Writing Lessons in Grade 1 Indonesian Thematic Textbooks: A Content Analysis
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WRITING LESSONS IN GRADE 1 INDONESIAN THEMATIC TEXTBOOKS: A CONTENT ANALYSIS

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Abstract

The Ministry of Education and Culture of Indonesia has launched a new curriculum, the 2013 Curriculum. It promotes a transition from a traditional learning approach to a more progressive one that appears to reflect a constructivist approach. To ensure the successful implementation of the new curriculum, the Ministry produced compulsory textbooks for teachers and students. This study is aimed at revealing the presentation of writing lessons in the compulsory textbooks for Grade 1 that reflects the underlying theory of the 2013 Curriculum. The study analysed the frequency of writing lessons in the textbooks. It also analysed the types and the focus of writing activities in the lessons by using a content analysis. The sample consisted of eight textbooks of Grade 1. Each book consists of 24 lessons. Therefore, 192 lessons were analysed in this study. The results of the content analysis show that writing lessons in the textbooks, to a great degree, are still influenced by a traditional view of learning, especially those in the first two books used in Semester 1. In fact, the new curriculum appears to promote a constructivist approach. The findings suggest that there was inconsistency between the theory underpinning the writing lessons in the textbooks and the theory required by the 2013 Curriculum. In light of these findings, the study considers practical implications to increase the teaching of writing in Grade 1 based on the 2013 Curriculum Framework.

Keywords

Indonesian 2013 Curriculum; writing in grade 1; writing lesson; thematic textbooks

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Content analysis is a research tool used to determine the presence of certain words or concepts within texts or sets of texts. Researchers quantify and analyze the presence, meanings and relationships of such words and concepts, then make inferences about the messages within the texts, the writer(s), the audience, and even the culture and time of which these are a part, represented by words of phrases in a text. For instance, say you have a hunch that your favorite poet often writes about hunger. With conceptual analysis you can determine how many times words such as hunger, hungry, famished, or starving appear in a volume of poems. In contrast, relational analysis goes one step further by examining the relationships among concepts in a text. Regarding the aforementioned issues, this report analyses the EFL textbooks being used in senior high schools in Indonesia in terms of the tasks according to Nunan's (1999) task type framework. Thus, this paper posed the following questions: 1. What kinds of task types are employed in senior high school EFL textbooks used in Indonesia? 2. Which of these task types are more frequent in these textbooks? This section provides the analysis of the result of each task type that has been found in the three EFL textbooks and answers the following research question: 1. What kinds of task types are employed in senior high school EFL textbooks in Indonesia? The
findings of the study identified that most of the task types from Nunan’s taxonomy were covered in. An Analysis on Reading Materials Written on. English on Sky 3 (Third Grade of Junior High School) Published by Erlangga. Dosen Pembimbing. The writer wants to evaluate the compatibility of reading material in English textbook English on Sky 3. This textbook is chosen because she assumes the textbook is used by many schools in Indonesia. English on Sky 3 published by Erlangga written by Dr. Mukarto M.Sc with School Level-Based Curriculum or KTSP (Kurrikulum Tingkat Satuan Pendidikan). Those points help teacher to introduce lesson and examine students ability. Moreover, textbook can train teacher if he/she lack of teaching experience. Beside teacher explanation, students may use textbook to get more understanding about the language course. This study analyzes these approved textbooks and their approval procedure by using CIPP Model. Data were collected through (a) interviews of the officials of the Textbook Boards, textbook developers and the Ministry of Education (b) analysis of the approved textbooks and (c) document analysis. The study discovered that there is a need to improve the existing procedure of the ministry for acquiring textbook approval. Keywords: Textbook; textbook evaluation, textbook development, Pakistan. Background. This study aims at the critical analysis of the textbooks development process both in government and private sectors, and their approval procedure adopted by the MoECW. The study also analyzes the contents of the approved textbooks. Based on the data analysis above the writer concluded that the textbook entitled English in Focus for Grade VII is good and appropriate for first grade students of Junior high school, especially for SLTPN I Tambaksari. Key Words: English textbook "An objective of teaching English is intended to develop English communication ability that covers the skill of listening, speaking, reading and writing skills..."(GBPP, 1999:1). A. BACKGROUND English is one of the major languages in the world. People need to master this language, because only English that can be used to communicate with other people..."