

Effectiveness of syntactical teaching books judging on content feasibility, serving, language and graphic

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Abstract---The main objective of this study is to describe the effectiveness of the syntax of the syntactic (grammar) of the content of the type, unity, and sentence structure; eligibility, language worthiness, and graphic eligibility for elementary school students in Bali province. The data source used to be the subject in this research is the expert and practitioner/teacher of Grade VI Elementary School in Bali province. Meanwhile, the object of this research is the effectiveness of the syntax teaching book which includes elements: content feasibility, presentational feasibility, language worthiness, and grafapia eligibility. The method used to collect data is a poll method/questionnaire. The collected data is analyzed by a descriptive-qualitative technique. The results showed that the aspects of the teaching books 'Grammar of the Indonesian Elementary School' which has received (1) eligibility, (2) Eligibility of content (type, unity, and sentence structure), (3) language eligibility, and (4) Eligibility the graphic is very good or very valid.

Keywords---effectiveness, eligibility, language, syntactic, teaching books.

I INTRODUCTION

The results of the first phase of research, namely the year 2018 show that the sentences used by students are very varied. Variatifan's sentence can be seen from the essay he wrote. The sentences in the case are largely irregular regardless of the rules applied. The rules in question are: (a) The rules of writing: less concerned with the use of letters and punctuation when writing sentences; (b) Less concerned with the unity of the idea he delivered; (c) Less concerned length sentence used, and (d) less concerned with variations in the structure of the sentence he wrote in the essay (Putrayasa *et al.*, 2018; Woods, 2018; Vowel *et al.*, 2017; Keohin & Graw, 2017). The shortcomings caused the sentences that were rewritten in the essay to be ineffective. These things also show that students are still less familiar with the concepts/theories/rules on sentences.

Moving on from the results of the first year, it seems urgent to do advanced research that can cope with the shortcomings by developing a teaching book related to Syntax (grammar). In this advanced study should be implanted the concept/theory of the syntax (grammar) comprehensively, so that the weaknesses that occurred previously no longer present.

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Related to the above background, the problem raised in this study is "how the effectiveness of the syntax book Syntactic (grammar) is seen from the feasibility of content pertaining to type, unity, and sentence structure; Eligibility, language worthiness, and graphic eligibility for elementary school students in Bali province? ". The specific purpose of this research is to describe the effectiveness of the syntax of the syntactic (grammar) from the feasibility of content related to type, unity, and sentence structure; Eligibility, language worthiness, and graphic eligibility for elementary school students in Bali province.

The second-year (2019) research was previously advanced research (the year 2018), namely "Study of the Assessment of Class VI Elementary School Students in Bali Province". This second year of research is important in order to produce theories/concepts about the type, unity, and sentence structure in the form of teaching books that are used as guidelines when students pour ideas, both orally or writings in the form of essays. With this study expected type, unity, and sentence structure have better benefits and objectives on a practical level. The theoretical level can enrich studies in the field of linguistics in general, and syntactic in particular (Sabilah, 2016; Kumar *et al.*, 2016).

II LITERATURE REVIEW

Syntactic is the sequence of words that make up understanding (Rayner, 2004; Collins & Stabler, 2016; Robert-Burton, 1997). Meanwhile, another opinion says that the syntax is the relationship between the one word and the other word. This interword relationship forms an understanding (Putrayasa, 2014a; 2014b; 2014c; Putrayasa, 2019; Akpomede, 2019). Syntactic is a science discipline focused on a word string consisting of S-P-O that contains a complete understanding or unity of the idea (Putrayasa, 2018a,b,c).

One of the syntactic studies is the sentence. Therefore, a review of the syntax cannot be released from the sentence theory itself. A sentence is a string of words containing a complete understanding (Collin & Stabler, 2016; Osborne *et al.*, 2012). In the word string, there are ideas conveyed, which are represented at a minimum through the element of the subject and the predicate (Batterink & Neville, 2013; Djahimoet *al.*, 2018; Widiasriet *al.*, 2019). The elements of the sentence have a harmony between the creation, the compatibility of the subject with predicate, the compatibility of the predicate with objects, the compatibility of the predicate with adverbial (Robert-Burton, 1997; Putrayasa, 2014a). In addition to the compatibility, another aspect to be considered in sentences is the type of sentence used, the unity of the sentence, and the sentence structure used in pouring the idea (Clifton & Frevier, 2010; Putrayasa, 2014b).

In his research on syntax, especially sentences, Putrayasa (2008; 2017a; 2017b) revealed that students are still having difficulty in specifying the function of the word in the sentence structure, whether as the subject, predicate, object, complement, or description in sentences.

There are several studies discussing syntactic, among others: Putrayasa (2008, 2010; Maimunah (2014), and Baryadi (2014). The studies that have been done do not discuss in detail matters relating to the type of sentence, unity of sentences, and sentence structure. Putrayasa (2008) was conducted in Singaraja city which only examines the subject and predicate in the arrangement of students with qualitative and quantitative approaches. In 2010, research on the syntactic study was done again, but it only examines the student's mastery of

distinguishing objects and complementary elements. Maimunah(2014) only examines clauses in terms of function, category, and role in the translation of Surah Al-Qari'ah. His studies have not been comprehensive, yet touched what kind of sentence there is in the translation of the Surah Al-Qari'ah. Meanwhile, Baryadi(2014) only discusses the order of clauses in the Indonesiansubordinative compound sentences from the syntactic perspective.

A fairly comprehensive study related to syntactic studies, particularly sentence elements but performed separately, was also done by Putrayasa (2016). His research examines differences in object elements and descriptions. The results show that students ' ability is still low (average: 5.75) in determining the elements of the sentence. This is due to the low understanding of the students ' concept of the sentence, the concept of the elements of forming sentences, both in terms of type, unity, and structure.

III METHOD

This research plan follows the flow of development research, a systematic review of how to make the design of a product, develop/produce the design, and evaluate the performance of the product, with the aim of being able Obtained empirical data that can be used as a basis for making products in learning (Richey & Klein, 2009; Peniro&Cyntas, 2019; Liu & Alley, 2019). Meanwhile, the approach used was approach 4-D (Define, Design, Develop, and Disseminate (Thiagarajan, 1974).

The source of the research data is an expert and practitioner/teacher of Grade VI Elementary School in Bali province. In the determination of sampling technique used random sampling area, namely random against Elementary school representing North Bali, South Bali, West Bali, and East Bali. Each area will be represented by Buleleng Regency representing North Bali, Tabanan representing South Bali, Jembrana represents West Bali, and Karangasem represents East Bali. Each district will be taken 3 SD each with a category of good, moderate, and less. From 3 Elementary School was taken 1 SD to serve as a limited trial place. Thus, the total is 12 SD and 4 SD as a limited trial place, as shown in Table 1 below.

Table 1:School samples and test sites

No.	Regency	Number of SD	Limited Number of Trial Sites
1	Buleleng	3	1
2	Tabanan	3	1
3	Jembrana	3	1
4	Karangasem	3	1
	Total	12	4

The method used to collect data is a questionnaire method. The collected data is analyzed with qualitative descriptive analysis techniques.

IV FINDINGS

Profile of teaching books 'Grammar of Bahasa Indonesia elementary school'

The English Grammar of Elementary School's teaching book is divided into eight chapters. Each chapter is accompanied by a summary and questions.

In Chapter I talked about sentence material. In the speech, this sentence discussed matters relating to the meaning of sentences; Unity of sentences, and sentence structure.

In Chapter II it alluded to things related to the news sentence, which includes: the meaning of news sentences, the form of news sentence writing, possible news sentence structure, and possible meanings of news sentences.

Chapter III outlines question sentences, which include: the notion of a question sentence, the form of writing a question sentence, the possibility of a question sentence structure, and the possible meaning of a question sentence.

In Chapter IV discussed the command sentence, which includes: Understanding the command sentence, the form of writing the sentence command, the possibility of the command sentence structure, and the possible meaning of the command sentence.

In Chapter V displayed active sentences and passive sentences. In the chapter discussed the understanding of active sentences, characterize the structure and characterize the meaning of active sentences; Sense of passive sentences, characterize the structure and meaning of passive sentences; As well as active sentence changes into passive sentences.

In Chapter VI is an exported single sentence, which includes the sense of a single sentence and a single element of the sentence. Further discussed features of the subject, traits of the predicate, object traits, complementary traits, and description traits.

Chapter VII discusses the expansion of single sentences. In this chapter is discussed the expansion of the core subject of a single sentence with attributive and positive, while its core sentence predicate is expanded with objects (object sufferers, object principals, object stakeholders, and objects said front. In addition to expansion with objects, a single-sentence core predicate is also expanded with captions, which include: time descriptions, places, causes, consequences, terms, objectives, resistance, comparison, tools, and circumstances.

Chapter VIII discusses compound sentences. The ones discussed in this chapter include the understanding of compound sentences, equivalent compound sentences, solid compound sentences, multilevel compound sentences, and mixed compound sentences.

Teaching book of practitioners and experts assessment results

Based on the analysis of questionnaire data from practitioners and experts obtained results as seen in Table 2 below.

Table 2:Teaching book assessment recap of practitioners and experts

No	Aspect assessed	Validator Validation Results						Total	Everage	Description
		1	2	3	4	5	6			
I.	Presentability									
	1. Presentation	4	4	4	4	4	4	24	4	Very Good
	Syste-matics									(VG)
	Consistency									
II	2. Sequential	4	4	4	4	4	4	24	4	Very Good
	Concept									
	3. The Teaching	4	4	4	4	3	4	23	3,8	Very Good
	Book									
II	Organization									
	Overall									
	Content									
	eligibility									
	4. Conformity	4	4	4	4	4	4	24	4	Very Good
	between									
	title/subtitle									
	and textbook									
material										
II	5. Clarity of	3	3	4	4	4	3	21	3,5	Very Good
	textbook									
II	material									
	exposure									
II	6. Depth of	3	4	4	4	3	3	21	3,5	Very Good
	presentation									
II	of textbook									
	material									
II	7. Conformity	4	4	4	4	4	4	24	4	Very Good
	between									
II	concepts and									
	examples									
II	8. Ease in	4	4	4	4	3	4	23	3,8	Very Good
	understanding									
II	the content of									
	textbooks									
III	Language									
	Feasibility									
III	9. Accuracy in	4	4	3	4	4	4	23	3,8	Very Good
	the use of									
III	good and									

	correct language									
	10. Message readability	3	4	4	4	4	4	23	3,8	Very Good
	11. Ragging and cohesiveness of the chapters	3	4	4	4	3	4	22	3,7	Very Good
IV	Feasibility of Graphics									
	12. Use of fonts	3	4	4	4	4	4	23	3,8	Very Good
	13. Layout	3	3	3	4	3	4	20	3,3	Good
	Total	46	50	50	52	47	50	295	49	
	Everage	3,5	3,8	3,8	4,0	3,6	3,8	22,5	3,8	Very Good
	Description	VG	VG							

Table descriptions:

- 1 : practitioners 1
- 2 : practitioners 2
- 3 : practitioners 3
- 4 : practitioners 4
- 5 : experts 1
- 6 : experts 2
- VG : Very Good

Based on Table 2 above, it can be stated that the aspects assessed or validated in the textbooks cover four things as described below.

First, the aspects assessed in the feasibility of the presentation are (a) the systematic consistency of the presentation, (b) conceptual wrangling, and (c) the organization of the textbook as a whole. Based on the assessment given by practitioners and experts, the mean values obtained are respectively (a) = 4, (b) = 4, and (c) = 3.8. So, the total mean is 3.9. This shows that in terms of presentation eligibility, the textbook 'Indonesian Elementary School Sentences' is classified as very good or very valid.

Second, aspects assessed in the feasibility of the content concerning the type, unity, and structure of sentences are (a) the compatibility between the titles/sub-headings and textbook material, (b) the clarity of the textbook material exposure, (c) the depth of the textbook material exposure, (d) compatibility between concepts and examples, and (e) ease in understanding the content of textbooks. Based on the assessment given by practitioners and experts, the average values obtained are (a) = 4, (b) = 3.5, (c) = 3.5, (d) = 4, and (e) = 3, 8 So,

the total mean is 3.9. This shows that in terms of content eligibility, the textbook 'Indonesian Elementary School Sentences' is classified as very good or very valid.

Third, aspects that are assessed in language appropriateness are (a) the accuracy of the use of good and correct language, (b) message readability, and (c) *chordfulness* and cohesiveness of chapters. Based on the assessment given by practitioners and experts, the mean values obtained are respectively (a) = 3.8, (b) = 3.8, and (c) = 3.7. So, the total mean is 3.8. This shows that in terms of language eligibility, the textbook 'Indonesian Elementary School Sentences' is classified as very good or very valid.

Fourth, aspects assessed in the feasibility of graphics are (a) the use of fonts and (b) layout. Based on the assessment given by practitioners and experts, the mean values obtained are respectively (a) = 3.8 and (b) = 3.3. So, the total mean is 3.6. This shows that in terms of presentation eligibility, the textbook 'Indonesian Elementary School Sentences' is classified as very good or very valid.

Based on the assessment or validation of practitioners and experts on the four aspects that are used as a reference for the assessment, it can be concluded that the textbook 'Indonesian Elementary School Sentences' is very good or very valid. The results of the validation of the textbooks showed a very high level of validation because the textbooks that were developed were systematically compatible with the level of development of cognition and initial knowledge of grade VI elementary students. Inde (2000); Hakim (2016); Aryani&Rahayuni, (2016)said that textbooks whose material was arranged systematically would facilitate students and teachers in learning. The material developed in the textbook is consistently linked to each other and at the end of the chapter is always accompanied by summaries and exercises questions to increase students' understanding of the material they learn. The composition of materials ordered systematically makes it easy for students to understand the material. This is in line with the views of Luqman (2012) which says that the composition of textbooks is very useful to attract students in learning textbooks. Variations in the textbook components concern the elements that makeup textbooks that are presented in a coherent and structured manner that is able to attract students' interest in using this textbook.

V CONCLUSION

Based on the explanation above, it can be concluded that the aspects of the formation of the textbook 'Indonesian Elementary School Sentences' which cover (1) the feasibility of presentation, (2) the feasibility of content, (3) the feasibility of language, and (4) the feasibility of graphic classified as very good or very valid. Based on these conclusions, it is recommended that teachers, especially those who are the subjects in this study, use this book as a reference in learning Indonesian. In addition, the authorities in the field of education recommend that this book be used as reference material in learning Indonesian in grade VI students in the Province of Bali.

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