The Accuracy of Complex-Procedures Texts Material in Bahasa Indonesia Textbook for the First Grade of Senior High School

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Abstract: It is obvious that the textbooks play a key role in enhancing the quality of teaching and learning. The good quality textbooks must meet the criteria or standard as a textbook. This paper aims to describe the accuracy of materials provided in the *Bahasa Indonesia* textbook for the first grade of Senior High School curriculum of 2013. This study adopted the content analysis method to analyze the data. The findings deriving from this study reveal that the accuracy of learning material provided in Bahasa Indonesia textbook for the first grade of Senior High School (*Sekolah Menengah Atas*) curriculum of 2013 published by Erlangga has adequately met the standard requirements of Board of National Education Standards (*Badan* Standar *Nasional Pendidikan*, BSNP) for the accuracy of learning material of a textbook. However, this study found some weaknesses in the textbook as follows: (1) The textbook has not provided a 'Competency Map' containing principles used by students to achieve their learning goals and understand the learning materials provided in each chapter in order that the materials delivered can be well-structured. (2) The examples provided in the textbook are less relevant to the characteristics of diverse backgrounds and social statuses; contain the issues of ethnicity, religion, race, intergroup relations; and do not suit the needs.

Keywords: Curriculum of 2013, The accuracy of learning materials, Textbooks.

1.   Introduction

This study examines the accuracy of learning materials provided in the Bahasa Indonesia textbook for the first grade of Senior High School (*Sekolah Menengah Atas*) curriculum of 2013. This study is crucial to carry out since the learning materials used to act as a main reference and guidance in the learning and teaching processes (Wulandari & Purwanto, 2017). The implication of accurate materials can support learning goals (Bykova, Garnov, Stroev & Pivovarova, 2019).

A growing number of textbooks has created an opportunity for teachers to have more options in choosing textbooks as their teaching materials. In many cases, however, teachers often choose textbooks without paying much attention to the learning materials provided. An accurate material is one that provides discourses, texts, images, and illustrations in accordance with the competency that must be achieved and is beneficial for the fulfillment of students' curiosity (Wardani, 2018; Rahmat, Arepin & Sulaiman, 2020).

Textbooks that have been central for education play a key role in enhancing the quality of teaching and learning (Singh, Yusoff & Hoon, 2020). Piper, Zuilkowski, Dubeck, Jepkemei & King (2018) argue that textbook is an important element in learning development that cannot be separated from the learning process (Piper et al., 2018). Since textbooks are one of the sources of knowledge, they are crucial in the learning practices (Hajiyeva, 2015; Surma, Vanhoyweghen, Camp & Kirschner, 2018; van den Ham & Heinze, 2018).

According to the opinions expressed by the scholars mentioned, it can be argued that textbooks are an important element in teaching and learning. A good textbook will have the power to enhance students' competency. The effectiveness of textbooks varies; the bigger the power textbooks have to increase students' competency, the better quality the textbooks have (Sievert, van den Ham, Niedermeyer & Heinze, 2019).

The good quality textbooks must meet the criteria or standard as a textbook. These textbooks must meet the following criteria: a) Attract students who use them, b) Be able to provide motivation to the students who use them, c) Contain illustrations that attract students' interests, d) Consider the linguistics aspects to fit the abilities of students who use them, e) Can stimulate students' private activities, f) Must have a clear and firm point of view in order that students who use them will not be confused, g) Must be able to provide stabilization, the emphasis of materials is on their users.

2.   Literature Review

2.1   The Definition of Textbooks

The textbook is one of the teaching materials used by teachers and has a function as a learning source and media, which support the achievement of competencies that have been central to the learning objectives. Textbooks are used as the main learning material accompanied by other supporting learning materials, which are purposefully prepared and published by experts in the fields of education and language and are delivered to students with the aim of achieving the learning objectives. Similarly, some scholars argue that textbooks play a key role in the learning process to achieve the learning objectives (Piper et al., 2018; Surma et al., 2018).

Textbooks are basically part of the curriculum containing learning materials to achieve the goals of education. Tarigan states that textbooks are the same as learning books (Tarigan & Tarigan, 1986). Likewise, Kim, Kom, and King suggest that textbooks can be seen as a tool to interpret contents and curriculum methods as well as to efficiently achieve the curriculum objectives that have been developed (Kim, Kong, Choi & Lim, 2009). Therefore, textbooks are more practical to use in the learning process since they accord with the curriculum utilized (Van den Ham & Heinze, 2018).

Therefore, it can be concluded that a textbook is a book that students use to learn about a branch of study that is compiled by experts in accordance with the curriculum used and designed to be used in the classroom. The textbook is used to support a teaching program and is equipped with appropriate teaching facilities.

Muslim states that from the standpoint of educational policy, the Government Act Number 19 of 2005 about National Standard of Education states that textbooks are included in the educational facilities that need to be regulated in terms of their quality standards, as well as other quality standards of education, including content standards; process standards; graduate competency standards; educational standards; education, facilities and infrastructure standards; management standards; financial standards; and, educational assessment standards (Sulistyaningsih, 2012). Sitepu (2012) argues that in writing a textbook, the materials provided in each chapter should contain four basic elements, including a foreword or introduction, subject matter, assessment, and summary. A well-written introduction will show up comprehensive and representative contents of the book (Roth-Berghofer, 2010; Sitepu, 2012). In addition to the elements presented by Sitepu, the use of language in a textbook is also important to consider. In writing a textbook, writers are suggested to use vocabularies that are easy for the readers to understand (Hajiyeva, 2015; Sitepu, 2012).

Writing a good textbook is not an easy task in considering the major role a textbook plays, as Greene and Petty state that good criteria of a textbook as follows: 1) the textbook must have a firm and modern point of view of the teaching process and be able to demonstrate its application in the teaching

materials provided, 2) The textbook must provide a rich, easy-to-read, and varied source of study cases that are relevant to students' interests and needs, which can be used as a basis for suggested activity programmes in which expression skills can be obtained through conditions that resemble the real-life, 3) The textbook must provide a source that is arranged neatly and gradually about various exponential skills addressing the main communication problems, 4) The textbook along with manual textbooks present both methods and means of teaching to motivate students, 5) The textbook provides initial fixation that supports exercises and practical assignments, 6) The textbook provides materials or means for evaluation and remedial that are suitable and appropriate (Bonawati, 2007).

A good textbook assessment is based on Tarigan's opinion, which states that the textbook assessment guidelines criteria include: (1) The point of view, which means that the book must have certain foundations, principles, and points of view underlying the whole textbook, (2) The clarity of the concepts, which needs to be clear and firm, (3) Relevant to the curriculum, (4) Attract interests, (5) Foster motivation, (6) Stimulate students' activities, (7) Illustrative, 8) The textbook is easy for students to understand, (9) Support other subjects, (10) Respect individual differences, (11) Establish values (Tarigan & Tarigan, 1986).

2.2   The Strengths of Materials

Materials can be defined as a source that can be examined, discussed, written, analyzed, and so on. Therefore, the evaluation of the materials provided in the textbooks is crucial, which has been done since 1960 and has become more interesting to do due to innovations in technology that have contributed to the development of teaching materials (Rahimi & Hassani, 2012). Materials provided in the textbooks contain explanations of concepts, definitions, principles, procedures, examples, and exercises in order that students will be able to have an understanding of ideas, identify ideas, explain the characteristics of a concept or ideas, define ideas, compile a formula/rules, construct new knowledge, apply new knowledge, and apply the knowledge in accordance with the Core Competencies (*Kompetensi Inti*) and Basic Competencies (*Kompetensi Dasar*) that have been formulated. Therefore, teachers play a key role in choosing and using good-quality textbooks (Lin & Liu, 2010). In addition, according to Muslich, a good textbook must fulfill five main elements as follows: (1) The accuracy of concepts and definitions; (2) The accuracy of principle; (3) The accuracy of procedures; (4) the accuracy of examples, facts, and illustrations; (5) The Social Accuracy. Based on this knowledge, therefore, this research aimed to explore the accuracy of the Bahasa Indonesia textbook for the first grade of Senior High School (*Sekolah Menengah Atas*) curriculum of 2013 published by Erlangga (Muslich, 2010).

3.   Research Methods

This study adopted a qualitative approach (Tojo & Takagi, 2017; Zurqoni et al., 2018). The qualitative approach of this study resulted in generalization or rules in the form of the accuracy of materials provided in the *Bahasa Indonesia* textbook for the first grade of Senior High School (*Sekolah Menengah Atas*) curriculum of 2013. In accordance with the qualitative method, the data of this study includes complex-procedures text material that has an accuracy of the textbooks. The data source of this study was the *Bahasa Indonesia* textbook for the first grade of Senior High School (*Sekolah Menengah Atas*) curriculum of 2013. The data collection techniques included a literature review, *Simak,* and writing techniques. Which are described in the following:

i) Literature review technique: A systematic review can be explained as a research method and process for identifying and critically appraising relevant research, as well as for collecting and analyzing data from said research. The aim of a systematic review is to identify all empirical evidence that fits the pre-specified inclusion criteria to answer a particular research question or hypothesis. By using explicit and systematic methods when reviewing articles and all available evidence, bias can be minimized, thus providing reliable findings from which conclusions can be drawn and decisions made

ii) Simak technique: According to previous studies, the method of *Simak* has been finished by listening to the use of language. The *Simak* method is realized by two techniques, namely basic and advanced techniques. *Simak Bebas Libat Cakap* Method or Non-Participant Observation as a method of collecting data through observing the language use. And then, the writer uses the Note Taking Technique. In analyzing the data, the writer uses the Identity Method as a method of analyzing data where the researcher analyses the non-linguistic elements. The sub-method that the writer uses is the Referential Identity Method by analyzing the data with the reference of the world.

It should be noted that the literature used in this study was textbooks. Using the *Simak* technique entails reading carefully the complex-procedures texts provided in the textbooks to determine the data. After that, the identified research data was recorded on a data card. The data was analyzed using the content analysis method to have an in-depth analysis of the accuracy of the complex-procedures texts materials in the Bahasa Indonesia textbook for the first grade of Senior High School (*Sekolah Menengah Atas*) curriculum of 2013. The data were validated through the use of triangulation. The triangulation will better enable the researcher to validate the accuracy of the complex-procedures text materials through cross verification from the other sources.

4.   Results and Discussion

This chapter focuses on presenting the accuracy of materials provided in the *Bahasa Indonesia* textbook for the first grade of Senior High School (*Sekolah Menengah Atas*) curriculum of 2013.

4.1   The Accuracy of Concepts and Definitions

The materials provided in the textbooks must be presented accurately to prevent students' misconceptions. The concepts and definitions must be well defined to achieve the Core Competencies (*Kompetensi Inti*) and Basic Competencies' (*Kompetensi Dasar*) goals. In regard to the complex-procedures texts in the textbooks published by Erlangga that was analyzed by this study, the materials provided have been presented accurately and do not cause students' misconceptions. This can be seen from every material provided in the chapter that explains the complex-procedures texts.

Data type 1: Complex-Procedures Texts
The Text of Complex Procedures is a text that contains steps to complete a specific task. With this definition, the study finds two keywords: steps and to complete a specific task. In practice, these steps are related to the ways, the processes, the stages of work, or step-by-step process in doing a specific task.

A.   The Structure of Complex-Procedures Text
Complex-Procedures is one of the development patterns of exposition. Therefore, it can be seen that the structure has similarities with the exposition texts, which is explanatory.
1.   Introduction
2.   Body Paragraph
3.   Conclusion
B.   The Rules of Complex Procedures
1.   Procedures
2.   Imperative

4.2   Interpreting the complex-procedures texts means interpreting or understanding the meaning of a procedure.

Data 1 (complex-procedures texts) presents the materials of complex-procedures texts, which explain the definitions, structures, and rules of complex-procedures texts, as well as provides definitions of interpreting the complex-procedures texts. The materials presented in data 1 are clear and do not cause misconceptions or double interpretations. It can be seen from the definitions, the structures, or the rules of complex-procedures texts that are presented systematically.

Data 1 is considered to be relevant and accurate because the presentation of the materials is easy to understand and clear. This is in line with the indicators of the concepts of accuracy and definitions put forward by Arraman and Hazmi, which explain that the criteria for the accuracy of definitions are easy to understand and do not cause students' misconceptions (Arraman & Hazmi, 2018).

4.3 The Accuracy of Principles

Textbooks, as one of the teaching materials, must have a competency map that will better enable readers to understand the textbook contents. The competency map contains a concept map of materials provided in each chapter that is useful for knowing the flow of materials to learn as well as for achieving the learning goals. In addition, the competency map contains principles used by students as a reference for understanding the materials provided in each chapter in order that the materials delivered can be well-structured.

Data type 2: The Basic Competencies of Complex-Procedures Texts

Data 2 (the basic competencies of complex-procedures texts) shows the basic competencies from chapters one to five that provide the materials of complex-procedures texts. Data 2 is considered to be less accurate and relevant because there is no competency map, learning goals, and character values that should have been provided at the beginning of the chapter. The competency map in the textbooks is important to see whether the indicators of the student competencies have been achieved. Besides the competency map, data 2 does not provide the learning goals of the materials provided in the textbook. Özgeldi and Esen (2010) argue that a good textbook must contain information about the aims and objectives of the curriculum. Additionally, the values of character education are also not provided. Therefore, it can be argued that the textbook is still abstract and will be more difficult to measure the achievement of the learning outcomes (Özgeldi & Esen, 2010).

4.4 The Accuracy of Procedures

The procedure is a set of actions conducted to achieve a specific task. The procedure needs to be accurately formulated in order that students do not systematically make mistakes. The followings are some examples of texts, written as learning materials in Bahasa Indonesia, that have the accuracy of procedures:

Data type 3: Writing the Text of Complex-Procedures

The steps for writing complex-procedures texts are the same as the steps for writing the other type of texts, which include deciding on a topic, collecting the materials needed, formulating a framework, developing the framework, and searching for a title.

1. Deciding on a topic (Identify what activities will be carried out. For example, the ways of learning or the ways of making *time*)
2. Collecting the materials needed (The materials for writing complex-procedures texts can be collected from books, newspaper, observations)
3. Formulating a framework (A framework is designed to support writers to create a set of systematic actions).
4. Developing the framework

Data 3 (writing the text of complex-procedures) is a procedure text that presents the ways of formulating complex-procedures texts. It can be argued that Data 3 has a clear, systematic, and coherent presentation. This can be identified by deciding on a topic, collecting data, developing a framework, and searching for the complex-procedures text titles. The steps provided in data 3 show that the presentation is clear and coherent. Data 3 is considered to be relevant because this can prevent students from making systematic mistakes in the complex-procedures text material provided in the textbooks published by Erlangga (Sulistyaningsih, 2012). It can be therefore argued that Data 3 has met the accuracy of procedures.

4.5   The Accuracy of Examples, Facts, and Illustrations

The materials provided in the textbooks would be better presented with examples, facts, or illustrations. The examples, facts, and illustrations can be used to illustrate or prove the materials provided (Wang, Zhang, Zhu, Xing & Kang, 2017). Thus, students will not only learn a knowledge verbally but is also based on examples and illustrations that will shape their understanding of the materials provided as a whole.

Data type 4: Pay Attention to This Complex-Procedures Text

4.6   The steps to apply for a passport.

A passport is a document issued by the government, through an immigration office, to its citizens for the purpose of international travel. There are three types of passports: diplomatic, hajj, and regular ones. The diplomatic passport (blue cover) is used by diplomats or senior government officials (Ritchie, 2012). The Hajj passport (brown cover) is used by Indonesian Muslims for a hajj or umrah pilgrimage. The general ones (green cover) are used by Indonesian people in general. The passports are valid for five years from the date they were issued and needed to be renewed as early as six months before the expiration date or will be given a penalty if it exceeds six months before the date of expiry.

The following is a procedure for getting a passport:
1. First, you come to the immigration office. You can choose the location of the immigration office based on your address on your National Identity (*Kartu Tanda Penduduk*) or the nearest ones.
2. Purchase the application form at the counter provided. Fill out the form completely according to the original documents you have.
3. Submit the completed form to the registration counter.
4. After that, take the receipt, photo schedule, and fingerprint schedule. For the photo and fingerprint schedules, if the queue is too long, you are welcome to back the next day again.
5. After the process of capturing pictures and fingerprints, the applicant waiting for the interview process and will need to show the original documents.
6. After the interview process is completed, the next step is to make a payment, sign the passport, and receive the passport collection time when it is finished.
7. Finally, the applicant can collect the passport on the collection time. The completion time for a passport is usually around one week.
8. Hope this helps.

Data 4 (pay attention to this complex-procedures text) presents the concept of complex-procedures texts. The material presented in Data 4 begins with a concept or definition of the passport making process. Then, the materials in data 4 presented with the types of passports, including diplomatic, hajj, and regular ones. After that, the physical characteristics of the passports are explained according to their type. This is the concept of a passport. Since not all students will find it easy to apply for a passport, the concept of applying for a passport will be easier to be understood if the materials are presented with examples. This can be seen from the next materials, which are the ways to apply for a passport. In regard to the accuracy of examples, it can be seen that the materials presented in data 4 are relevant because they provide some examples to strengthen students' understanding of how to apply for a passport.

4.7   The Accuracy of Exercises

The materials provided in the textbook that act as a means of achieving the learning objectives need to be evaluated. One of the possible ways to evaluate the material is by providing learning exercises to find out whether the material being taught is understood by students or not. Therefore, exercises as one of the evaluation tools are important to be accurately formulated, which are expected to be able to describe the level of students' understanding of the learned materials.

Data type 5:   Competency Test
It is necessary to answer the questions correctly:
1.   What is a complex-procedure text?
2.   Please write a structure of complex-procedures text!
3.   Please write the rules of complex-procedures text!
4.   Peel the fruits were them, and cut into pieces.
5.   Please explain how many steps to do mentioned in the sentence above.
6.   Please explain the meanings of tricks, tips, and methods.

The exercise presented in data 5 aimed to measure the level of students' understanding of the taught materials. The learning outcomes from the materials provided are students will be able to understand and interpret the complex-procedures texts. The questions presented in data 5, as a learning exercise, are considered to have enough accuracy level. This can be seen from the questions presented that aimed to measure the level of students' understanding of complex-procedures texts. Therefore, it can be argued that the accuracy of the questions or exercises presented is good.

The results deriving from this study reveal that there are some weaknesses found in the *Bahasa Indonesia* textbook for the first grade of Senior High School (*Sekolah Menengah Atas*) curriculum of 2013 as follows: (1) The textbook has not yet presented a Competency Map containing the principles used by students as a reference for achieving their learning objectives and understanding the material provided in each chapter so that the material delivered can be well structured. (2) The presentation of examples provided is less relevant to the background characteristics and social status; contains the ethnicity, religion, race, and inter-group relations issues; and does not suit the main needs.

The present findings of this study are different from previous research. A previous study commissioned by Abdulaziz, Rahayu, and Rahayu (2014) has found that the presentation of materials provided in the electronic school books of Physical, Sport, and Health Education 1 and 2 are very good Additionally, Pangestika, Andayani and Suhita' (2017) research has also revealed that (1) the appropriateness of materials provided in the Bahasa Indonesia textbook for the first grade of Junior High Schools (*Sekolah Menengah Pertama/Madrasah Tsanawiyah*) revised edition is good with the average score was 38.14, (2) the appropriateness of materials provided in the Bahasa Indonesia textbook for the first grade of Junior High Schools (*Sekolah Menengah Pertama/Madrasah Tsanawiyah*) revised edition is good with the average score was 19.24.

This study goes beyond previous research, showing that the *Bahasa Indonesia* textbook for the first grade of Senior High School (*Sekolah Menengah Atas*) curriculum of 2013 published by Erlangga has not yet provided a Competency Map containing the principles used by students as a reference for achieving their learning goals and understanding the materials provided in each chapter so that the materials delivered are expected to be well structured. The textbook should be maximally able to provide a range of information relating to textbooks and students' needs in understanding the textbooks. This is in line with Ozgeldi and Esen's (2010) view, which states that a textbook should provide information about the aims and objectives of the curriculum. Additionally, the presentation of examples provided in the textbooks does not suit the needs and relevance of the materials. The examples, illustrations, and pictures provided in the textbook should also better enable students to understand the materials provided. The examples, facts, and illustrations provided can be used to strengthen or prove the materials presented in the textbook (Wang et al., 2017).

5.   Conclusion

According to the findings and discussion of this study, it can be concluded that the result of the analysis of complex-procedures texts material provided in *Bahasa Indonesia* textbook for the first grade of Senior High School (*Sekolah Menengah Atas*) curriculum of 2013 written by Sobandi and published by Erlangga, is appropriate to be used as teaching material for the teaching and learning processes in schools. However, the complex-procedures texts materials provided in *Bahasa Indonesia* textbook for the first grade of Senior High School (*Sekolah Menengah Atas*) is considered to be less accurate due to some reasons, including (1) The textbook has not yet provided a competency map containing principles used by students to achieve their learning goals and understand the learning materials provided in each chapter in order that the materials delivered can be well-structured, (2) The presentation of examples provided in the textbook is less relevant to the background characteristics and social status; contains the ethnicity, religion, race, and inter-group relations issues; and does not suit the main needs, (3) There are no illustrations provided in the textbook. The Bahasa Indonesia textbook for the first grade of Senior High School (*Sekolah Menengah Atas*) curriculum of 2013 published by Erlangga would be better presented with a competency map and examples that are relevant to the students' development.

6.   Acknowledgement

7.   References

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