Language Skills in Bahasa Indonesia Learning Textbook Class X Curriculum of 2013 Revised Edition

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Abstract—**Diversity of language skills in Bahasa Indonesia learning is an important part. The more diverse language skills mastered by the students, the more complete the language skills the students have. This research aims to describe the language skills contained in the Bahasa Indonesia Textbook for Class X Curriculum of 2013, 2014 and 2017 revised edition. The data source in this research is the Bahasa Indonesia Textbook (BTBI) Curriculum of 2013 published by the Ministry of Education and Culture (Kemendikbud). The data in this research are words, phrases, or sentences that reflect the content of language skills. The method of data analysis used the method of equivalent (referential equivalent) and *agih* (the basic technique for the direct element, and the advanced technique of form changes and replaces). Language skills found in the 2014 edition book are speaking, reading, writing, speaking-listening, reading-speaking-listening, reading-listening, and reading-writing. From the 2017 edition, the skills found are listening, speaking, reading, writing, reading-speaking, and reading-writing. Based on these differences, it can be concluded that the language skills which are intended to be formed from the learning process of 2014 BTBI and the 2017 BTBI have differences.**

Keywords— textbook; language skills; 2013 curriculum

I. INTRODUCTION

There are so many things that can be discussed about human's life. For example is the use of language, digital media, and communication, human's body parts, talent and interest, psychological, health, also human's economic. The problem is the use, or the contents of text which written are one of interesting things that can be discussed scientifically. It is interesting because there are so many ideas in a text, considering the text is human's tool to present ideas, notion, and thought. Human's ideas that

expressed in the written text vary in shape such; textbook, science book, writing on newspaper, and human writing on social media.

As for the example of human's idea that written on the book is textbook of *Bahasa Indonesia SMA Kelas X Kurikulum 2013 Edisi Revisi 2014* (abbreviated in *BTBI SMAKX K13 ER14*) which published by Kemdikbud RI by the year of 2014 and 2017 which about language and literature lesson material. Those various material are wrapped in a systematic, structurally, and comprehensive way. The teaching and reading material in *Bahasa Indonesia SMA* textbook includes many language skills. This was revealed by the writer on his preface.

Some of the following studies are previous studies about language skills. The result of Suwarti et al. (2011) shows that student's interest in following news writing lesson through environment-based contextual learning is increasing, 25% was very happy following the lesson, and about 50% said they were happy. Klimova (2014) stated that the use of the communicative method was not effective as an *English Language Teaching* model in Ceko, as the substitute is proposed a methodological approach to developing language sill that is productive. The result of Vehkavuori & Stolt (2018) found that kids who are trained to develop their receptive language development from early childhood have higher language skills.

II. LITERATURE REVIEW

The term of *wacana* in the Indonesian language is equivalent to meaning from English language *discourse* (Oetomo, 1993:5; Baryadi, 2002:1). Crystal (1985:96) is simpler; she defined *wacana* as a series of continues language (especially spoken the language) which is wider than a sentence. *Buku teks* is a translation from English language 'textbook' (Mikk, 2000:17; Hornby, Wehmeier & Ashby, 2000:1238). O'Keeffe, (2013:2) simply defined *buku teks* as *books which are written for teaching and learning*. As for the skill is defined as *the ability to do something well* (Husain, 2015:1). Language is complex skills that involved four skills; they are listening to skill, speaking skill, reading skill, and writing skill (Harris, 1977:9).

Another study about *wacana* is limited to the element that available on the text, without connecting to an element outside of language. This study is different from the other study which seen text and connected it to what happened outside the text. The aim of this study is to describe the distribution of language skills that available on *Bahasa Indonesia* class X SMA revised the edition year 2014 and 2017 textbook.

III. METHOD

This study is qualitative. The data in this study has two different forms, namely: number and non-number (Mahsun, 2017:281). The data in this qualitative study is in the form of non-number. Usually, the data is in the form of words, phrase, clause, sentence, or notion. As for the data in this study is in the form of words, phrase, clause, sentence, and paragraph, which will be analyzed of its language skills content. Those data are available on *Bahasa Indonesia SMA Kelas X Kurikulum 2013 Edisi Revisi 2014* and *Bahasa Indonesia SMA Kelas X Kurikulum 2013 Edisi Revisi 2017* published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia. The data source of this study is on a written document in the form of notion or text which available on *BTBI SMAKX K13 ER14* and *BTBI SMAKX K13 ER17* published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia.

By the sources above, the data in this study is collected through scrutinizing. Scrutinize method is one of data provision methods by scrutinizing using language (Mahsun, 2017:91). Scrutinize in this method is not only scrutinizing using oral language but also by the use of written language. The technique used to collect the data in this study is using the continuous technique in the form of note technique. Note technique used in this study is noting the data related to language skills element available on *Bahasa Indonesia* class X SMA textbook.

There is also *agih* method, which is the determination in analyzing is part of the language that related (Sudaryanto, 2015:18). The technique used in *agih* method is the basic technique for direct element, continued by the advance technique of changing shape, and substitution. The technique above also in line with content analysis, to get the conclusion content analysis based available data analysis is needed (Fraenkel et al. (2011:478)).

IV. RESULT AND DISCUSSION

Language Skills

The findings of language skills on *BTBI SMAK X K13 ER14* and *BTBI SMAKX K13 ER17* are presented on the table below.

TABLE I.   LANGUAGE SKILLS FINDINGS

No	Skills Classification	Text Book *BI*	
		2014	2017
1	Listening	-	6
2	Speaking	13	9
3	Reading	24	18
4	Writing	22	23
5	Speaking-Listening	1	-
6	Reading-Speaking-Listening	1	-
7	Reading-Listening	1	-
8	Reading-Writing	2	1
9	Reading-Speaking	-	1
	Total	64	58

Here is the example of language skills data on *BTBI SMAKX K13 ER14* and *BTBI SMAKX K13 ER17.*

a) Reading

There are four reading skills on chapter I on *BTBI SMAKX K13 ER14.* Those four skills will be presented below,

(1) ***Read*** the short text entitled *"Makhluk di Bumi Ini" below.* (BI/2014/page. 4)
(2) ***Find*** *the verb in another verb group which has 'divide' and 'classify' meaning, either active or passive verb.* (BI/2014/page. 9)
(3) ***Scrutinize*** *that the participant in report text is a human or general thing, for example, blood and heart.* (BI/2014/page.15)
(4) ***Compare*** *your resume with your friends' resumes, is the content the same between those resumes and text about carbon (BI/2014/page.*24)

The data on (1) to (4) above are reading skills. Reading skills on those data is marked by the use of *read, find, scrutinize,* and *compare* words. Data (1) reading skill is marked by the word *read*. The student is asked to read a text entitled *"Makhluk di Bumi Ini"* which available on the book.

Find on date (2) also marked reading skill. The word *find* is implied form of read command. The skills to look for verbs and verbs group which has meaning divide or classify in a text must be done by reading the text first. The use of *scrutinize* word on data (3) is an advance language skill. The command to scrutinize is reading carefully or in other word reading by looking closely into the text available.

In data (4) reading skill is marked by *compare*. Comparing activities that are intended is reading text activity by reading friends' resume and theirs. From the reading result by comparing both resumes, it can be drawn a conclusion whether there is sameness between the original test before getting resumed. Reading skills on this book is presented in the form of phrases, dialog, also paragraph. The compilation of reading skills which in the form of phrases, of course, are able to increase student's reading (Jazeri, 2016).

b) Speaking

On chapter I *BTBI SMAKX K13 ER14* there are five speaking skills. Those speaking skills are presented below.

(5) ***Cooperate*** *with your friends in deciding whether this text is an ideal report! (BI/2014/page. 13)*
(6) ***Ask for Comment*** *from your friends, whether your work is already good. (BI/2014/page.25)*
(7) *After that, based on those resumes,* ***express*** *those text in front of your friend. (BI/2014/page.27)*
(8) ***Present*** *your work in front of your friend (BI/2014/page.13)*
(9) ***Discuss*** *with your teacher and friend about the intrinsic elements that build it (BI/2014/2014/page.32)*

Language skill on data (5) is marked by the use of *co-operating* diction. The mean of co-operating on data (5) cooperates in the form of discussion to answer the task presented. Discussion is speaking ability that done through communication between two or more people. Speaking skill by discussion is also available on data (9). On that data, student is asked to discuss with teacher or friends about intrinsic elements.

On data (6) speaking skill is marked by the use of imperative sentence *ask for comment*. The comment is addressed to friends. The process to ask for comments is speaking skills which are trying to communicate with friends by speaking

activity to ask respondents for the work that had been done. On data (7) and (8) speaking skill is marked by the words *express* and *present*. Those two words are equivalent meaning, which means to communicate or speak in front of people. On data (7) and (8) speaking command is done by delivering their work results in front of their friends.

(c) Listening

The data below is scrutinizing skill available on a chapter I *BTBI SMAKX K13 ER17*.

(10) **Let us try to listen** *to the observation report results! So that you will be able to listen correctly, close this book!* (BI/2017/page.9)

Listening skill on data (10) is marked by the use of Let us **try to listen to** diction. Listening skills are trained by listening to observation reports activity delivered by friends in front of the class. To examine the listening skill at the end, they will be given the task to deliver what they got after listening to observation reports.

(d) Writing

These three data below is writing skill which available in a chapter I *BI* textbook curriculum 2013 revision edition 2017.

(11) *After finding the main idea of each paragraph in the observation report text above, now* **connect those sentences** *by with the right conjunction.* (BI/2017.page.14)

(12) **Make a** *question related to those Wayang reports.* (BI/2017/page.11)

(13) **Write** *your analysis result on the table like the following examples! (*BI/2017/page. 34)

Data (11) is writing skill which marked by the use of *connecting those sentences* diction. Connecting main idea activity with the right conjunction above of course is using writing skill as the basic skill. On data (12) writing skill is marked by the word *make*. Student will be asked to make question based on the *"Wayang"* text report. The word *write* on data (13) indicated the existence of writing skill. The word *write* is the equivalent word of make. Writing activity that is intended on the data is writing the analysis result which done by the table provided.

(e) Reading-Writing

Both data below are reading and writing skills available on *BTBI SMAKX K13 ER17*.

(14) **Read** the following text report from the observation of the following D'Topeng Museum Angkut. Then **answer** the following command (BI/2017/page.15)

(15) After **reading** the text above, please **answer** the following questions with the right answer. (BI/2017/page.17)

On data (14), there are reading, and writing skills which marked by the word *read* and writing skillare marked by the word *answer*. Reading command is aimed at the student to read the observation text report of "D'topeng Museum Angkut." There is writing skill on data (14) marked by the command to answer the following task. Also, on data (15) reading and writing skill, each marked by the word *read* and *answer*. The command to read on data (16) is reading the text available. Writing skill is marked by the command to answer questions at the end of the learning section.

Based on the result of this study there are also varied language skills which found on the book 2014 edition talked about (13 skills), reading (24 skills), writing (22 skills), speaking-listening (1 skill) and reading-writing (2 skills) while on 2017 edition, there is listening skill (6 skills), speaking (9 skills), reading (18 skills), writing (23 skills), reading-speaking (1 skill), and reading-writing (1 skill). BTBI SMAKX K13 ER14 dominated by reading and writing skills. The domination of both language skills marked the wanted result that student is able to master reading and writing skill. The following are language skills that available on each chapter on BI text curriculum 2013 revision edition 2014.

Chapter I consists of reading, speaking, writing, speaking-listening, reading-scrutinizing, and reading-writing skills. Chapter II consists of reading, speaking, and writing skills. Chapter III consist of reading, speaking, and writing skills. Chapter IV consists of reading, speaking, writing, reading-speaking- scrutinizing, and reading-writing skills. Chapter V consists of reading, speaking, and writing skills. Chapter VI consists of reading, speaking, and writing skills.

As following is language skills that available on *BTBI SMAKX K13 ER17*. Chapter I consists of listening, reading, speaking, writing, and reading-writing: chapter II consists of listening, reading, speaking, and writing. Chapter III consists of listening, reading, speaking, and writing. Chapter IV, those skills are listening, reading, writing, and reading-speaking. Chapter V consists of reading, speaking, and writing skills. Chapter Vic consists of reading, speaking, and writing skills. Chapter VII consists of listening, reading, speaking, and writing. Chapter VIII consists of listening, reading, speaking, and writing skills.

Language skills contained on *BTBI SMAKX K13 ER17* above is dominated by reading and writing skills. From that point of view, it indicates that the developer of the book wanted that there will be a push over towards reading and writing skills.

The language skills presented in text book curriculum year 2013 and KTSP is different. This differentiation is very appealing. On KTSP the name of language skills is presented on sub chapter, while on the 2013 curriculum it did not present that way. Moreover, on the core competencies (KI) 2013 curriculum, there is no rule about whether to show related skills; listening, speaking, reading, and writing. It only showed spiritual, social, knowledge, and skills. It is very different from KTSP, where the core competencies (KI) are ruled by those four language skills.

V. CONCLUSION

Language skills that found on *BTBI SMAKX K13 ER14* are speaking (13 skills), reading (24 skills), writing (22 skills), speaking-scrutinizing (1 skill), and reading-writing (2 skills). On *BTBI SMAKX K13 ER17* there are listening skill (6 skills), speaking (9 skills), reading (18 skills), writing (23 skills), reading-speaking (1 skill), and reading-writing (1 skill). The way language skill presented on KTSP and 2013 curriculum is different. On KTSP language skill is presented by showing the name of language skill (listening, speaking, reading, and writing) and it presented proportionally. While on 2013 curriculum language skill is presented on texts form, the name of those skills is implied on imperative sentences available. Moreover, language skills are presented according to existing skill emphasized.

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