CRITICISM OF ELEMENTARY SCHOOL STUDENT LEARNING BOOKS IN THE LINGUISTIC THEORY STUDY

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Abstract: Criticism Of Elementary School Student Learning Books In The Linguistic Theory Study. The distribution of textbooks, both printed and electronic, did not all obtain a recommendation on eligibility from the National Book Center. This paper is intended to provide criticism of the textbooks used in language learning. The analysis is done by studying the literature with the theory approach to linguistic schools. This is done to ensure that the developed textbooks do indeed contain the linguistic elements required by the curriculum. As for the book criticized "Indonesian Makes Me Smart 4". Based on analysis at the level of syntax and morphology, this book is still dominated by structural linguistic flow, and generative transformation. Various revisions need to be made so that this book meets the standards as mandated by the curriculum.

Keywords: Book criticism, elementary school textbooks, linguistic theory

PRELIMINARY

The progress of the world of information and communication is a challenge that must be faced by the Indonesian national education world to produce young people who are tough and able to compete with their own nation and with other nations, at home and abroad. For this reason, it is necessary to design a national education system, from the level of preschool education to tertiary education, which is relevant to the demands of life and the world of work and the advancement of science, now and in the future. One dimension that cannot be separated from the development of the national education world in the future is the policy regarding primary and secondary education curriculum, because this policy is the basis for the implementation of the learning process in each education unit. The national education system must be able to produce a curriculum that has the potential to create a life that is intelligent, peaceful, open, democratic, and able to compete so that it can improve the welfare of all citizens of Indonesia.

In order for graduates to have competitive and comparative advantages according to national and international quality standards, future curricula need to be designed as early as possible. However, for this reason, it is necessary to first review the policies related to the current curriculum. In Minister

Regulation No. 11 concerning Textbooks, article 2 paragraph (2) says that "In addition to the textbooks referred to in paragraph (1), teachers use educator manuals and can use enrichment books, and reference books in the learning process". That means that teachers can choose enrichment books and references to support their learning activities.

At present, many textbooks are in circulation, including obtaining a feasibility asessment recommendation from the National Book Center. Based on a review of several textbooks, there are still a number of things that should be of concern when a book is to be selected. However, this is not easy to do because the analysis and evaluation of learning materials, especially textbooks, is still very rarely done. In fact, the assessment of teaching materials used is also an important activity to ensure that the learning material chosen by the teacher is truly appropriate. Therefore, efforts must be made to assess the feasibility of books circulating in the market, whether in accordance with curriculum requirements or not.

This research is intended to provide a study of the textbooks used in language learning. Specifically, this paper examines the effect of linguistic streams on Indonesian language textbooks on the market. This is done to ensure that the textbooks developed do indeed contain the linguistic elements required by the curriculum. This paper tries to explore one of the Indonesian language textbooks for grade IV elementary school entitled "Indonesian Makes Me Smart 4" written by Edi Warsidi and Farikha.

This book was chosen for review because based on field observations, many teachers chose to use it in learning Indonesian. The teacher bases his choice on this book because: (1) has passed the assessment by the National Curriculum and Book Center and made an Electronic School Book that is freely accessible to its users. Thus, the focus of the problem discussed in this paper is Criticism of elementary school students' textbooks in the study of linguistic theory, which was influential in the development of the book "Indonesian Makes Me Smart 4" written by Edi Warsidi and Farikha.

METHOD

In this study the type of research in the form of literature studies is used. Literature study is a study used in gathering information and data with the help of various materials in the library such as documents, books, magazines, historical stories, etc. (Zed, 2008: 3). Literature study can be interpreted as a series of activities relating to the method of collecting library data, reading and recording and processing research material.

Data collection techniques by reviewing the book "Indonesian Language Makes Me Smart 4" written by Edi Warsidi and Farikha relating to the problem to be solved. Literature study can study various reference books and the results of previous similar studies that are useful to get a theoretical basis on the problem to be studied. Meanwhile, according to other experts, library research is a theoretical study, references and other scientific literature relating to culture, values and norms that develop in the social situation under study (Krippendoff: 1993). Research

Procedure as follows: 1) Selection of topics, 2) Exploration of information, 3) Determine the focus of research, 4) Collection of data sources, 5) Preparation of data presentation, 6) Preparation of reports. Data collection techniques in this study are documentation, which is looking for data about things or variables in the form of notes, books, papers or articles, journals and so on (Arikunto, 2012).

In library research studies there are at least four main characteristics that the author needs to consider include: First, that the writer or researcher is dealing directly with the text not with direct knowledge from the field. Second, library data is direct, meaning researchers do not go directly to the field because they are dealing directly with the data sources in the library. Third, that library data are generally secondary sources, in the sense that researchers obtain material or data from the second hand and not the original data from the first data in the field. Fourth, that the data library conditions are not limited by interest and time (Zed, 2008: 4).

The research instrument in this study was a checklist of classification of research materials, schema / map writing and the format of research notes. The data analysis technique used in this study is the content analysis method. This analysis is used to obtain valid inference and can be re-examined based on the context (Kripendoff, 1993). In this analysis, the process of selecting, comparing, combining and sorting out various insights until relevant ones are found. Data collection in research is carried out by examining and / or exploring a number of journals, books and documents (both printed and electronic) as well as data sources and /

or other information deemed relevant to research or studies.

Sources sought to refer to Linguistic theories such as Hymes (1972), Canale (1983), and Celce-Murcia et al (1995). According to Celce Murcia et al. (1995), communicative competence consists of five sub competencies, namely, discourse competencies, supported by socio-cultural competencies, linguistic competencies, speech competencies, which in their use need to be based on strategic subcompetencies. The essence of communicative competence is discourse competence to develop life skills. These competencies are supported by speech act competencies, linguistic competencies, sociocultural competencies, and strategic competencies. In reality, discourse competence is manifested in the ability of a person to perform actions that have clear objectives by using language in a unified and functional form of text.

DISCUSSION

In general, the textbook "Indonesian made me smart 4 for grade IV elementary school" written by Edi Warsidi and Farika was compiled and developed based on communicative competence. The communicative competency base is the foundation for curriculum development.

Language Competence

The main argument put forward here is that language is a tool for achieving various goals and solving various problems in real life (Vygotsky, 1978, 1986). Language is seen as an effective tool for creating strong and competitive learners. Therefore, language learning should not aim to

teach knowledge about language, but rather teach the ability to carry out various actions using language as its main tool, in order to carry out social relations with the surrounding environment. This ability is usually referred to as communicative ability. This ability is expected to contribute to efforts to achieve national education goals, namely to form a dignified character and civilization of the nation in the context of developing the intellectual life of the nation and aiming at developing the potential of students to become human beings who believe in and have faith in God Almighty, have good character, healthy, knowledgeable, capable, creative, independent, and become citizens who are democratic and responsible. The importance of planning and implementing learning, the term communicative competence needs to be given clear boundaries. The effort was initiated by Hymes (1972), then followed by Canale (1983), and finally Celce-Murcia et al. (1995). According to Celce Murcia et al. (1995), communicative competence consists of five sub competencies, namely, discourse competencies, supported by socio-cultural competencies, linguistic competencies, speech competencies, which in their use need to be based on strategic subcompetencies.

In reality, discourse competence is manifested in the ability of a person to perform actions that have clear objectives by using language in a unified and functional form of text. Halliday (1985: 12) also gives a definition of the text as "language that is functional". According to this view, the development of communicative competence can be carried out through learning various types of texts that are useful for the real life of students. Indicators of mastery of each type of text can be formulated as the ability of students to use the text to achieve their goals strategically, with good and correct quality of language. In the field of language education, the use of text as a basis for learning is indirectly influenced by the assumption that the quality and degree of human life is determined by what has been done or done in his life. To meet the needs and resolve difficulties, humans need to take action and do something. In a baby's hope, the work done by humans is not too different from the work done by animals, it is simple, not varied, and can be accomplished using only their own organs, but in further development, humans need and can do far more variety and types of work from the very simple to the very complex. The superiority of humans from these animals, according to Vygotsky (1978, 1986), is possible because humans have something that other creatures do not have, namely higher mental / psychological / intellectual functions, or high-level mental / psychological / intellectual functions.

This function is characterized by the use of tools and signs, in addition to possessing physical organs, to carry out a work. The higher the level of difficulty encountered, the higher the human tendency to use tools and signs.

The most universal sign, complete, and can be mastered by all normal people is 'language'. These high-level intellectual functions are not possessed by animals, even those considered the most intelligent animals. This emphasizes the importance of language acquisition in determining the success of one's education.

If human degrees are determined by the activities or jobs that are successfully completed, then it can be said that mastering 'discourse' is an indicator of language ability (Fairclough: 1992). Fairclough believes that mastery of discourse is an increasingly dominant way to show one's power or strength over others.

Based on the discussion above it can be concluded that the more languages that are mastered by someone, the wider the scope of association with people who have different languages and cultures. In other words, the more participation in social life. Therefore, language learning in Indonesia should include all languages that are very functioning in real life in Indonesian society, namely Indonesian as a national and unifying language, English and various other foreign languages, as well as regional languages that have become an integral part of life Indonesian nation. In this regard, regional languages should not be considered merely as cultural treasures, but as tools to enhance the dignity of their speakers as Indonesian

people. Because text selection is related to efforts to effectively achieve discourse goals, the text will always change according to the context of the existing discourse.

Book Description

This book was written by Edi Warsidi and Farika. The copyright of this book has been purchased by the National Book Center, and is posted on the Electronic School Books website which is freely accessed by its users. This book began to be launched for wide public use. Physically this book consists of 123 pages. The arrangement of images and layout is made interesting with illustrations and photographs arranged.

In the beginning, the writer gave a persuasion with the aim of encouraging readers (4th grade students) to love and continue learning Indonesian. The statement of learning motivation referred to reads as follows:

Belajar Bahasa Indonesia

Itu Menyenangkan

Tahukah Kamu Kegunaan Bahasa

Indonesia?

Kamu tidak akan merasa terasing jika berada di sebuah daerah.

Misalnya, kamu berada di Sumatra, Kalimantan, Jawa, Bali, atau

Papua. Kamu tidak perlu khawatir tidak dapat bercakap-cakap.

Bahasa Indonesia menjadi jembatan untuk berkomunikasi tanpa

mengenal suku atau daerah.

Tahukah Kamu Mengapa Kamu Harus

Menguasai Bahasa

Indonesia?

Hampir semua informasi disampaikan dalam bahasa Indonesia.

Orang yang tidak menguasai bahasa

Indonesia akan jauh tertinggal.

Dari TK sampai perguruan tinggi, ilmu disampaikan dengan

bahasa Indonesia. Begitu pula sumber bacaan lain, lebih banyak menggunakan bahasa Indonesia.

Tahukah Kamu Kelebihan yang Diperoleh

Jika Mahir

Berbahasa Indonesia?

Belajar bahasa berkaitan dengan kegiatan mendengarkan,

berbicara, membaca, dan menulis. Banyak

orang sukses karena

menguasai empat keterampilan berbahasa itu. Contohnya,

wartawan, penerjemah, presenter, penyiar, pendongeng, dan

komentator. Mereka bekerja dengan mengandalkan kemahiran

berbahasa.

At the beginning of this book, there is also a guide to the use of the book provided by the author. Guidance is provided with the aim of book users getting the most out of this book. This is motivated by the data that this book was developed based on genre, where the text and material are prepared by taking into account the process, action, activity factors (see, al Martin, 1984, 1986, 1992), social action (Miller, 1984), and communicative events (Swales, 1990). By guiding the existing guidelines, the authors hope students are able to develop four skills in Indonesian language in a steady manner.

Effects of Linguistic Theory

After examining the book carefully, it can be concluded that this book is highly influenced by two groups of linguistic streams, namely structural and generative transformation (TG). The influence of these two linguistic streams is seen in the application of the cognitive-cognitive learning theory produced by TG, and the theory of habit formation from structural linguistics. These two theories still emphasize that in essence, fourth grade elementary school students are positioned as individual language learners who are still in the simultaneous process of acquiring language.

The author of this book applies the assumptions and models for language acquisition, taking into account the following principles:

1) If language acquisition is a habit formation, language educators must arrange the program concretely. If this is chosen, then a number of things need to be done including: a) students are asked to imitate models, training patterns, to form behavioral habits, b) reinforcement to students for correct response responses and reduce eliminating wrong responses, and , c) students learn inductively, interpreting the rules they have learned.

Ayo, Berlatih

1. Dengarkanlah kembali penjelasan kawanmu tentang simbol daerah Provinsi Jawa Barat. Teman lainnya menyimak dengan sungguh-sungguh.
2. Tutuplah buku pelajaranmu agar kamu lebih paham dengan penjelasan yang diperdengarkan kawanmu itu.
3. Lengkapilah kalimat berikut dengan jawaban yang tepat. Namun, kamu jangan melihat bacaan tentang simbol tersebut.
   a. Warna dasar hijau melambangkan ....
   b. Gambar kujang bermakna ....
   c. Padi yang berjumlah 17 melambangkan ....
   d. Kapas melambangkan sandang. Kapas berjumlah delapan melambangkan ....
   e. Simbol gunung menggambarkan ....
   f. Simbol dam, saluran air, dan bendungan melambangkan ....

Material with such intentions includes the following snippet:

Examples of material such as the above, there are very many in the textbook used as analysis material.

2) Conversely, if language acquisition is learning about code, language educators must ensure that students are able to internalize rules that enable students to produce sentences. Explanations regarding sentence structure and knowledge of rules must be placed on a broad scale of rules in language teaching. The implementation of the second principle can be found in a large number of textbooks. Among others are:

The textbook excerpts show the practice and affirmation of the material aimed at ensuring the internalization of the concept of the material presented.

Of course the choice of applying theory in writing a textbook like this also has strengths and weaknesses. The disadvantage of forming habits among others is that students are not trained to use sentence structures in actual communication situations. But the power is also there, namely among others that the mastery of the rules learned by students is very small. The weakness of the theory of learning code, that in reality the rules (codes) of language is unlimited in number, and the ability to get the correct sentence depends on the language environment of students (various variations, tunings, and registers). The strength of this theory is that knowledge of facts (language) and formal rules of language can actually help direct students to form good (standard) sentences.

In connection with the weaknesses and strengths of the two theories of language learning above, J.B. Carol (1971), proposed a synthesis of the two learning theories which were named the theory of cognitive habit formation. According to Carol's theory language learning is a series of exercises mastering patterns and at the same time creating conducive learning conditions so that the patterns are internalized in students' consciousness. the next stage students are encouraged to be able to produce new sentences. Internalization and sentence formation are just not enough. The next stage according to Carol, students must be deployed in a real communication situation as happened to native speakers.

CONCLUSION

From the discussion above, it can be concluded that the textbooks analyzed at the level of discourse or text have followed the learning steps suggested by the curriculum, which is based on a genre-based approach, which is sourced from the systemic functional linguistic flow developed by Halliday. However, at the level of syntax and morphology, this book is still dominated by structural linguistic flow, and generative transformation. Various improvements and revisions need to be made so that this book meets the standards as mandated by the curriculum, and most importantly is able to improve children's language skills so that they can become stock for him to develop himself in language.

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