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Research Article

Variation Language Content Analysis Book (A Need Analysis Study)

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KEYWORDS

A Need Analysis;
 Contrastive Linguistic;
 Textbook

A B S T R A C T

This research aims to analyse whether the “Contrastive Linguistic and Error Analysis Book” is considered relevant to the SDGs criteria. The success of the English teaching learning process will also be encouraged by the application of instructional material. Most language programs rely heavily on teaching materials. Created material is one of the materials in a university. In this research, the writers used qualitative descriptive method. Then, the students who learned Contrastive Linguistics and Error Analysis (CLEA) and the lecturers who have taught CLEA were chosen to be the participants. The instruments used in this research were questionnaires both from student’s perspective and lecturer’s perspective. Student’s questionnaire consisted of 20 questions, and lecturer’s questionnaire consisted of 12 questions. The data collection was taken from 55 students and 8 lecturers who were given the questionnaire. Based on the results and discussion, it shows that dimension of “suit environment” from the lecturer’s perception, that the text in CLEA book is no longer suitable for this global era. Considering with Sustainable Development Goals, the CLEA textbook syllabus needs a revisiting to insert the SDGs theme in its reading text that is related with the 17 goals, such as: quality education, no poverty, zero hunger, gender equality, climate action, and many more. Since syllabus is guidance in achieving the learning objectives, it needs revisiting gradually to pursue the developing situation. The revisiting syllabus should consider both student and teacher as the practitioners of teaching and learning process. Hopefully by inserting the SDGs theme in the CLEA syllabus, student and teacher can be engaged together in creating a better life in the community.

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INTRODUCTION

The concept of language variation is central in Sociolinguistics. The English language varies on individual, regional, nation and global levels (Levin, 2022). Unfortunately, some people are unaware of various social and regional dialects, and different varieties of English in the world. Understanding variation within a

language is important for the second language students, especially for those who receive a college education.

The Contrastive Linguistics and Error Analysis course aims to introduce various kinds of language variations in English. In this course, students will be given information related to the rules of the second language, namely English. Language variations are related to idioms, grammar, semantics between Indonesian and English. To realize the

objectives of learning, students need supporting materials in learning which can later support them to get complete information in learning.

Textbook makes the students possible to study what is presented in it and it enables them to review and to be ready with their lesson. Textbooks contribute much to success of teaching learning programs, and it gives positive role for the teachers and students in learning strategies (Crawford, 2011). The using of textbooks provides the structure and syllabus for programs, it preserves the quality of teaching, it offers of variety resources of teaching, also provides effective language design for the students (Miranda & Del Campo, 2016). Through the texts, it can encourage students' interest or can discourage student's willingness in reading. Furthermore, people will be more interested to read about the recent situation they know and deal with what they need to know. In addition, readers with who are familiar with a text's topic can count on what they know to perceive important ideas. By using the appropriate text, the reading will be interesting for the students, and the success of what reading goals will be achieved in teaching learning process. The appropriateness of the texts is dealing with the recent issues in the world.



Figure 1. Sustainable Development Goals (sdgs-labs.eu)

In facing of global challenge and revolution industry 4.0, in September 2015 the global community adopted the 2030 Agenda for Sustainable Development which includes a set of 17 Sustainable Development Goals (SDGs). The SDGs consists of 3 systems with 17 goals, they are Economic system: 1) No Poverty 2) Zero Hunger 3) Good Health and Well Being 6) Clean Water and Sanitation 7) Affordable and Clean Energy 8) Good Jobs and Economic Growth 9) Industry, Innovation and Infrastructure; Environmental System: 11) Sustainable Cities and Communities 12) Responsible Consumption and Production 13) Climate Action 14) Life Below Water 15) Life on Land; Social System: 4) Quality Education 5) Gender Equality 10) Reduced Inequalities 16) Peace, Justice and Strong Institutions 17) Partnership for the Goals (United Nations, 2015). The 17 goals of the sustainable development are the

outline to achieve a better life in the world encompassing economic, social and environmental dimensions. This is the agenda of United Nation that should be attained in 2030.

According to those goals, for catching the global situation, the learning of reading skills should adopt the criterion of SDGs in the syllabus. A study of SDGs was conducted by (Muff, Kapalka, & Dyllick, 2017), building on the SDG Compass, this paper shows how the Gap Frame translate the SDGs into relevant actions for different nations, and how it can be used as a strategies business tool and as an educational tool for business school. It shows that SDGs theme can be a means in education system. Moreover, the issues of SDGs should be conveyed in language teaching. The using the SDGs as a focus of the activities allows us to relate prominent issues with topic that student will be learning in school. A cross-curricular approach to learning gives a purpose to the language being learned, over and above the structures, functions, and vocabulary (Maley, Peachey & T. W, 2017). Based on those studies, the reading text also should be enhanced with Sustainable Development Goals. Consequently, to insert the SDGs theme in the reading text, the revisiting reading textbook should be conducted. Dealing with revisiting the textbooks, it means we talk about the syllabus. In designing or revisiting the course material, the syllabus should be account on. The syllabus is a bid to shape and set the parameters of the curriculum, usually prepared a school system level. It is a defensible map of what it is valued as core skills, knowledge, competencies, capacities, and strategies to be covered within a particular time, usually with affiliated statements of standard which are used for accountability (Woods, Luke, & Weir, 2010). Certain criteria must be considered in the revisiting syllabus. Syllabus is a tool or device to meet the learners' needs toward teaching learning process. It is in lined to Palmer, Wheeler, and Aneece (2016) who state that essentially, the syllabus is a physical artifact outlining key structural elements of a course. It often serves contractual, record keeping, and/or communication functions. It is the place where faculty describes what content they will cover, what books and articles their students will read, the assignments they will complete, dates when things are due, and all the policies and rules that are supposed to keep everyone happy and out of trouble.

There are some criteria that should be fulfilled in revisiting syllabus. One of the them, such as teachers' perspective as well as the syllabus should be taken into account in the revisiting (Mohamed, 2013). It is important because teacher is the one who involves directly in teaching and learning process. Other criteria in revisiting textbook syllabus are the textbook should be appropriate to the environment; the textbook should meet the learner's need; the textbook should apply sensible principles of teaching

and learning; the textbook suits the proficiency level of the learners and reflect sensible selection and sequencing principles; the textbook should be interesting and use effective techniques, and the textbook includes tests and ways of monitoring progress (Nation & Macalister, 2015).

In addition, a research was conducted by Ali (2012) concluded that the unsuitable between the philosophy of the curriculum and its practice will potentially create a mismatch between the expected outcome and the actual learning outcome from the program. Moreover, Mohamed (2013) has recommended about the textbook revision: (1) the textbook should be revisited gradually to avoid the mistakes in spelling, grammatical and lexical; (2) the textbook should be clearly stated in organizing the reasonable plan by considering the role of students, teachers, textbook developers, and education managers in learning and teaching; (3) in revisiting the textbook, the good quality should be maintained and the weakness should be eliminated or at least minimized; (4) in selecting the books material, teachers and supervisors should consult and they should have a participation in modifying or improving the textbooks; and (5) the textbook writer is necessitated to appreciate and use principles of materials in the process of revisiting textbooks. He also revealed the final version of evaluative checklist, and included some checklists for reading textbook: (1) the reading material should be fulfilled of varied and interesting reading text that can involve student both cognitively and affectively (2) the content of reading text helps the student in improving reading comprehension skills (3) furthermore, the reading passages must be up-to-date, interesting, and meaningful (4) it is also easy for most students to carry out, and the length of reading text should appropriate the students level (5) textbook uses the real life reading material at a suitable level (Mohamed, 2013).

In a way that it is based on those literatures and previous studies, the textbook is important in learning process, and its revisiting should be done by considering many aspects. According to those circumstances, the research's objective is to analyze whether the "Basic Reading Textbook" is considered relevant with SDGs themes.

METHOD

In this research, a qualitative descriptive method was used to gain the description of the participants' response about the content of the book considering with the Sustainable Development Goals. The participants were taken by purposive sampling. By using it, a researcher deliberately selects participants to learn or understand the central phenomenon (Creswell, 2012). Thus, the students who learned Contrastive Linguistics and Error Analysis (CLEA) and the lecturers who have taught CLEA were chosen to be the participants. The instruments used in this

research are questionnaires both from student's perspective and lecturer's perspective. Student's questionnaire consists of 20 questions, and lecturer's questionnaire consists of 12 questions. The student's questionnaire covers 5 dimensions: (1) factual truth; (2) prominent to be learnt; (3) useful in life skills; (4) suitable to be learnt; (5) interesting in content. And there are 4 questions for each dimension, meanwhile the lecturer's questionnaire covers 6 dimensions with 2 questions of each: (1) suit the environment; (2) meet the need of the learners; (3) apply sensible to the principle teaching and learning; (4) match the goal of learning; (5) suit the proficiency; and (6) interesting.

The data collection was taken from 55 students and 8 lecturers that were given the questionnaire. The participants were given the questionnaires, and after they answered the questions, at once the data will be counted using Likert scale pattern. After the value of each respondent has been calculated, the percentage value of each question will be calculated based on the participant's answer. The percentage is the frequency of each questionnaire answer divided by number of respondents, then was is timed a hundred percent. Afterwards, the data was analyzed descriptively. The data described some dimensions that have been measured. In order to know the score for the content of CLEA textbook, the writers classified the result of the research based on scores.

RESULTS AND DISCUSSION

Engaged by 55 students and 8 lecturers who are dealing with the CLEA material, the results of the research data collection are analyzed descriptively to inform a general data. There are two kinds of data: from the student's perspective and the lecturer's perspective about the CLEA textbook.

The data of the student's perspective are presented as follow:

Table.1. The student's Questionnaire

Dimension	Score
Factual Truth	71.54
Prominent to learn	76.72
Useful in life skills	73.72
Suitable to learn	67.63
Interesting	59.72

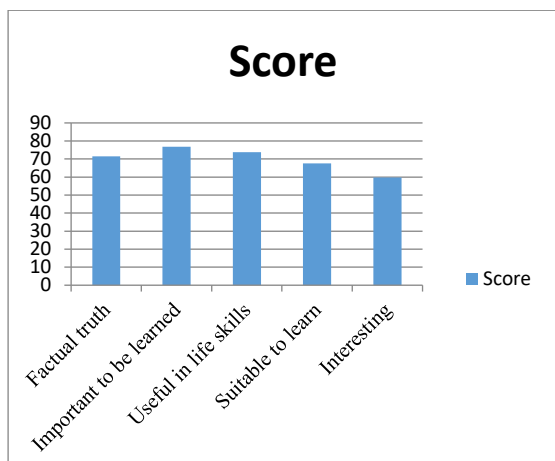


Figure 2. Bar Graphic Student's questionnaire

Based on table 1 and figure 2, the data of the student's questionnaire shows that each dimension of the text book has different score.

1. The dimension of the factual truth of the textbook obtained 71.54%, it means according to student's perception, the text in the CLEA textbook has good score for the factual information. It embodies that the text provides the veritable information.
2. The dimension of the important to be learnt gained 76.72%, it means the text of the CLEA book is good and prominent to be learned. The CLEA textbook provides necessary knowledge that need to be acquired.
3. The dimension of useful in life skills got 73.72%, it has been classified as fairly good. It means the text in the CLEA book can give quite beneficial in life, especially for Linguistics skills.
4. The dimension of suitable to learn has 67.63% for the score. It places fair classification which means the material in CLEA textbook is nearly suitable for the student's need.
5. The last dimension of interesting owned 59.72%, and it has been classified as poor. It means this CLEA book is less interesting, it happened because the topic of the texts is out-dated and unfamiliar for the students.

Besides analyzing the student's questionnaire data, the writer also analyzed the lecturer's questionnaire data.

Table 2. Lecturer's Questionnaire

Indicator	Score
Suit the environment	10
meet the need of the learner	35
apply sensible	75
match the goal	60
suit the proficiency	40
interesting	50

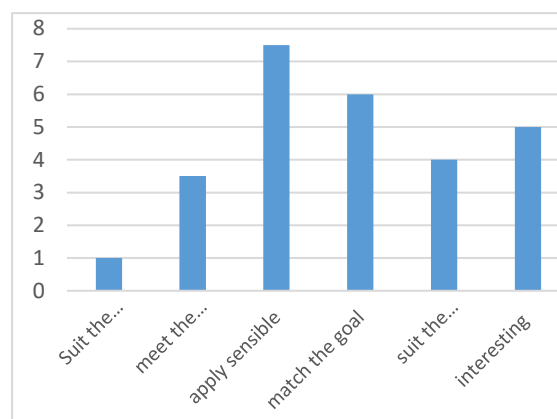


Figure 3. Bar Graphic Lecturer's questionnaire

Based on the table 2 and the figure 3, the data of lecturer's questionnaire can be analyzed as follow:

1. The dimension of suit environment got 10%, and it is categorized as very poor. It means, according lecturer's perception, the suitable environment that covers about sustainable development goals is very poor. Suit environment itself is considered that the material in the CLEA textbook has relevance to the recent global situation and topic of the texts is dealing with SDGs themes (education, social, and economic).
2. The dimension of meet the needs of the learner obtained 35%, and it still has very poor categorized. The student's needs in Linguistics skills still cannot be achieved from the provided texts. The needs are still related to the SDGs themes which should have been known for the students, and they are also related to students' linguistics view.
3. The dimension of apply sensible principles in teaching and learning is dealing with whether the texts can encourage the students' cognitive competence and can improve the students' affective competence in responding the values in the CLEA texts. And this dimension has 75% score, which means that the texts can encourage the cognitive and affective competence of students.
4. The dimension of match the goal achieved 60% with the poor classification. It means that the CLEA book is still not enough to improve the Linguistics skills. The goals of the learning L2 skills are mostly about contrasting both language but lack of example.
5. The dimension of suit the proficiency level of the students gained 40%, and it has very poor classification. It shows that the text in CLEA book is not suitable with the student's background knowledge. The texts in this book have words and terms that many students are not familiar to.
6. The dimension of interesting, this book got 50% with the very poor classification. Mostly the themes of

these texts are not interesting and less familiar for the students, and the organization of the texts is hard enough to be understood by the students. So it can be said that the text in the book is less interesting.

Based on the results, from both perspectives of students' and lecturers', the dimension of suit the environment has the lowest score. In line with the research's objective, the text in the CLEA textbook need revisiting syllabus to insert the topic that appropriate with the SDGs issues. This results quite similar to a study that was conducted in 2009, engaged by 56 postgraduate students, 10 graduates, four heads of departments, four ESP instructors and one executive manager at Ministry of Health (MOH) in Iran, revealed that there is a distinction between the student's needs and what is actually in the syllabus prescribed by the MOH (Dehnad, Bagherzadeh, Bigdeli, Hatami, & Hosseini, 2010)..

CONCLUSION

The example between L1 and L2 has the important role in CLEA teaching and learning process, and it has been designed in a syllabus. Based on the result and discussion, it shows that dimension of "suit environment" from the lecturer's perception, that the text in CLEA book is no longer suitable for this global era. Considering with Sustainable Development Goals, the CLEA textbook syllabus need a revisiting to insert the SDGs theme in its reading text that is related with the 17 goals, such as: quality education, no poverty, zero hunger, gender equality, climate action, and many more. Since syllabus is guidance in achieving the learning objectives, it needs revisiting gradually to pursue the developing situation. The revisiting syllabus should considering both student and teacher as the practitioners of teaching and learning process. Hopefully by inserting the SDGs theme in the CLEA syllabus, the student and teacher can be engaged together in creating a better life in the community. Last, based on the results of this preliminary research, the writers can conduct the next research to design the revised CLEA textbook syllabus.

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