilitated to the Rise of Prostitution in India

Author : Azam Ataciniya and S. P. Dhanavel

Volume : No.95 (2015) **Issue No. :**4 (2015)

Pages : 887-894

Narrative of Hope and Despair: In no One Writes to the Colonel by Gabriel Garcia Marques: A Critical Study

Author : U. S. Saranya

Volume : No.95 (2015) **Issue No. :**4 (2015)

Pages : 895-902

Empowering the Rural Consumers through Rural Marketing: A Review of Indian Rural Markets

Author : Gyan Prakash and Pramod Pathak

Volume : No.95 (2015) **Issue No. :**4 (2015)

Pages : 903-916

Development of Worksheet Students Oriented Scientific Approach at Subject of Biology

Author : Muhammad Khalifah Mustami and Gufran Darma Dirawan

Volume : No.95 (2015) **Issue No. :**4 (2015)

Pages : 917-925

Reflection of Matrilineal Principles through Khasi Folk Narratives

Author : Jaya Das

Volume : No.95 (2015) **Issue No. :**4 (2015)

Pages : 927-933

Psychological Counseling at Workplace –Case Study of An Indian Manufacturing Organization

Author : R. Krishnamoorthi, R. Krishnaveni and N. Sekar

Volume : No.95 (2015) **Issue No. :**4 (2015)

Pages : 935-949

Problems of Education among Scheduled Caste, Scheduled Tribe, Backward Classes and Minority Children: Opportunities and Challenges

Author : Malli Gandhi

Volume : No.95 (2015) **Issue No. :**4 (2015)

Pages : 951-1003

Promoting Science Centers By Using Moocs: Model for Communicating Informal Science Education

Author : Nadi Suprpto & Yi-Fong Pai

Volume : No.95 (2015) **Issue No. :**4 (2015)

Pages : 1005-1012

An Indian University Students' Evaluation of Communication Skills and Soft Skills Laboratory Course

Author : G. Livingston and S. P. Dhanavel

Volume : No.95 (2015) **Issue No. :**4 (2015)

Pages : 1013-1025

The Rise of Technical English and the Fall of Literature

Author : Avinash M. and Rennet Samson

Volume : No.95 (2015) **Issue No. :**4 (2015)

Pages : 1027-1030

Knowledge of Engineering Students on Environmental Issues

Author : Nurlita Pertiwi and Gufran Darma Dirawan

Volume : No.95 (2015) **Issue No. :**4 (2015)

Pages : 1031-1039

Model Local Wisdom to Preserve the Environment in South Sulawesi and West Sulawesi Indonesia

Author : Mithen, Onesimus Sampebua Sunardi and Gufran Darma Dirawan

Volume : No.95 (2015) **Issue No. :**4 (2015)

Pages : 1041-1050

Analysis of the Effectiveness of the Model Governance Link and Match Based Industry (IB-LAM) at Vocational High School Technology and Engineering

Author : Muhammad Iswal Burhan, Arifin Ahmad, Alimuddin Mahmud and Gufran Darma Dirawan

Volume : No.95 (2015) **Issue No. :**4 (2015)

Pages : 1051-1059

The Effects of Cooperative Learning "Savi" (Somatis, Auditori, Visual and Intepektual) Approach to Consciousness Metacognitive and Learning Ecosystem at Senior High School 1 Tanete Rilau

Author : Asri, Ismail Tolla, Jufri Muhammad and Gufran Darma Dirawan

Volume : No.95 (2015) **Issue No. :**4 (2015)

Pages : 1061-1069

Learning Effectiveness Model Integration Pedagogy-andragogy in Life Skills Education in Non-formal Education Institutions

Author : Ibrahim, Patta Bundu, Hamsu Abdul Gani and Gufran Darma Dirawan

Volume : No.95 (2015) **Issue No. :**4 (2015)

Pages : 1071-1077

Waste Management Knowledge and Motivation of Housewives to Maintain Environmental Health in the City of Watampone

Author : Andi Asdariah, Gufran Darma Dirawan Mulyadi and Lahming

Volume : No.95 (2015) **Issue No. :**4 (2015)

Pages : 1079-1089

Academic Achievement of Higher Education Students: Influence of Academic Procrastination and Self-Efficacy

Author : Mihir Kumar Mallick and Kahan Singh

Volume : No.95 (2015) **Issue No. :**4 (2015)

Pages : 1091-1103

Increasing Students Achievment in National Examination through Developing Contextual Textbook (A Case of Indonesia)

Author : Sayama Malabar

Volume : No.95 (2015) **Issue No. :**4 (2015)

Pages : 1105-1117

INCREASING STUDENTS ACHIEVMENT IN NATIONAL EXAMINATION THROUGH DEVELOPING CONTEXTUAL TEXTBOOK (A CASE OF INDONESIA)

Sayama Malabar

The aims of this study was to develop the draft of textbook for teaching used in Junior High Schools in Gorontalo Province to improve the quality of students' National Examination Grades. This research was designed to (1) to describe the syllabus of learning at Junior High Schools in Gorontalo Province, (2) to describe the topics of Bahasa learning materials, and (3) to develop a draft text book for Bahasa subject for Junior High Schools in the province of Gorontalo. The developmental design method R2D2 was employed in this research with using three steps, namely; definition, design and development. The implementation was carried out in two stages of namely, development stage and effectiveness test stage. The development stage was composed of designing and developing the syllabus and the teaching materials/resources. The effectiveness test was carried out by a group of relevant experts. Therefore, the sources of data in this research were practitioners (teachers) and expert teams (lecturers) of Bahasa's curriculum and text book. The data were analyzed using the domain analysis. The data from the practitioners and experts team of developed product were qualitative data. The domain analysis consists of the format, content, material organization, and language aspect. The product of this research were: (1) the syllabus of Bahasa's learning for grade VII of junior high school based on the 2013 curriculum, (2) topics of learning materials on Bahasa's subject based on the developed syllabus, and (3) a high qualified and practical draft of Bahasa text book for grade VII of Junior High School in the Province of Gorontalo.

Keywords: Development, Text book, Bahasa's for Junior High School

Background

Text book plays important role for teachers and students in the teaching and learning process. For teachers, text book is a source of information that can be used as guideline for the learning process. Meanwhile, the text book for students useful as learning source to improve their knowledge and skill; therefore, the predetermined learning objectives can be achieved. Fast development of science and knowledge can only be made possible by the availability of textbook. The importance of text book was also stressed by Hernowo (2005: 27) in which, he suggested that textbook be used as basis for learning. Textbook is an important medium to provide massive organized indirect experience for learners. Students could learn directly from experience, but this could not cover all the experiences needed. Therefore, textbook as medium to provide indirect experience that learners could not get from direct experience is also needed (Tarigan, 1990).

In addition to that, Ibrahim (1983) revealed that textbook importance could be seen from three different perspective, students, teachers, and learning process. For

Address for communication: Sayama Malabar, Faculty of Letters and Cultures, Universitas Negeri Gorontalo, Indonesia, E-mail: sayamamalabar@gmail.com

students, textbook play roles in (1) helping the students to learn systematically, enhance, and facilitate students in their learning. Through textbook, students can learn on their own phase, repeat or review, and facilitate them in making notes for the next usage, (2) stimulating their creativity. Textbook gives chance for students to refresh their memory that could stimulate creativity within the students, (3) developing their scientific, social, and emotional quotients in students. Through textbook, students can accomplish the tasks and trainings given to them. Those tasks and trainings can later improve their knowledge, attitude, and skill.

For teachers, textbook play roles in (1) directing the implementation of learning. Through textbook, teachers can determine the principles of learning, the approach that can be used, the method and technique used, (2) providing source and direction for learning materials. Through textbook, it is easier for teachers to find the learning sources, and (3) as the basis to evaluate the learning implementation. In addition to that, textbook for learning process plays the roles in (1) facilitating the selection and delivery of learning process, (2) helping to smoothen the learning process, (3) helping the classroom management process, (4) easing students to follow the learning materials, and (5) using it to train students to learn independently.

On the other hand, textbook has some practical advantages, that is able to solve the limitation of space and time, even culture (Soepena, 1997:31) in delivering the information. This practicality is a reason for why in modern community; textbook has a wider spectrum of usage. One of the spectrums for this textbook usage is within the learning process.

It is inevitable that the role of textbook as learning source within the learning process is very crucial and has not been replaced by other learning sources (Widhiyanto, 1997:98). At least there are two parties that have high interest on the textbook, teachers and students. Orstein (1997:98) stated that textbook as source of learning has several important roles, namely (1) textbook can be used by teachers to generally plan the learning process, to present it in unique and interesting ways, and as the basis for teaching and learning process in the classroom, (2) it contains the information summary that can be used anytime, (3) textbook is flexible and students can use it to learn independently at home, (4) it can be used as reference for other students, (5) it help teachers to develop ideas, manners, and the sequence for learning materials' presentation, and other learning activities in the class, (6) facilitates students to understand the materials and topics through illustrations such as, pictures, graphics, maps, and other illustrations that support the learning process, and (7) it strengthens the learning process through practices or comprehensive questions.

Students' learning achievement during their study at Junior High School can be asessed through their achievement in the national examination (henceforth called NE). According to Indonesian National Statistic, Gorontalo Province was one of the province with highest number of failed students during the NE in 2012, where the number of students who failed the NE was 4.45% (Kompas.com, 21 May 2012).

Based on the subjects that contributed to this failure at NE for junior high school, Bahasa exam contribution to this failure was 38.43% (Kompas, 2012). In last year National Examination, none of the students achieved perfect score in Bahasa's subject. Ironically, 70% of the students that did not pass the exam due to their insufficient grade in Bahasa was from public schools (Kompas, 2012).

Based on that description, it could be assumed that the National Examination grade of Junior High School in Gorontalo Province was considered low. By looking at the roles of textbook within the learning process as mentioned above that textbook has great and direct contribution on the low of national exam quality of students in that subject.

In relation to that, this research intended to develop a textbook based on the study on the quality of textbook available for students in grade IX of junior high schools in Gorontalo province as a preliminary research step.

Methodology

This research is using a qualitative descriptive research approach. The researcher role in conducting the research was as the main instruments for the data collection. In conducting the research, the researcher has developed a checklist instruments of textbook indicators. Data collection method in this research was documentary, in which, the researcher documented and gathering all the available textbook of subject from grade VII textbook, syllabus, and lesson plans that the teachers used in teaching and learning process. The research analyzed the components of textbook based on the ten criteria made by Greene and Petty, and validated her analysis through practitioners test and experts test. These practitioners and experts were experts of textbooks and curriculum analysis.

The data was analyzed interactively using cycle process (Sutopo, 2002). During the data collection, the researcher made some data reduction and data display. Upon the conclusion of data collection, the researcher made temporary conclusion and verification. The researcher moves along in research cycle of researcher, data, and technique of analyzing the data. The data was analyzed using the content analysis (Furchan, 1982). Based on this technique analysis, the researcher analyzed the component of textbook for students of grade VII at Senior High schools based on the 10 criteria made by Greene and Petty. The validity of the data was tested through data triangulation. It means that the researcher's analysis on the quality of the textbook was reevaluated by the expert of textbook. Triangulation was also done through discussion and interview with students and teachers as textbook user.

Result and Discussion

The description on the development of textbook for Junior High Schools students' of grade VII was preceded by the description on the result of practitioners and expert tests on the syllabus of subject, the topics for the learning material, and the development of the design of the textbook.

The result from the practitioners test and the experts test on the syllabus

The description on the practitioners test and experts test based on the sequence of the components of the syllabus were as follow:

1) *Identity of Syllabus*

Syllabus identity consists of identity of the subject, school identity consisted of name of school and grade. The result on the test of syllabus identity component can be seen in the following table.

TABLE 1: RESULT ON TEST OF SYLLABUS IDENTITY COMPONENT

No.	Examiner	Test Result
1.	Teacher 1	Syllabus identity needs to be complemented with theme
2.	Teacher 2	Syllabus identity needs to be complemented with theme
3.	Expert 1	Syllabus identity needs to be filled out as stipulated in the curriculum to make it clearer
4.	Expert 2	Syllabus identity needs to be completely filled

Table 1 above shown that each unit of the syllabus and all items in the component of syllabus need to be completely filled as mandated by the curriculum because this developed syllabus would be a model to be implemented during the learning subject at grade VII of junior high school based on the 2013 curriculum.

2) *Standard Competence (SC) and Basic Competence (BC)*

Standard competence is a categorical description of competence in attitude aspects, and skill aspects that needs to be mastered by the learners in certain level of education, school, grade, and subject. Meanwhile, the basic competence is a specific ability that consists of knowledge, attitude, and skill that related to the content of the subject. The result on the standard competence and the basic competence test could be seen in Table 2 as follow:

TABLE 2: RESULT OF TEST FOR STANDARD COMPETENCE AND BASIC COMPETENCE COMPONENT

No.	Examiner	Test Result
1.	Teacher 1	It is appropriate
2.	Teacher 2	It is appropriate
3.	Expert 1	In designing the basic competence it is sufficient to put the sub-basic competence that would be taught by selection one of five sub-basic competence
4.	Expert 2	Competences that related to standard competence no 3 and 4 within the syllabus need to be clearly formulated and the sentence needs to be simplified, therefore, the component 3 and 4 in the syllabus can be easily understand and the implementation during the learning process would be easier.

Data from this table 2 showed that competence components especially standard competence 3 and 4 within the syllabus needed to be reformulated to ensure that the syllabus would be easily understood and implemented within the learning process. Components 3 and 4 of the standard competence are the combination of several basic competence and have similar language elements, but with different texts.

3) *Content*

The content consists of facts, concepts, principles, and relevant procedures, and written in sequence of competency indicators. The result from the content test can be seen in the following table 3

TABLE 3: RESULT OF CONTENT COMPONENT TEST

<i>No.</i>	<i>Examiner</i>	<i>Test result</i>
1.	Teacher 1	It is appropriate
2.	Teacher 2	It is appropriate
3.	Expert 1	The content is appropriate with the standard competence 3 and 4
4.	Expert 2	It is appropriate with the expected competence in the curriculum

From table 3 it can be seen that the component of learning content within the syllabus is appropriate with the standard competence 3 and 4 within the curriculum. Therefore, the detailed content of this learning material can be implemented in the learning material writing process.

4) *Learning process*

Learning process is an activity conducted by the teachers and learners to achieve the set competencies. The test result on the learning component can be seen in table 4 below.

TABLE 4: TEST RESULT OF THE LEARNING COMPONENT

<i>No.</i>	<i>Examiner</i>	<i>Test result</i>
1.	Teacher 1	It is appropriate
2.	Teacher 2	It is appropriate
3.	Expert 1	Variation of scientific approach is needed so the learning process would not be boring
4.	Expert 2	Please match the material characteristics with the basic competence.

From the table 4 above, it showed that the learning process within the syllabus needs a variation of scientific learning approach so it would draw more interests from students.

5) *Assessment*

Assessment is a process of collecting and processing information to determine the students' learning achievement. The result of the test for this assessment component can be seen in table 5 below.

TABLE 5: TEST RESULT FOR ASSESSMENT COMPONENT

No.	Examiner	Test result
1.	Teacher 1	It is appropriate
2.	Teacher 2	It is appropriate
3.	Expert 1	It is appropriate with the authentic assessment form
4.	Expert 2	Conformity between instrument and evaluation procedure is needed

From table 5 above, it can be concluded that the assessment for students' learning achievement component within the syllabus need to be made compatible with the authentic assessment form therefore the conformity between the assessment procedure and the form of instrument used can be met.

6) *Time Allocation*

Time allocation is number of allocated time for learning in the curriculum for one semester or one year. The test result for this time allocation component can be seen in table 6 as follow:

TABLE 6: TEST RESULT FOR TIME ALLOCATION COMPONENT

No.	Examiner	Test result
1.	Teacher 1	It is appropriate
2.	Teacher 2	It is appropriate
3.	Expert 1	It is appropriate
4.	Expert 2	It is appropriate

By looking at the table 6 above, it can be concluded that the time allocation component in the syllabus, its appropriateness needs to be reconsidered. During the tryout of the syllabus, the allocated time was not sufficient due to the number of learning stages that students need to do were reasonably many.

7) *Learning Sources*

Learning sources in this term can be books, printed and electronic media, environment or other relevant source of learning. The test result for this learning sources component can be seen in the following table 7.

TABLE 7: TEST RESULT OF LEARNING SOURCES COMPONENT

<i>No.</i>	<i>Examiner</i>	<i>Test Result</i>
1.	Teacher 1	It is appropriate
2.	Teacher r 2	It is appropriate
4.	Expert 1	It is appropriate
5.	Expert 2	It is appropriate

From the table 7 above it can be said that the learning sources component in the syllabus was appropriate with the learning needs. The component of learning sources within this developed syllabus product can be useful for the learning process at grade VII of junior high school.

Based on the practitioners test and the experts tests, some revision were made to the components of syllabus. The revision was made based on the comments, and advise given by these practitioners and experts. The revision was also made for some mistyping, size and kinds of letters, consistency in the usage of words and terms, physical and graphical appearance of the syllabus, and the lay out of the syllabus.

The next development step is a field test of the syllabus. The syllabus was tested in two groups, small group test and big group test. The syllabus field test was done in collaboration with the teachers and students by implementing the syllabus in the learning process. This test was done to gain input from teachers and students to improve the developed syllabus.

In general, the syllabus test was concluded as follow. First, that in general the developed product of syllabus test turned out as expected. The syllabus could be well implemented within the learning. This was due to teachers were involved in designing the syllabus.

Second, that there were some drawbacks found in the syllabus. Those drawbacks were mistyping, inappropriate usage of words and terms, unclear sentences, and mismatch sequence of topic in the syllabus. The unclear sentence usually found in the learning component, thus, confused the teachers to implement the learning process. The mistake in the topic sequence was due to the overlapping of material with the similar attitudes.

Third, there were things that teachers need to pay attention to in teaching the learning with scientific approach. Teachers had to appropriately prepare the students mental. Teachers needed to inform the students that their active participation during the learning process is a requirement. Students were required to develop the knowledge and skill context since the beginning of each material sequence. Students were also required to actively interact with the material, with their fellow students, and with the strategy to gain their scientific knowledge.

Fourth, a relatively much amount of time was needed when teaching using the scientific approach. Scientific approach needs sequence of process, from observation to publication which takes more time compared to the conventional approach.

The syllabus revision were made each time the field test for this developed syllabus was concluded. The revision were made through reflection and discussion involving teachers and students. Based on the field test and the syllabus reflection, some mistyping, inappropriate usage of words and terms, sequence of basic competence, mismatch sequence of material, mistakes in learning activities, indicators, and evaluation in syllabus were made. The output of these revisions was a set of syllabus that was appropriate and suitable to be implemented and was separately presented from this research report.

Topics of Learning Material for Grade VII of Junior High Schools

The learning materials for grade VII of Junior high schools was divided into 5 units. Unit one was an observation result text, unit two was descriptive response, unit three was exposition text, unit four was explanation, and unit five was short story. The following were the description of each units:

Unit 1 Observation Result Text

The topic of learning materials for this unit consists of the following sub-topics:

A. Observation report text

1. Definition of observation report text
2. Types of observation report text
3. Features of observation report text
4. structure/format of observation report text
5. Language used in observation report text
6. Differences of observation report text and other texts
7. Downside of observation report text

B. Writing Observation Report Text

1. Systematical arrangement of observation report text
2. Steps to write observation report text

C. Study and Review of Observation Report text (structure and the language rules)

D. Summarizing an observation report text

Unit 2 Learning Material on Descriptive Feedback

Topics for descriptive feedback were developed in the following sub-topics:

A. Descriptive Feedback Text

1. definition of Descriptive Feedback text
2. Types of Descriptive Feedback text
3. Features of descriptive feedback text

4. structure/format of descriptive feedback text
 5. The language used in descriptive feedback text
 6. Differences between descriptive feedback text and other texts
 7. The drawback of descriptive feedback text
- B. Writing Descriptive Feedback Text
1. Systematical Arrangement of Descriptive Feedback Text
 2. Steps in Writing Descriptive Feedback Text
- C. Discussion and Review on the Descriptive Feedback Text (the language and grammar aspects)
- D. Summarizing a Descriptive Feedback Text

Unit 3 Learning material on Exposition Text

Topics in exposition text developed in the following sub-topics:

- A. Exposition Text
1. Definition of Exposition Text
 2. Types of Exposition Text
 3. Features of Exposition Text
 4. Structure/Format of Exposition Text
 5. Language used in Exposition Text
 6. Differences between Exposition text and other texts
 7. The Drawbacks of Exposition Text
- B. Development of Exposition Text
1. Systematical Arrangement of Exposition Text
 2. Steps in writing exposition text
- C. Discussion and Review on Exposition Text (Structure and language grammar)
- D. Summarizing exposition text

Unit 4 Learning Material of Explanation Text

Topics discussed under the explanation text developed into the following sub-topics:

- A. Explanation Text
1. Definition of Explanation Text
 2. Types of Explanation texts
 3. Feature of Explanation Text
 4. Structure/Format of Explanation Text

5. Language Used in Explanation Text
6. Differences between explanation text and other texts
7. Drawbacks of Explanation Text
- B. Writing Skill and Text Explanation
 1. Systematical arrangement of Text Explanation
 2. Steps in writing an Text Explanation
- C. Discussion and Review on Text Explanation (structure and language aspects)
- D. Summarizing of the Text Explanation

Unit 5 Learning Material of Short Story Text

Topics for short story text were developed into the following sub-topics:

- A. Short Story Text
 1. Definition of Short Story Text
 2. Types of Short Story Text
 3. Features of Short Story Text
 4. Structure/Format of Short Story Text
 5. Language Used in Short Story
 6. Differences between the Short Story Text and other texts
 7. Drawback of Short Story Text
- B. Writing Short Story Text
 1. Systematical Arrangement of Short Story Text
 2. Steps in Writing Short Story Text
- C. Discussion and Review on Short Story Text (structure and language aspects)
- D. How to Summarize a Short Story Text

Topics and sub-topics of learning materials as mentioned above was created based on the syllabus, and then developed into a design of textbook.

Design of Practical and Highly Qualified Textbook for Grade VII of Junior High

The development of this textbook design was very important due to the textbook writing generally preceded by the development of design framework. The development of a textbook should be guided by the designs of textbook that was previously made. Therefore, a design of textbook should be complete and detail to accommodate the writing process. The following is the picture of the textbook design

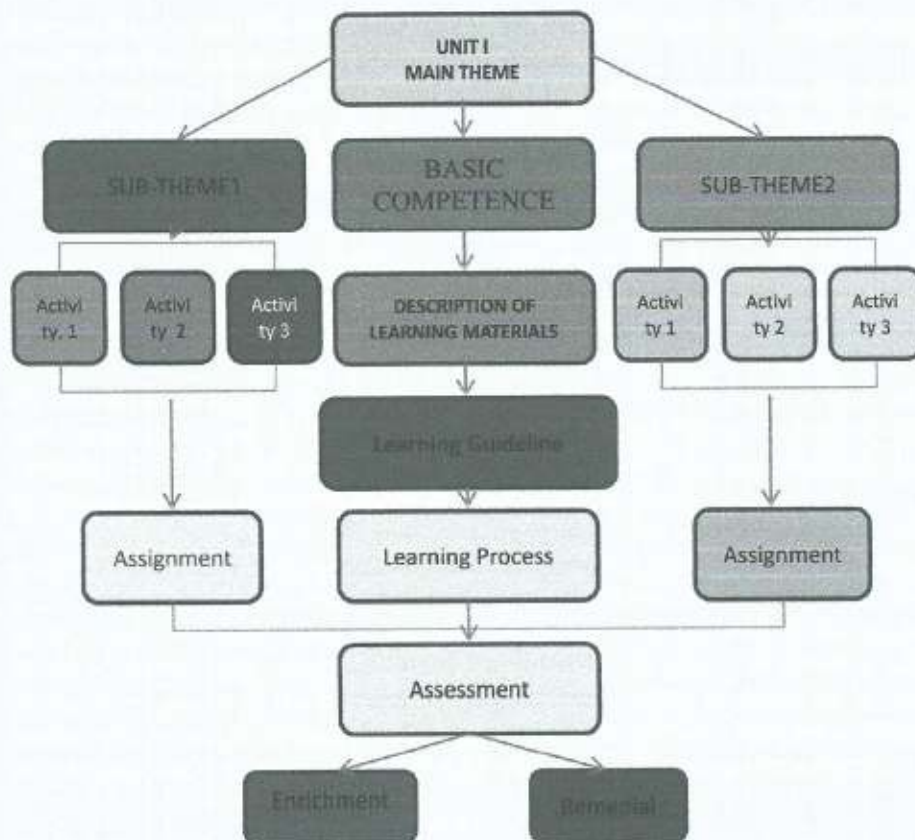


Figure 1: The Design of the Textbook for Learning for Grade VII of Junior High Schools

The figure above showed that the content/presentation of the textbook material for grade VII of Junior High Schools consisted of ten units namely: (a) basic competence, (b) theme, (c) sub-theme, (d) description of the learning material, (e) learning guideline, (f) learning process, (g) students' activity, (h) assignment, (i) assessment, (j) enrichment and remedial.

Conclusion

The learning process cannot be separated from textbook. Textbook is one of the source for learning preparation and source of learning evaluation. The presence of a textbook is as an interpreter and developer of learning contents from the curriculum. In order for a learning process in a classroom run smoothly and actively, students and teachers need to select an appropriate and highly qualified textbook to stimulate students to have high motivation and learning. These interest and motivation to learn would only be available when the textbook provide contents

that were parts of real life experience. Therefore, a textbook used in learning process should provide interesting and resourceful content.

The output of this research could be used by teachers as reference to write their own textbook that they would use during the learning process. The output of this research could also be used by textbook authors as reference in writing learning materials.

In relation to that, there were some important roles of textbook within the learning process, such as (1) reflection of modern perspective on learning, (2) providing learning source and learning materials that was resourceful, easy to read with many variation that suits the students' needs and interests, (3) provide a source of learning that were arranged appropriately and in sequence on language skills, (4) as a manual guideline to motivate students to learn, (5) provide practical exercises and assignments, and (6) provide tools and facility for efficient evaluation and remedial. If these important roles of textbook had been well implemented, the quality of the process and the output of learning would improve.

It was predicted that the syllabus, teaching material, and textbook that currently available and used within the learning process were too complicated to use, thus, confused the teachers and students to implement it within the real learning activities in the classroom. In relation to that, this development of an textbook for grade seven of junior high school is expected to improve the quality of learning and improve the grades of the students' in national examination as stipulated by the curriculum. In which, through the development of this textbook, students as focus of learning, and that learning should be interactive and fun would be achieved.

References

- Abidin, Yunus. (2014). *Desain Sistem Pembelajaran dalam Konteks Kurikulum 2013*. Bandung: Refika Aditama.
- Chamisijatin, L. (1996). Penyusunan Buku Pelajaran (BukuTeks). *Alternatif: Jurnal Pemikiran Pendidikan*, IV (8): 60-66.
- Degeng, I. N. S. (1988). Pengorganisasian Pengajaran Berdasarkan Teori Elaborasi dan Pengaruhnya terhadap Perolehan Belajar *Verbal dan Konsep*. Disertasi tidak Diterbitkan. Malang: PPS IKIP Malang.
- Dick, W. and Carey, L. (1990). *The Systematic Design of Instruction* (Second Edition). London: Scoot, Foresman and Company.
- Ghofur, S.A. 19 Februari, (2006). Buku Pelajaran Bermutu. *Jawa Pos*, hlm. 9.
- Hernowo, (2005). *Menjadi Guru yang Mau dan Mampu Membuat Buku: Buku Pengayaan untuk Guru*. Bandung: MLC.
- Husen, A., dkk. (1998). *Telaah Kurikulum dan Buku Teks*. Jakarta: Depdikbud.
- Ibrahim, (1983). Masalah Penyusunan Buku Teks. *Warta Scientia*, Desember, hal. 37.
- Kementerian Pendidikan dan Kebudayaan. (2013). Permendikbud, No. 54 Tahun 2013 tentang SKL Pendidikan Dasar dan Menengah. Jakarta: Kemdikbud.

- Ibrahim, (2013). Permendibud, No. 68 Tahun 2013 tentang Struktur Kurikulum SMP/MTs. Jakarta: Kemdikbud.
- Ibrahim, (2013). Permendibud, No. 81A Tahun 2013 tentang Implementasi Kurikulum 2013. Jakarta: Kemdikbud.
- Kompas.com. (2012). Nilai UN Bahasa Indonesia Rendah. (Online) (doc), <http://mushlihin.com/2012/05/education/nilai-un-bahasa-indonesia-rendah-tanya-kenapa.php>, Accessed: 12nd August 2012.
- Kompas.com. (2012). <http://noblogandi.blogspot.com/2011/06/inilah-alasan-me-ngapa-nilai-un-bahasa.html>, Accessed: 12nd August 2012.
- Kompas.com. (2012). <http://pengawas20.wordpress.com/2011/06/05/nilai-un-bahasa-indonesia-jeblok>, Accessed: 12nd August 2012.
- Mahsum. (2014). *Teks dalam Pembelajaran Bahasa Indonesia Kurikulum 2013*. Jakarta: PT. Raja Grafindo Persada.
- Maman, (2006). *Tugas-Tugas Pembelajaran dalam Buku Teks Bahasa dan Sastra Indonesia untuk SMP di Kabupaten Bima Nusa Tenggara Barat*. TESIS. Universitas Negeri Malang.
- Massigitp. (1999). Resolusi Buku. *Buletin Pusat Perbukuan*, Departemen Pendidikan Nasional, No. 05, November, hal. 34–35.
- Mulyasa E. (2003). *Kurikulum Berbasis Kompetensi: Konsep, Karakteristik, dan Implementasi*. Bandung: Rosdakarya.
- Nurhadi, (1995). *Tata Bahasa Pendidikan: Landasan Penyusunan Buku Pelajaran Bahasa*. Semarang: IKIP Semarang Press.
- Pakar, D. (2005). *Bagaimana dan Mengap. Penerbitan Buku: Pengantar Ihwal Penerbitan*. Jakarta: IKAPI DKI Jakarta.
- Parera, J. D. (2000). *Keberbahasaan dan Kepenulisan Bahasa Indonesia untuk Penulis dan Penyunting Buku Pelajaran*. Jakarta: Pusat Perbukuan Depdiknas.
- Purwanto, E. (1999). *Kajian Kurikulum dan Buku Teks*. Malang: FPIPS IKIP Malang.
- Soepena, Ps. (1997). Bagaimana Buku Mampu Bertahan sampai Abad Komputer? *Buletin Pusat Perbukuan*, Departemen Pendidikan dan Kebudayaan, No. 03 Juli, hal 31–33.
- Suhardi, A. (2005). *Pengembangan Perangkat Pembelajaran dengan Sistem Multimedia*. Tesis Tidak Diterbitkan. Malang: PPS UM.
- Tarigan, Henry Guntur, dan Djago Tarigan. (1989). *Telaah Buku Teks Bahasa Indonesia*. Bandung: Angkasa.
- Tarigan, Hendry Guntur. (1989). *Kompetensi Kebahasaan*. Jakarta: P2LPTK Depdikbud.
- Widhiyanto, G. (1997). Informasi Buku dan Perbukuan. *Majalah Ilmiah Kampus Ungu*, Maret, hal. 98–104.