The Implementation of Contextual Approach in Solving Problems Understanding Syntax: *Sentence* Indonesian at universities in Surakarta, Indonesia

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Abstract

This study aims to: (1) assess the charge textbooks Syntax: *Sentence* bahasa Indonesia is based on a needs analysis; (2) analyzing the breakdown of understanding Syntax: *Sentence* Indonesian with contextual approach; (3) test the effectiveness of understanding Syntax: *Sentence* Indonesian with kontekstua approach. This research was conducted through qualitative and quantitative approaches with fourth semester students at three private colleges and the universities throughout Surakarta, Indonesia in 2014/2015. Quantitative study conducted through the instrument used by the student to understand Syntax Indonesian sentences by using a contextual approach to determine the ability of students to understand the syntax Indonesian sentences in solving these problems. All instrument before deploying tested for validity and reliability of their needs. Qualitative studies are used to reinforce the results of interviews with six lecturers Syntax Study Program Indonesian language and literature at universities in Surakarta, namely the University of Veterans Bangun Nusantara Sukoharjo, Muhammadiyah University Surakarta, Widya Dharma University Klaten, Sebelas Maret University Surakarta. The results showed that the majority stud2ent. They implement contextual learning by doing lesson plans that all students perform implement, but to look back make most students do not review anything. Based on the result of exposure to the development of prototypes, the value of t (8,24)> t table (1.69), then Ho is accepted. There are differences post test conventional class and experimental class on Indonesian syntactic ability. From the calculations, the average scores for post test conventional class is 70.45, while the average for post test 79.24. This indicates that the average score post test greater than the average score of pre test. Thus the effectiveness of the test results with the textbook syntactic contextual approach classed either.

Keyword*s* understand the problem, plan, implement the plan, looking back

1. Introduction

This study examines (1) the charge textbooks Syntax: *Sentence* Indonesian based analysis of the need for student. Study Program language and Literature hereinafter abbreviated Indonesia at universities in Surakarta. (2) analyzing the breakdown of understanding Syntax: Sentence Indonesian with contextual *approach;* (3) test the effectiveness understanding Syntax: Sentence Indonesian with contextual approach. This research was conducted through qualitative and quantitative approaches with fourth semester students at three private colleges and the universities throughout Surakarta, Indonesia in 2014/2015

Less successful phenomenon *Syntax* Indonesian understanding of the material can be said most dominant today is the low level of mastery of syntax comprehension. This is due, among others, the limitations of reference readings. Syntax books currently on the market in the form of textbooks is very difficult to understand, many aspects of which are presented incomplete (not exactly match the curricular goals of a program instruction) Another .problem encountered is a learning process that is still dominated by professors and lecturers lacking have sufficient textbooks and presented in accordance with the interests and conditions of the students can be me-cause low levels of mastery of syntax. This happens because of them the textbook presented by the teachers less in line with the context.

There are still many teachers who just settle for using media like text books of his own choice as teaching material without considering the text student. However demand by teachers using the textbook are interesting, the student would be interested anyway to follow the lectures, learning can run smoothly, the atmosphere becomes more lectures lively, interesting, fun, and learning can direct air effectively and efficiently.

Syntax Indonesian book in the form of text books usually becomes difficult to understand the students because teachers choose books based on consideration of the goodness of the book from the perspective of teachers alone. This also make teachers find it difficult to be present at any time in learning the material.

Another thing that causes the material syntactic comprehension ability levels low is because teachers have difficulty in teaching syntax. During this time, teachers just teaching methods by conducting lectures and using teaching materials derived from text book that exist. Cara Indonesian syntax is felt less appreciative because teachers only explain about the things that are general and it is only a theory. It makes the students are not informed at all about the nature of syntactic such as properly. ,

Thus it can be said, Syntax is one of the subjects in the study program Language and Literature Indonesia need a textbook as needed. Syntax is important. The important Syntax courses in Indonesian, because Syntax reviewing grammatical units of scope The smallest form phrases, clauses, sentences, and discourse. Consciously or not, every day people carry on a conversation. In that conversation, ideas presented one can understand their dialogue partners properly, if it is expressed with good sentences correctly. Similarly, the written language skills required writing effective sentences that do not occur in the arrest *keambiguitasan* meaning.

The current understanding of the syntax materials like text books are very difficult to understand because there are lack of accessories in the discussion, as well as learning that occurs very tedious and there are monoton. Be told lack of accessories between theory and reality that exists (in textbooks) were seen in the discussion of a sentence, such a theory proposed by Ramlan (2001: 6) is a unit of grammatical sentences is limited by the long pauses that accompanied the end tone down or up . This meaning of the sentence may consist of a single word, because the nature of language function was to communicative. Likewise it is Zhan (2010: 50) states that *"Communicative competence plays an important role in language teaching and learning. In this paper, the author makes a tentative effort to explore the children's acquisition of communicative competence in order to help FL learners have a better understanding of the formation of this ability "*. In other words, communicative competence has a very important role in the teaching and learning a language. On the paper was also discussed about the communicative competence of children in acquiring a language, in the hope of language learners to have a deeper understanding of these competencies.

Almost the same as the communicative research, Zhang (2010: 81-81) states that *"The paper tries to show the positive effects of cooperative learning on foreign language learning and teaching langue. Compared with traditional language teaching, cooperative learning language conforms to the developmental trend of language teaching method and possesses Considerable advantages. In the foreign language learning classrooms, cooperative language learning provides students with the Necessary academic and social skills. The paper reveals benefits of cooperative learning language learning in many aspects "*. This means that this paper tries to discuss the positive impact on learning and teaching languages cooperatively. Compared with the model in traditional language teaching, more cooperative learning has many benefits. By using cooperative learning, the student will have a better knowledge-social.

In harmony with that statement, the study of Changjuan entitled *Acquisition of Communicative Competence* taken from the Journal of Language Teaching and Research stated that communicative competence is the interaction of linguistics in the target language in the form of the ability to function in a setting that is truly communicative, namely in a transaction spontaneous involving more than one person.

Another journal, *Topics in Linguistics - Issue 3 - July 2009 - Interface Between Pragmatics and Other Linguistic Disciplines. International* Journal of *Linguistic (issue 3),* page 54. Povolná who took the title: "Negotiation of Meaning in Spoken Interaction" stating that the author focuses on the markers can clarify the meaning and purpose in the negotiations so that suggests coherence verbal interaction in discourse. Unit sentence instead of the number of words that become elements, but the intonation.

2. Literature Review
2.1 Syntax Indonesian Itself

The term comes from the Greek syntax, *suntattein sun* formed from the word meaning 'with' and tattein word meaning 'position'. Suntattien term means putting together words into groups of words or phrases (Verhaar, 1992: 70 Suhardi, 2008: 31-32). Syntax in Indonesian word said by Ramlan, 2001: 1 and Pateda, 1994: 85) is the absorption of the Dutch language, *syntax* which in English is called the called the *syntax*

Syntax is part or branch of linguistics that level in units most widely gramatik scope. Syntax talking about the ins and outs of discourse, sentences, clauses, and phrases (Ramlan, 2001: 1) .Furthermore Ramlan said that language is made up of two coating layer is a layer of shape and meaning expressed by the form. Syntax as a branch of linguistics is often named as the syntax, although the use of it is less precise term. Be told Thus, for linguistics branch are usually studied how a sentence in a language that is formed by community wearer. The system grammatical sentence analyzing unit for one / more than one word (Verhaar, 1992: 60) .Next also by Verhaar said that problems such as various syntactic units and various relationships among the units that were investigated by syntax.

While Arifin (2009: 1) says that the syntax is the branch of linguistics that talk about the relationship between words in speech. The element of language syntax is within the scope of the phrase, clause, and sentence. Furthermore, Keraf (1991: 139) also say that the limitation sentence based on these explanations is one part of the speech that preceded and followed by silence, while the intonation me-show that part of the speech was already complete.

Syntactic according Kridalaksana (2002: 154) is the setting and the relationship between words with words, or with units greater grammatical language. Tarin (1985: 3) state that syntax is the science that discusses patterns of incorporation words into sentences.2

Chaer (2009: 3-4) says that the discussion about the syntactic study it on his general carried analytic. It means the language of the largest units in the form of discourse to the smallest form of the spoken word structure, category, type, and its meaning. A way had to be done to introduce syntactic units: discourse, sentence, clause, phrase, and word. Chaer in talks about unit syntax more emphasizes the process of establishing these units, not on the analytical and description of the units. The process of word formation has been discussed in other books (Chaer 2009) then in the Syntax emphasizes the process of forming the phrase, clause, and sentence. In line with the conversation field syntax, Parera (2009: 5) discuss the language unit in the form of sentences, clauses, and phrases.

Syntax theory that focuses concern to semantic sentence case called grammar theory *(Case Grammar Theory)* .Fillmore (1971: 17) proposed a transformational grammar with cases. The affair basic grammatical theory of the case stated by Cook (1989: 181) as follows ,

"Case grammar theory is a theory that the offer section with sentence semantics. Within a general case of semantics grammar is not concerned directly with the semantics of discourse nor with the componential analysis of words. Case grammar offer section only with the internal structure of a single clause, and even within the clause grammar case does not deal elements of meaning; its offer section only with the essential predicate argument structure. Case grammar is a theory that attempts to describe the meaning of a clause in the terms of a central predicate and the arguments required by the predicate. "

The fact shows that the languages in the world, is no exception Indonesian, has a single sentence, or sentence clauses central element of the verbal category. Speaking as a means of communication that convey messages from one person to other . However in language teaching practice we often forget that language communication function is essentially a "place" or "drawer" that can be fil22led by any particular linguistic form. Form syntactic function is a *subject* (S), *predicate* (P), *the object* (O), *complement* (Pel.), And *specific description* .No all sentences should contain all the syntactic function . The element syntactic function that should exist in every sentence is subject and predicate, while other elements, namely the object, complement and caption a support element in the sentence

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From the opinions above can be conclude that determine the actual number of units of the sentence is not a word into its elements, but intonation. Every sentence units is limited by the long pauses that accompanied the end tone down or up (Keraf, 1991) .From the opinions It can be concluded that the syntax or syntax (Ingg.) is a

branch of science language to discuss the intricacies of phrases, clauses and sentences. Here will be described one by one scope syntax, phrase, clause, and sentence.

2.2 Nature of Sentence

It can be said that that all the old grammar defines a sentence with the words that almost similar. A requirement for a sentence is perfection in the response must be stated in the completeness form. Ramlan (2001: 6) states that what is meant by the sentence term is a unit grammatical which is limited by the long pauses accompanied the end tone down or up.

Similar with Ramlan, limits the sentence according to Keraf (19 911) stated that one part of the speech that preceded and followed by silence (stop) while the intonation suggests that part of the speech was already complete.   If so, a *word,* a *phrase*, a *clause* can be a *a sentence* that was given to him suprasegmental elements, in this case the intonation. Syntax textbooks Indonesian circulation today hardly ever mentioned discussions relating to the elements of *suprasegmental*. Books Indonesian language syntax discussion includes the phrase, clause, and sentence were discussed just a segmental element, even though the use of the phrase was not just a segmental element, but also related to the elements as described *suprasegemental* Keraf (19 911) at the top.

So: Words + intonation> sentence
Phrases + intonation> sentence
Clause + intonation> sentence

2.3 Contextual Approach

Contextual learning is a learning approach that fully engage students in the learning process. Contextual learning is not only to listen to and record, but learning is the process experienced directly. Through the process of the students experienced the expected developments occurred as a whole, which not only develops the cognitive aspects, but also affective and psychomotor aspects.

According Suprijono, (2011: 79), a contextual approach or *Contextual Teaching and Learning* (CTL) is a concept that helps teachers link between the material taught with real-world situations and encourages students to make connections between the knowledge possessed by the application in their lives as members families and communities. Meanwhile Trianto, (2008: 20) states that a contextual approach is a concept of learning that help teachers link between the material taught with real-world situations students and encourage students to make connections between the knowledge possessed by the applicability in their lives daily, involving contextual learning seven major components, namely: (1) *constructivism,* (2)*questioning,* (3) *inquiry,* (4) *learning community,* (5) *modeling,* (6) *reflection,* and (7) *authentic assessment.*
Contextual learning excellence by Sanjaya (2007: 272) are as follows:

a. With contextual learning can emphasize students' thinking activities fully, both physically and mentally.

b. Contextual learning can make students learn that not mengahafal, but the process is experienced in real life.

c. Classes in the contextual learning rather than as a place to obtain information, but as a place to test their findings in the data field.

d. The subject matter is determined by the students themselves, not the result of a gift from someone else.

Besides the advantages as mentioned above, contextual learning also has its disadvantages. Sanjaya (2007: 272) adduce contextual weakness is "the application of contextual learning is learning which is complex and difficult to implement in the context of learning. Then learning by using a contextual approach also takes a long time ".

2.4 Contextual Approach in Learning Syntax: Sentence Indonesian

Trianto 2008: 25-26 outlines the steps CTL application in the classroom as follows;

(1) develop a thought that children will learn more meaningful by working alone, find themselves, and construct their own knowledge and new skills; (2) implement as far as possible the activities of inquiry to all topics; (3) develop students' curiosity by asking questions; (4) creating communities of learning (learning in groups); (5) present the model as an example of learning; (6) did reflection at the end of the meeting; (7) doing the actual appraisal in various ways

3. Methodology
The method used in this research is qualitative descriptive method which is divided into three phases, as follows:

1.   **Document**

Analysis of documents in the form of literature related to the curriculum, syllabus and lecture quality plan (RMP), a journal Syntax, and the availability of textbooks ,. Based on the results of a survey that has been conducted for six months at four universities in Surakarta, three private universities and the universities, namely the Bangun Nusantara University of Veterans Sukoharjo (Univet Bantara SKH.), Muhammadiyah University Surakarta (UMS), Widya Dharma University Klaten (Uniwidha) and Sebelas Maret University (UNS). Obtained by the fact that not many textbooks Subjects Indonesian syntax that is used as a reference in the university.

1.   **Interview**

Interviews were conducted for lecturers as respondents, students and other users to know the textbook used in Study Program Indonesian language and literature in universities as Surakarta, Indonesia.

1.   **Observation**

At this stage of observation of this study source data required as follows: (1) The respondent, ie the lecturers who teach subjects Syntax Indonesian at universities in Surakarta, lecturer of Bangun Nusantara University of Veterans Sukoharjo (Univet Bantara SKH.), Muhammadiyah University Surakarta (UMS), Widya Dharma University Klaten (Uniwidha) and Sebelas Maret University (UNS). ; (2) The books used as reference material in the lecture course syntax.
In this stage, the authors note all sentences in the book The syntax used in three private universities and the universities throughout Surakarta, namely Univet Sukoharjo, Unwidha Klaten, UMS Surakarta, Sebelas Maret University of Surakarta, to obtain data as research material, after The search for theories and concepts according to the study.

4. Findings and Discussion
4.1 Findings
4.1.1 Charge Textbook Syntax: *Sentence* **Indonesian**
1. Conditions Textbook Indonesian syntax in universities in Surakarta

Exploration carried out to collect information and seek input through direct observation and in-depth interviews. Conditions textbooks Indonesian Syntax observed by Field Notes Document Analysis Results (CLHAD) and Field Notes Interview Results (CLHW). Information collected as a base and input in designing the initial draft. This exploration phase was found five titles Indonesian syntax used lecturers and students of Indonesian Language and Literature at universities in Surakarta. The syntax to five books among Syntax, Ramlan work ,; Syntax Indonesian, Sidu work, Syntax A Practical Guide, Sukini work; Variety and Analysis Sentence Indonesian, Markhamah work; The basics of syntax analysis, by Parera.

a. Textbooks / Instructional Syntax Indonesian for PROGRAM LANGUAGE AND LITERATURE HEREINAFTER ABBREVIATED INDONESIA Students at universities in Surakarta

Based on the results of a survey that has been conducted for six months at four universities in Surakarta, three private universities and the universities, namely the University of Veterans Bangun Nusantara Sukoharjo (Univet Bantara SKH.), University of Muhammadiyah Surakarta (UMS), University of Widya Dharma Klaten (Uniwidha) and Sebelas Maret University (UNS). Obtained by the fact that not many textbooks Subjects Indonesian syntax that is used as a reference in the university. Therefore, the need textbooks Indonesian syntax is needed.

1) Book Indonesian Syntax for PROGRAM LANGUAGE AND LITERATURE HEREINAFTER ABBREVIATED INDONESIA Students at the University of Veterans Bangun Nusantara Sukoharjo (Univet)

To Univet Sukoharjo there yet Syntax Indonesian textbooks today. In Univet Sukoharjo are still used textbook (which is not written by the lecturer concerned), which uses syntax book, work book Ramlan and supporters, namely Syntax Indonesian, La Ode Sidu work, in 2012 ..

The material presented in the textbook are: (1) the level of Linguistics; (2) the level of Syntax; (3) Function Syntax; (4) The role of semantic sentence; (5) Effective sentence; (6) Conjunction sentence. In textbooks Sintax, Sidu work there are some advantages and disadvantages. The existence of the list of contents on the front page makes it easy for readers, students, and users of this textbook in searching for and finding the chapter, section, and the topic is in it. But unfortunately, in the summary is not in the text book. Actually, it was very helpful summary of the reader as a summary of the key concepts of each chapter, which is expressed with words concise, clear, and facilitate students in understanding the entire contents of the chapter.

Material book called *Syntax Indonesian* Sidu essay is different from Ramlan work, which begins with a broader scope, namely the linguistic sense in which examines the level of phonology, morphology, a new heading syntax. Not much different level far different from the grammatical level Ramlan used approach structural. When the material is associated with long experienced goal-distance, then the delivery of content leads to cognitive domains that are scientific theoretical. While two other domains less attention, namely the affective and psychomotor domains.

In terms of the level of phrases which are distinguished by a compound contained inaccuracies in written procedures in the field of compound words, look at page 32. Writing compound words, such as parents, meja hijau, Matasapi, kumis kucing, rumah monyet, should be separated: the elderly, the green table, a cow , whiskers cat, monkey house. In terms of the level clause, the example used in word *only* found on page 118 is actually not just occupy a position in trengah, but also biased position at the beginning in terms of material sentences. From that sentence also contained inaccuracies example used, appearing on pages 34. At constituents example sentences (29) *The child was never denied the* supposed need to be raised because the object of the sentence, including transitive, requiring an object, such as a *child was never denied the ban on parents.* The way the delivery of materials is very limited, which is used to explain the concept of explanation information. After explaining concept, certain materials, followed by pointing to a number of relevant examples tend sentence artificial author, and form short sentences. In the book The syntax works Sidu the only medium of instruction used in the form of tables found on pages 7, 32, 33, 54, 57, 58, 59, 60, 61, 73, 99, and looking charts on pages 36, 40, 92, In terms of language, the syntax text book is good, because the language is in conformity with the capability for students, teachers, professors, and enthusiasts bahasa. The miss requirements that must be met by the textbook is to be communicative, easy to digest, easy to catch, easy to understand its contents ,

2) Book Indonesian Syntax for PROGRAM LANGUAGE AND LITERATURE HEREINAFTER ABBREVIATED INDONESIA Students at the Muhammadiyah University of Surakarta (UMS)

UMS has not been there for Syntax Indonesian textbooks today. In UMS is a book that is used is textbooks syntax works Ramlan as the main book, while the book advocates using textbooks written by the lecturer concerned, the work of Markhamah, *Syntax, Variety and Analysis of Sentences in Bahasa Indonesia* (2008), while *Syntax 2: Alignment Function, Category, Role in Clause,* in 2010.

In terms of approach Syntax book using a structural approach, as seen on page III, the author states that the book is a theoretical study of the theories relating to the sentence. The word refers to the theoretical studies in terms of cognitive (knowledge) only, whereas psychomotor and affective aspects not mentioned in the book. When the material described is associated with teaching objectives that lead to the three domains, cognitive, affective, and psychomotor, then in the book there is still a shortage.

In terms of material sentences are inaccuracies example used, look at page 6 in the example sentence *Ali'm writing* should need to be raised object because the sentence including transitive, requiring an object, such

as *Ali sedang menulis surat.* Thus *Ali* occupied the function of the subject,*currently writing* occupied the function predicate, and surat occupying a function object.

Next on the summary and evaluation are not included in the text book. Summary nerupakan key concepts of each chapter, which is expressed with words concise, clear, making it easier for readers to understand the entire contents of the chapter.

In terms of media widely used medium of learning in the form of schemes / charts to clarify be delivered. From material terms of understanding the language, the text book is quite good, because it was written by a person skilled in field. The sentences order, the right choice he spared double meaning, use proper punctuation.

3) Book Indonesian Syntax for PROGRAM LANGUAGE AND LITERATURE HEREINAFTER ABBREVIATED INDONESIA Students at the University of Widya Dharma Klaten (UNWIDHA)

Among the four universities, only in Klaten Unwidha already have textbook titled *Syntax: A Practical Guide,* written by the lecturer concerned, Sukini in 2010.

Textbooks are very possible to be a textbook better. With consideration there are still some specific characteristics that are not relevant to the characteristics of the textbook. As for the specific characteristics of textbooks that can not be equated with the textbooks are for: competence standard, basic competence, indicator, learning materials, learning activities, and competency tests. The components of the textbook characteristics must exist each chapter. Syntax book Sukini work is not yet fully equipped to meet the characteristic features good textbook. Textbooks Syntax Sukini work there are only basic competence are summarized on page xvi in Instructional Analysis, which should be in every chapter there.

In terms of approach, the book is still using structural approach. Clear this only relates to cognitive, which contains science theory. Thus, there is pleasure and adventure-do with the curriculum (curriculum since 2002 up to 2013) which states that the nature of the function The language for communication. While shown sentence examples in the book tend Sukini short sentences (artificial author) is not based on the facts in the community, such as conversation, the sentence in the mass media (print and electronic media). Bloom (in Tarin, 2009: 137) divides into three domains of teaching purposes, cognitive, affective, and cognitive psychomotor connection with theoretical knowledge. Be related premises affective attitude may establish or affect personality. Realm psycho-motor skills related to doing, doing, or practicing something. Thus, it can be concluded the two domains, namely the affective and psychomotor domains not mentioned in the book Syntax Sukini work.

Meanwhile, regarding the medium of instruction and evaluation of learning outcomes are already included in the book in terms of that language . Dari was already considered good, effective sentence, the right choice of words, and punctuation well . Just also questionable. That the Indonesian variety of science is not the only kind of language that is suitable for use in all situations. Therefore, it is necessary potential also use another variety, such as the phrase is used in newspapers, magazines, television, and sentences of everyday conversation.

4) Book Indonesian Syntax Support for PROGRAM LANGUAGE AND LITERATURE HEREINAFTER ABBREVIATED INDONESIA Students at the Sebelas Maret Surakarta University (UNS)

Like the three Colleges at the top, yet there UNS Syntax Indonesian textbooks today. In the UNS used books are textbooks Syntax Ramlan work as the main book, while supporting books using text books that are not written by the lecturer concerned. The book advocates the use of the State University are *Basics Syntax Analysis,* works Parera, 2009.

When viewed from the side of the unit level in the study grammatical syntax of the main book and the book support used above, all rests on small Paing scope is phrase. While that are not found in the book summaries, exercises, and reflection so that students are less get confirmation and pressure material that should really controlled. The instrument evaluator student learning outcomes, such as assignments, practical exercises or

questions that must be answered is done or is not included in the text book. This means the assessment of student achievement does not take place as usual in the learning process.

In explaining the sentence elements is leading to theories or formulas or symbols that are too complex, difficult to learn especially in explaining always to compare the language of the book is an English explanation. In the book description always use a foreign language formula and very short in providing concrete examples, if there was an example of that comes from english translated into Indonesian

In the book rarely used concrete examples taken from Indonesian. Because many examples taken from the English language and then translated into Indonesian, so that these examples there is no example in accordance with the surrounding environment / context or contain elements present so that the book will be interesting.

Prototype Syntax Indonesian textbooks produced by the characteristics of the development of the book ajhar, theoretical studies, needs identification, and analysis of the condition of the existing textbooks. In addition, it is also prepared on the draft syllabus.

The format of the draft syllabus have following structure competence standard, basic competence, indicator, learning experiences, materials, allocation of time, learning resources, and assessment. The format at the beginning of the syllabus included the title, the name of MK, MK Code, the amount of credits, semester, MK Prerequisites and description Court.

The design of textbooks in Indonesian Syntax book with Contextual Approach has the following structure: (a) the title of the material that comes SK, KD, and indicators; (b) a description of the material; (c) summary (d) assignment / exercise; (d) reference / reference sources.

In the implementation of activities in the field of learning textbook comes with a lesson plan (RPP). Sususnan RPP contains a brief plan which consists of the learning process: meeting to; (b) SK-KD; (c) indicator of achievement; (d) source and media ; (e) the subject matter; (f) activity(g) training. The RPP format at the beginning of the title included RPP, Progdi name, code MK, MK name, weight SKS, competency standards, MK Prerequisites and description MK. For know the outcome of the draft content of the material competence textbooks, teaching competency test. Learning competency test was conducted in the form of essays. Items made in accordance with the understanding and importance of syntactic indicator. Preparation of textbook refers to the standard of competence contained in the curriculum / syllabus Court.

4.2 Validation Expert *(Expert Judgement)*

Early product development *(prototype)* becomes textbook consultations for validation and revision of products with expert (Expert Judgement).Consultation of the product to be experiment, carried out by the experts for comments, feedback, suggestion, and approval. Prototype form early this product becomes

The validity of the expert This product is obtained from: (1) Prof. Dr. Markhamah, M. Hum. Syntax as an expert and Chairman of the Graduate PBI Progdi UMS, Drs. Ngumarno, M.Hum as Syntax expert and lecturer at Unwidha Klaten, and Dr. Rohmadi, as experts Syntax and Chairman of Indonesian Education Progdi. Suggestions, feedback, and approval of the experts used to correct deficiencies contained in the products syllabus, lesson plans, textbooks design, and evaluation of learning. This is done to obtain kelayakannproduk if implemented widely.

Comments, suggestions, and enter the three experts that provide guidance for the repair desaian, syllabus, lesson plans, textbooks, and evaluation as follows:

1. Signs textbook with contextual approach include: (a) material characteristics tailored to contextual / real world students, following the examples of the genre evolving; (b) the method of dialogue or interview can utilize methods of speaking in sociolinguistics; (c) in contextual learning process there are seven components, namely: (1) constructivism; (2) questioning; (3) the inquiry; (4) learning community; (5) modeling; (6) reflection; and (7) authentic assessment.
2. The format of the draft components of the syllabus as follows: (1) the early part of the format listed title syllabus, name progdi, the name of MK, the code MK, credits, semester, and (2) a component forma,

includes: a standard competency, Competency basis, indicators of achievement, materials learning, learning activities, time allocation, resource materials, and assessment.

3. Format RPP components include: (1) the early part of the lesson plan format specified title, the name of the Court, Mk codes, weights, semester, MK Prerequisites, competency standards, and a description of the Court, (2) Format components include: meeting to-, basic competence, indicator , learning materials, source materials, activities.

4. Format component of the draft textbook consists of: (1) the title of the book, section material Syntax equipped with SK, KD, and indicators of achievement, (3) a description of the material, (4) summary, (5) assignment / exercise, and (6) reference / reference sources.

4.3 Test Limited

After revision of the design of textbooks based on the response and remediation experts, the next step performed limited testing textbook. Limited trial textbook is to get feedback from users textbook (lecturers) and students) about the design textbook *Syntax* with contextual approach.

Limited trial was conducted in Progdi PROGRAM LANGUAGE AND LITERATURE HEREINAFTER ABBREVIATED INDONESIA Univet Bantara Sukoharjo Indonesia. Qualification on semester students VA (Class Experiment) and VB (Control Class) of the academic year 2014/2015 for 8 sessions (September 4, 2014 till October 23, 2014) followed by 33 students. Implementation of the test is limited by applying the textbook Syntax with contextual approach. Before the limited testing done early pre-test to test the ability of students.

Furthermore, after the trial is completed later conducted posttest. Each of these tests using essays totaling 10 questions. The implementation of the pre-test and post-test applied to a control class and experimental class. The trial is in accordance with the draft syllabus and lesson plans that have been prepared. Implementation of this limited testing tailored to learning lecture schedule Indonesian Syntax in the weeks effectively available. Note the findings of the study on the implementation of trials (pre test and posttest) for the ability to understand both Indonesian syntactic material control class and experimental class results are as follows:

1. Dated September 4, 2014 (2 x 50 minutes) on the material introduced Indonesian sentence comprehension that the nature of the curriculum according to the function of language is for communication. Therefore, the material is not only the syntax of the sentence containing the knowledge or in the cognitive domains, but also associated with psychomotor domains and afektif.Dalam implementation needs to be reduced learning time (between 3-5 m3nit), so that time can be longer menanggapimateri and discussion more depth.

2. Dated 11 September 2014 (2 x 50 minutes) on psychomotor aspects, the discourse associated with the sentence does not have to amount to a lot of words, but sentences that could add up to one word when followed by the intonation. This is related to the outside discourse speech / contextual form of monologue and dialogue. Therefore, with a contextual approach must be willing menerina berkembanga genre today.

3. Dated 18 September 2014 (2 x 50 minutes) related to contextual discourse, will not escape the discussion on co-textual discourse / discourse in speech. In the Indonesian variety of science is not the only kind of language that is suitable for use in all situations. Therefore, it is necessary dipotensikan also use other varieties. Basgi Indonesian users outside the standard variety, they are already very often practiced. Therefore, the need to expose Syntax textbooks back the Indonesian diversity.

4. Dated 25 September 2014 (2 x 50 minutes) describing the sense of THAT textbooks highlight the particular variety gives the impression to readers that they will think diversity exemplified in the book is a variety that is "allowed" live in society. There for must engage in a wide variety of the situation with examples that can represent the growing diversity in society, such as the SMS language, language in the mass media: in newspaper, magazines, rubric readers, and so on. Languages announcer, interview / dialogue.

5. Dated October 2, 2014 (2 x 50 minutes) as the book was written to improve the understanding of the students should complete the examples that appear in the book include the surrounding context. Context surrounding it can be either a dialogue or discourse. In that context will be identified the said involved, the media used, the purpose or other.

6. Dated October 9, 2014 (2 x 50 minutes) on the quality of student sentence still needs to be clarified that the sentence was not always refers to the completeness of the filler element appears functions but at least the core message needed. If so students need to know the syntax of understanding need to present alternative answers ,

7. Dated October 16, 2014 (2 x 50 minutes) at the level of phrases and clauses knowledge of students still need to be revised because it still does not understand that a lot of data language creatively intriguing, as an element of the Boy in onstruksi "Ongky Boy" Alexander, Desi "Si Tenda Biru " Ratnasari, after entering the word whether these instances be phrases or always form of words ?. There seems data . In aspects clause clause clause stump and patterns similar to the gerund in English. Thus the pattern of potential clauses are found in the writing of headlines, article title, and the advertisement title in the newspaper. The actual data seems to be filler syntax book.

8. Dated October 23, 2014 (2 x 50 minutes) on the segmental and suprasegmental element is necessary to explain the characteristics appear in the sentence. Through suprasegmental elements of the student would be able to explain the differences in words, phrases, clauses and sentences. There sebaga said no word as a word and a sentence. Similarly, there is no phase as phrases and phrases into sentences. To distinguish the role of suprasegmental elements is very advanced.

In addition to the findings above notes, observations during a limited trial activity has been found: (1) students to more quickly understand the lecture material, (2) the learning outcomes obtained good average. It can be seen niai results obtained by students in the task; (3) the students active and creative in addressing the issue addressed in learning, especially at the time of the discussion and presentation of a portfolio; (4) the growth of life skills, empathy and solidarity for one another .. It was reflected in the attitude shown when students ask questions and express arguments, when responding to questions and express arguments, when responding to questions asked by his friend during the trial process underway , can be seen from the results of student work in the portfolio.

From interviews with insforman student RL, IA, FI, MR, and IN, about the basic competencies that have been tested menjurut informant RL, IA, and FI mareka way of presenting instructional materials matter syntactical sentence Indonesian extremely varied, while the informant MR and IN happy material on clause stump and *gerunds* in English or masdar noun. Unlike the case with WI FI and they are enjoying clause in writing headlines, article title, and the title of the ads in their newspapers ridiculed his embarrassed because to not understand

4.4 Evaluation Phase

This phase is carried out based on the revised results of the expert and the expert judgment of the trial results is limited to analyze the differences between the existing textbooks with new textbooks have been developed. This phase is done to test the effectiveness and feasibility of textbook Syntax Indonesian at Bangun Nusantara University of Veteran Sukoharjo.

4.4.1. Effectiveness Test Results *nondependent*

Effectiveness test performed to determine the significance of the increase capability syntax Indonesian with contextual approach.Significance is based on the pre test and posttest scores in limited testing. The result data can be described in the table.

Indonesian Syntax ability test includes: (1) the results of the pre test; (2) The post-test results; (3) comparison of pre-test and post-test results; (4) Test different pre test and posttest. In detail can be seen in the following explanation.

a.   **Results pre test**

Syntax Indonesian pre test results students can be seen in the following table.

Table 1: Frequency Distribution Capability Score Syntax Indonesian

No.	Total Score	Frequency	Percentage
1	40	3	9.1
2	45	10	30.3
3	50	13	39.4
4	55	4	12.1
5	60	2	6.1
6	65	1	3.0
	amount	33	100

b. **Results Post test**

Results post test Indonesian Syntax these students can be seen in the following table.

Table 2: Frequency Distribution Capability Score Syntax Indonesian

No.	Total Score	Frequency	Percentage
1	65	1	3.0
2	70	2	6.1
3	75	11	33.3
4	80	8	24.2
5	85	10	30.1
6	95	1	3.0
	amount	33	100

c. **Comparison of pre test and posttest Syntax Indonesian Students**

Description of pre test and posttest scores comparison syntactic ability Indonesian students can be seen in the following table.

Table 3 Comparison of pre test and posttest

NO.	Pre test			Post test		
	Total Score	Frequency	Percentage	Total Score	Frequency	Percentage
1	40	3	9.1	65	1	3
2	45	10	30.3	70	2	6.1
3	50	13	39.4	75	11	33.3
4	55	4	12.1	80	8	24.2
5	60	2	6.1	85	10	30.3
6	65	1	3	95	1	3
			100		33	100

d. **Different test pre test and posttest**

To test the average difference between pre test and posttest by using statistical t-test. The test criteria is if the value of t which is greater than the value t table (t> t table), then the hypothesis is accepted (H0). But if the opposite occurs, ie if (t <t table) then the hypothesis is rejected (H0).
HO: there is no difference in pre test and posttest scores.
H1: there are differences in pre test and posttest scores.

Table 4: Test different pre test and post test

Category	Average	T	df	t table	Description
Pre test	**42.24**	**27.04**	**32**	**1.69**	**HO accepted**
Post test	**79.24**				

Based on the table above, it can be seen that the value of t (27.04)> t table 1.69), then Ho is accepted. Therefore, we can conclude that there are differences in pre test or posttest scores on a test of the ability of Indonesian Syntax. From the calculations, the average score for the pre test was 42.24, while the average post-test 79.24. This means indicates that the average post-test score is greater than the average score of pre test.

2. Effectiveness of Independent Test Results

a. Indonesian Ability Test Syntax Conventional Class

Indonesian syntactic ability test include: (1) post-test results; (2) a comparison of conventional classroom posttest results and the experimental class; (3) different test capabilities Indonesian syntax conventional classroom and the experimental class. Furthermore, it can be seen in the following explanation.

1.   Results post test ability Indonesian Syntax Conventional Class

Results post test ability Conventional Indonesia class language syntax can be seen in the table below.

Table 5: Frequency Distribution Syntax Indonesian Ability Scores Results Post test Conventional Class

No.	Score	Frequency	Percentage
1	65	7	21.2
2	70	17	51.5
3	75	8	24.2
4	80	1	3.0
	amount	33	100

2.   Comparison Post test ability Syntax Indonesian. Results Post test conventional Class and Experiment.

Description comparisons posttest scores syntactic capabilities of conventional class and experimental class can be seen in the following table.

Table 6: Comparison of Distribution Frequency Score syntactic ability Post test results of conventional class and experimental class.

No.	Conventional Class Post test			Post test Class Experiment		
	Score	Frequency	Percentage	Score	Frequency	Percentage
1	65	7	21.2	65	3	3
2	70	17	51.5	70	2	6.1
3	75	8	24.2	75	11	33.3
4	80	1	3	80	8	24.2
5	85	-	-	85	10	30.3
6	95	-	-	95	1	3
	amount	33	100	amount	33	100

3.   **Different test Post test ability Indonesian Syntax Conventional Class and Class Experiment**

To test the average difference between the syntactic ability of conventional and experimental posttest class t test was used. The test criteria is if the value is greater than Nikai t tabel (t> t table), then the hypothesis is accepted (Ho is rejected). Conversely, if (t <t table), then the hypothesis is rejected (Ho accepted).

Ho: There is no difference of conventional and experimental posttest grade on the test's ability Indonesian syntax.

H1: There is a difference of conventional and experimental posttest class to test the ability of Indonesian syntax.

Table 7: Test Different pre test and posttest

Category	Average	T	Df	t table	Description
Pre test	70.45	8.24	32	1.69	Ho accepted
Post test	79.24				

Based on the table above, it can be seen that the value of t (8,24)> t table

(1.69), then Ho is accepted. Therefore, it can be concluded that there is a difference post test conventional class and experimental class on Indonesian syntactic ability. From the calculations, the average scores for post test conventional class is 70.45, while the average for post test 79.24. This indicates that the average score post test greater than the average score of pre test. Thus the effectiveness of the test results with the textbook syntactic contextual approach classed either.

5. Conclusion

a. Conditions Syntax Indonesian textbooks for students PROGRAM LANGUAGE AND LITERATURE HEREINAFTER ABBREVIATED INDONESIA at universities in Surakarta less in line with the needs of faculty and students. The reason textbook less in line with current conditions is a gap in the curriculum on the nature of language function used for communication. While the textbook Syntax circulating merely cognitive, affective and psychomotor not discussed at all.

b. Syntax Indonesian textbooks need to be developed according to the needs of faculty and students by using a contextual approach, according to the daily life, the language for communication.

c. Based on the results of exposure prototype development, the value of t (8,24)> t table (1.69), then Ho is accepted. There are differences post test conventional class and experimental class on Indonesian syntactic ability. From the calculations, the average scores for post test conventional class is 70.45, while the average for post test 79.24. This indicates that the average score post test greater than the average score of pre test. Thus the effectiveness of the test results with the textbook syntactic contextual approach classed either.

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