Contextual Approach to the Development of an Indonesian Syntax Textbook in Higher Education in Indonesia

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The objective of this present research is to develop an Indonesian Syntax textbook. At the exploratory stage, a descriptive-qualitative approach was adopted. The data were collected using a documentary study, observations, and questionnaires and analyzed through a contextual model. The model was experimentally tested. At this stage, some main findings are obtained: (1) the learning activities of Syntax were lecturers-centered and theoretical; (2) the lecturers and students needed an Indonesian Syntax textbook with the contextual. The prototype was then tried out limitedly and extensively. The results of the try out showed that the learning model was appropriate for improving the students' ability in learning syntax. The prototype of the learning model that had been applied was made as a learning model, then it was tested through experiments. Based on the statistical analysis using a standard deviation, the t_{count} of the posttest results namely was 2.339, and since the t_{count} was 2,0086, meaning that the t_{count} is higher than that of t_{table} with significance of $0.030 < 0.05$, It is concluded that the Indonesian Syntax textbook adopting a learning model with the contextual approach is more effective than that with a conventional model.

Keywords: textbook, syntax, contextual approach, lecturers, higher education, Indonesia

INTRODUCTION

This present research studied the importance of a textbook as a tool to facilitate students to understand the learning materials of Indonesian Syntax. The objective of this research is to develop an Indonesian Syntax textbook adopting a contextual approach

for students of Indonesian Education and Literature in Higher Educations in Surakarta, Central Java, Indonesia. One of the factors that may determine the students' learning results is the learning itself (Lim & Morris, 2009), so that learning innovations should always be made (In'am, 2012).

There have been some studies on the development of Syntax learning instruments by Wahyuni (2015), (2017a) and (2017b). They focused on the contextual model used in Syntax teaching which come as an innovation. Meanwhile In'am (2017) states that any learning activities using a scientific approach namely observing, asking questions, reasoning, attempting, associating, and presenting may be well implemented. Viewed from the results of individual learning, different from scientific approach, a contextual approach in this present research is more complete, since it covers three learning domains: cognitive, psychomotor, and affective. Compared with the scientific approach, the application of this contextual approach is more complete since it covers three domains of language learning, including cognitive, affective and psychomotoric.

In Sato's research (2016) it is reported that teaching modern strategy games with a popular hobbyist approach was mixed with classical experiential learning elements (i.e demonstration, observation, reflection, discussion and repeated experiences).The model was experimented for Japanese high school and university students in the form of teaching them two modern board games. From the questionnaires, game play data, self-ratings and discussions, it was shown that they had better understanding and enjoyment, more strategic play and more interest in modern board games over the course of the instructional sequence. The model's repetition (the participants played each game three times) was rated the most useful in terms of learning the games. Compared with Sato's research (2016), this present research dealing with the development of an Indonesian Syntax textbook adopting a contextual approach is more completely applied since it involves seven components existing in the constructivism namely students would construct their own findings/inquiry, and the students would make conclusions with the lecturers after reflecting their learning results.

A textbook, according to Tomlinson & Masuhara (2004), has two stages namely, the preparation stage consisting of collecting and choosing texts, and the development stages covering the activities of deepening of the materials, responding to students' preliminary ability, developing and responding to the inputs, including the interpretation of tasks and exercises. The nature of a textbook is the learning instrument which is the key component of a language program, where the materials are specially prepared for an institution or made by the lecturers (Richards, 2001; Cunningsworth ,1995).

However, there is a phenomenon that the students of Indonesian Education and Literature department were less successful in mastering Syntax because of limited reference in this field, Sudaryanto (2007: 111) explained in his pre-survey conducted before pre-test relating to Syntactic concepts, that students gained the average score equals to 16, 67 after doing 46 items by the scoring equals to 1 for each correct answer and 0 for each incorrect one. The average score gained by the students were 3, 62 at the transferred score by the interval of 0 up to 10 or it equals to 36, 20 by the transferred score at the interval of 0 up to 100. The result indicates that the students' mastery on

Indonesian Syntax was 36, 20% before the conducting of the treatment. Simply, they still got low level of mastery which was under 60%.

This condition is worsened by the fact that the Syntax books in the market are difficult to understand and there are many aspects that are presented in an incomplete way (they are not exactly the same with the curricular goals of an educational program). Moreover, there are also other problems that the learning processes were still dominated by the lecturers, and the lecturers did not have adequate textbooks presented in line with the students' interest and condition. In other words, the textbooks are not written contextually. Dealing with the Syntax textbook, Sindu (2012) states that the Indonesian Syntax book is one of the complements of the existing teaching materials. Moreover, he also said that in the book, a detailed description and also the materials with exercises are presented. Each description is followed by concrete, actual and contextual examples. However, the contextual applications in the book have not used the seven components that should exist in a contextual approach, except modeling. The concrete, actual and contextual examples means that the examples are in line with the context of the sentences. Therefore it is not contextual approach developed in this present research.

REVIEW OF LITERATURE

The relevant findings relating to the problems mentioned above is in Sudaryanto (2007) research with the title of "Improving the Concepts of Indonesian Syntax through the Application of Mind Mapping in the Indonesian Education and Literature Department", it is stated that during the learning process of Indonesian Syntax, the result was still dissatisfactory. Most students were still difficult to understand the concepts of syntax. Sudaryanto stated that one of the alternative ways to solve the problems is to apply a learning medium of mind mapping for the students in Indonesian Education and Literatures in the State University Yogyakarta (2007). The difference between the Sudaryanto's research and this present research is that the former is focused on the learning of syntax mastery, while the latter is centred on the development of the Syntax textbook using contextual approach.

From some research results, it is found that contextual approach in the teaching-learning process may improve students' understanding of linguistic concepts. Contextual approach is not only used in linguistics, but also may developed in learning line with the above statement, Changjuan (2010) states that communicative competence is a linguistic interaction in the target language in the form of competence to function in a real communicative setting, namely in a spontaneous transaction involving more than one persons.

METHOD

The objective of this research is to design a new product or procedure which is then systematically tested in the field, evaluated and then improved until it may fulfill the determined criteria (effectiveness, quality or certain standard). According to Sukmadinata (2012) in R & D, principally, there are three steps. First is a preliminary study to examine theories and to investigate products. Second is to develop a new product or program. Third is to test or validate the product. The activities of

development are made through some tryouts with limited wide samples. The product is tested by making experiments.

Preliminary Study

The method employed in the preliminary study was a descriptive method. The objective of this research step is to collect any information on (1) the evaluation of the existing books as the comparison to the book on syntax that would be developed; (2) the responses from the lecturers and students to the textbook that had been used; (3) the need analysis on the proper Syntax textbook to be developed; and (4) the description of the findings of the need for the Syntax textbook.

The Technique of Data Collection

The data collection refers to Sukmadinata (2012) covering the steps as follows, (1) structured interviews intended to obtain the data on the Syntax textbooks used in higher education from the respondents (lecturers and students), the researchers interviewed the lecturers of Indonesian Syntax group sample-1 (2) questionnaires intended to obtain any information on the Syntax textbooks used in higher education. The respondents are lecturers and students as the competent parties. The data revealed from this technique are on the existence and their expectations to the Indonesian Syntax course; (3) observations, intended to get descriptions of the lecturing process dealing with Indonesian Syntax course. Observations were made in a planned and controlled way. The researchers were making observations to the lecturing activities by bringing with them some prepared forms and checklists; (4) document analysis to get some descriptions on the lecturing process from the lecturers' and students' activities, materials and the sequences of the courses, and also anything dealing with the Indonesian Syntax course. In this research, the document analysis was made to understand the adequacy of the Indonesian Syntax textbooks used in higher education institutions in Surakarta, Central Java, Indonesia.

Technique of Data Analysis

In this present research, the data analysis technique employed is consisting of the following steps: (1) data analysis; (2) data revision consisting of the interrelationship among linguistic aspects, summaries or material conclusions, and the texts of the teaching materials; (3) data verification made using the peer-debriefing texts intended to obtain an accurate research where one of the techniques to test the credibility of the findings from the previous researchers is by asking questions thoroughly to the informants (Cohen, Manion, Morrison, 2007).

There was conducted an interview by involving the lecturers of Indonesian Syntax in some Higher Educations in Surakarta, which were named as group sample-1, group sample-2, group sample-3 dan group sample 4.

Place and Time

The research site was in higher education institutions (universities) in Surakarta, Central Java, Indonesia. Universities chosen at the preliminary study were three private higher educations: group sample-1, group sample-2, group sample-3, and group sample-4.

Stage of Development

The implementation of the alternative textbook development is in the form of a textbook prototype covering: preparation of the prototype, implementation, evaluation, implementation and continuous improvement. This stage of the model development was similar to the cyclic form and its implementation needed accurate observations. The cycle of the research at this stage is a combination between a research and practice (Gall et al., 2003). Therefore, the procedures in this research were based on the theoretical guide of Glanz's (Gall, et al., 2003) and Zuber and Skeritts'models (Cohen, et all, 2000).

The procedures of this research made use of Glanz' model (Gall, Gall & Borg, 2003). Glanz' cycle has six steps namely (1) focus choice; (2) data collection; (3) data analysis and interpretation; (4) action; (5) reflection, and (6) modification. The steps of the activities were as follows: (1) making the Indonesian Syntax textbook adopting a contextual approach for students of Indonesian language and literature (henceforth, PBSI); (2) trying out the prototype of the Indonesian Syntax textbook with contextual approach in higher education in Indonesia under the modified Glanz' and Zuber-Skerrits' guides consisting of the application of the prototype, evaluation, the application of the prototype of the revised textbook, evaluation, prototype improvement, and so on; (3) determining the model of the Indonesian Syntax book model with contextual approach. The determination of the textbook was made after the tryouts were complete. In this case, the experts in Indonesian Syntax teaching and in the textbook were involved as the evaluators of the appropriateness of the textbook model.

Procedures in Determining the Textbook Model

Saddhono (2009) explained the composing of learning instruments for Higher Education students. The concrete steps at this stage were as follows: (1) trying out the prototype of the Indonesian Syntax developed on the basis of the contextual approach; (2) studying the appropriateness of the prototype of the Indonesian Syntax adopting the contextual approach developed in terms of the materials, presentation of the teaching materials, and acceptability of the lecturers and the students as the textbook users; (3) identifying the weaknesses in the practices of the application of the prototype of the Indonesian Syntax textbook adopting the contextual approach viewed from the effectiveness of contents, presentation and acceptability from the students; (4) revising the weakness of the textbook in line with the need; (5) studying the appropriateness of the final prototype of the Indonesian Syntax textbook. The appropriateness of the textbook is based on the credible theories and the possibilities of the implementation in the field; (6) implementing the steps above was made with the technique of *Focus Group Discussion (FGD)* involving some parties, such as experts in the learning of Indonesian Syntax, experts in the textbook evaluation, and the lecturers teaching the Indonesian Syntax. The mechanism of the research at the stage of the model development was made repeatedly so that the stakeholders were satisfied with the Indonesian Syntax textbook with the contextual approach special for students of Indonesian Education and Literatures in higher education throughout Surakarta, Central Java, Indonesia.

Expert Judgment

Expert Judgment is made by experts in the Indonesian Syntax textbook and Teaching and Contextual Education. At the stage of the model development, at the stage of the model development, two experts namely, Prof. Dr. Sumarlam, M.S. as the expert of Indonesian Syntax and Prof. Dr. Markhamah, M. Hum. as the lecturer and expert of Indonesian Syntax textbooks were involved as assessors of the quality of the prototype of the textbook on the basis of the theoretical criteria that had been determined from the beginning of the development of the textbook model to the judgment of its appropriateness through a written scenario. For efficiency, the experts were not involved in the observations in the whole process, but in the last research cycles. At the stage of the model development of the prototype of the Indonesian Syntax textbook for higher education, two experts Prof. Dr. Sumarlam, M. Si. Dan Prof. Dr. Markhamah, M. Hum. assessed its appropriateness. They are experts in Linguistics especially in Indonesian Syntax learning and in textbook evaluation and also the lecturer of Indonesian Syntax of the Indonesian's Language and Literature Department. Collaborators were also invited as the users of the textbook. The appropriateness of the prototype of the textbook is based on the criteria and the suitability to the contextual approach, especially in its ease of understanding.

Place and Time of the Research

Tryout was made in group sample-1, while the extended tryouts, in group sample-2. The choice of the places was based on the suitability of the time where the Indonesian Syntax was offered in the two private universities and the implementation of this research. The stage of this model development lasted for 5 months from May 2016 to September 2016.

Research Subject and Roles of the Researchers

The research subjects at this model development is the users of the prototype, including lecturers and students of the Indonesian Syntax in higher education throughout Surakarta, Central Java, Indonesia that have been determined before. In the limited tryout in group sample-1 the participants were 38 students and one lecturer. The students were at the interval of age between 22 up to 23 years old and 80% were females. However, in the extended tryout held in University of group sample-2, it was followed by 17 students and one lecturer. At this stage, the researchers played roles as observers serving to watch the course of the lecturing activities and at the same time also to make a survey and to take some actions.

Research Output

The output at the stage of this model development is the determination that the model prototype of the Indonesian Syntax textbook adopting the contextual approach is appropriate and may be accepted. The appropriateness is viewed from various considerations according to the stakeholders, experts and also to the lecturers of Indonesian Syntax courses in higher education throughout Surakarta, Central Java, Indonesia.

Testing Stage of the Model

Data Analysis Techniques

The data were qualitatively and quantitatively analyzed. The data analysis is as follows: 1. Qualitative Data Analysis: The data analysis employed in this research is the technique of the interactive-qualitative analysis model consisting of three components: (1) data reduction, (2) data display, and (3) conclusion drawing or verification (Miles and Huberman, 1992); 2. Quantitative Data Analysis, using an independent-t test to compare the old and new (contextual) textbooks.

Research Method

At this third stage, an experimental method was employed, namely the research design was intended to test the efficacy of the resulted product (Sukmadinata, 2009). The experimental procedure adopted was the concept proposed by Gall, Gall & Borg (in Cohen et all, 2000) as follows: (1) measuring the dependent variable, namely measuring the instrument validity   dealing with students' understanding of Indonesian Syntax materials, consisting of 5 components: the nature of Syntax, of phrases, of clauses and the nature of sentences;(2) determining   the pairs of participants on the basis of the scores and the results of measurement from the first stage; (3) assigning two research classes into two half-groups, namely the control and experimental groups; (4) designing and treating the subjects, namely the control group were taught using the conventional textbook, the experimental group, Indonesian Syntax textbook with contextual approach (enclosed); and (5) measuring the independent variable for each half-group, then compared the results.

The experiment was made to test the model of the Indonesian Syntax textbook resulted from the second stage. At the tryout stage, the emphasis was given on the process of making the textbook, whereas at the testing stage, students' learning results after being present Indonesian Syntax with the contextual approach were emphasized. It is expected that the adoption of the contextual approach model may improve the students' understanding of the Indonesian Syntax textbook in the Indonesian Education and Literatures in universities through Surakarta, Central Java, Indonesia.

The method employed in this testing was the *Before-After Research Design* (Christensen, 1978). In this design, two groups, experimental and control groups, were compared. The two groups before the treatment were given pretests. Then, the experimental group were treated in the form of Indonesian Syntax materials using the Indonesian Syntax textbook adopting the contextual approach, while the control group were taught using the ordinary textbook (Conventional Indonesian Syntax textbook).

At the end of the treatment, either the experimental group or the control group was given posttests. The results of the posttests may depict the differences of the pretests and the posttests scores of the two groups (Christensen, 1978).

FINDINGS

On the basis of the findings at the preliminary study dealing with the analysis of the

condition of the existing Indonesian Syntax textbooks used in higher education throughout Surakarta, Central Java, Indonesia. Those textbooks averagely have not mentioned the essence of language function for the sake of communication. Therefore, they are needed to be revised using contextual approach.

Based on the analysis of the lecturers' and students' need, the following results were obtained: (1) the Indonesian Syntax course is important to be an obligatory course in higher education; (b) the Indonesian Syntax textbooks have contributed to students' scientific writing skills and to the uses of sentences to communicate; (c) the Indonesian Syntax textbooks should be written by the lecturers themselves in line with the development in the science; (d) the procedures of innovative learning (contextual approach) are necessary to be applied as the solution to the students' surfeit to the lecturing materials and activities of Indonesian Syntax which is monotonous and which do not vary, and also to train students to work together in solving any problems in the lecturing materials. The creation of the Indonesian Syntax textbook with the contextual approach in higher education in Indonesia starts from the making of the model prototype. In the instrument testing, validity and reliability tests were made. The validity test is rationally made in terms of the content validity. Test as a measuring tool may be said to have a validity of the comparison if the test at the same time period may exactly measure the existence of the relation at the same direction between the first test and the next. Then a reliability test is made. The tool or the way to measure or to observe equally plays an important role at the same time (Nursalam, 2002).

Characteristics of the Sample

All students in this research were at sixth semester. Their average ability in understanding Indonesian Syntax was low, especially in making effective sentences. It is known from the results of the preliminary interviews and from their preliminary test of Indonesian Syntax (pre-test) showing the level of homogeneity among students. Their homogenous ability in Indonesian Syntax was known from their scores in prêt test using a "Scoring Rubric" technique where their average score was at scale 1 (the optimal score is 5).

Sampling Technique

A purposive sampling technique was adopted. The sampling technique was used because it was adjusted to the homogenous characteristics of the samples and the objective of the research Cohen et. al., (2000); Gall et. al. (2003); and Sukmadinata (2009) in order to test the efficacy or the level of the model of Indonesian Syntax textbook where the appropriateness had been determined and tested.

Purposive technique is a sampling technique made on purpose, meaning that it is the researcher who determines the sample taken due to certain considerations. So, the sample is not taken randomly, but it is determined by the researcher. Using the purposive techniques, it is expected that the criteria of samples obtained will be really in line with the research.

Techniques of Data Analysis

At the stage of the model testing, the technique of data analysis adopted was t-independent test. It is a method used to test two variables of which both were taught using different methods. The first variable employed the conventional method (the control class) and the second, the contextual approach (experimental class).The results may be interpreted to be valid if it has fulfilled four assumptions or prerequisites in the tryout design; (1) the data are normally distributed since it may be understood that the p-value for each category a is 0.05. It shows that the pre- and post- tests are from the normally-distributed population; (2) the variance is homogenous, known as homogeneity data. The deviation of pre-test and post-test score between experimental and control group has the Levene value equals to 3,242 with the significance equals to 0,078 > 0,05. Therefore, $H_0$is accepted and the data have equal variances. (3) interdependent examples should be designed with proper tryouts; and (4) components in the models should be additive in nature.

Time and Place of the Research

The time needed for the research at the third stage was three months (half semester) from October to December 2016 since it is an effective time for learning at the mid of the semester. Next, the place of the research at the stage of the model testing was determined in group sample-1, as the experimental group and in group sample-3 as the control group.

Output

The output of this research is that the effectiveness of the Indonesian Syntax textbook with the contextual approach for students of Indonesian Education and Literature in higher education throughout Surakarta, Central Java, Indonesia. The effectiveness is marked by a significant difference showing that the average results of the students' post-test in the experimental group (group sample-1 is better than the average post-test results of the students from the control group (group sample-3).

The question to answer is as follows: How effective is the Indonesian Syntax textbook with the contextual approach in higher education in Indonesia? To answer the hypothesis, the researchers made experiments based on the results of testing to analyze the difference between the existing teaching materials and the newly-developed teaching materials. The stage was made to test the effectiveness and the appropriateness of the teaching materials, so that the materials would be significant for Indonesian Syntax course in higher education.

Stage of the Model Testing

Instrument Test

The data used to test the instrument is the grades of the test of the Indonesian Syntax, where the testing instrument should be tried out first. This test was administrated to the class that was not used for either the experimental class or the control class. The

research method made use of 30 multiple test items. From the tryout of the instrument, the followings were obtained.

Validity Test

The number of test items of the Indonesian Syntax tryout is 30. According to Scarve B. Anderson (in Arikunto, 2009), after the consistence test of the internal test items with the product moment correlation formula at the significance level of 5%, 36 test items fulfill the formula namely $r_{xy} > 0,497$ ($r_{0,05;18}$). While 4 test items namely the item tests no. 22, 24, 26, and 30 were eliminated from since $r_{xy} < 0,497$. The elimination of the four test items would not influence the indicators used in the research. From the results of the reliability test with the Cronbach Aplha formula, the result of the calculation is that $r_{11} = 0,958$. Since $r_{11} > 0,497$ ($r_{0,05;18}$), the test instrument of the Indonesian Syntax was said to be reliable and may be used as the research instrument.

Test of Difficulty Level

A good test item is the one which is not too easy or too difficult. A too easy test item will not encourage students to improve any effort to solve it. Whereas a too difficult test item will result in students to give up and will discourage them to try the test out of their reach. From the calculation, it may be concluded that the 30 test items tried out, their level of difficulty is at the mid category.

Discriminating Power

Discriminating power is an ability of a test item to differentiate students with low and high capability on the basis of certain criteria. The formula used to calculate the discriminating power the i-th test is by dividing the high group and the low one. A test item is said to be good if it has a discriminating power index of more than 0.4. If the index is less than 0.4, the test item is eliminated. From the result of the calculation, there were 4 test items with the discriminating power index of less than 0.4 namely the item tests numbers 22, 24, 26 and 30. Therefore, the four test items were eliminated.

From the validity, reliability, level of difficulty and the discriminating power tests of 30 test items tried out, 4 test items discarded were numbers 22, 24, 26 and 30. But, in this present research, to obtain a more valid instrument, one more test item was discarded namely the test item number …..

Testing of the Analysis of Prerequisite

Data Normality Test

Normality test may be done through two approaches, namely graphic approach (histogram and P-P Plot) or Kolmogorov-SMirnov, Chi Square, Liliefors or Shapiro-Wilk test. In this present research the Kolmogorov-Smirnov test was employed since this test is a statistical analysis technique used to understand whether the data are normally distributed or are not analytically distributed. In the Kolmogorov-Smirnov test, great samples are needed. While the Shapiro-Will, small samples. The following is presented the data of the results of the normality tests of the Indonesian Syntax.

Table 1
Normality test using Kolmogorov Smirnov

Data	Class	Kolmogorov-Smirnov statistic	Db	Sig.	Conclusion
Data of balance test (pre-test)	Experimental	0.159	19	0.200*	normal
	control	0.138	33	0.200*	normal
Test data experiment (difference between post-test and pre-test	experiment	0.171	19	0.148	normal
	control	0.122	33	0.200*	normal

Based on the table above, it can be concluded that the data on the difference of the scores between the pre- and post-test of the experimental group (group sample-1) shows the Kolmogorov-Smirnov test of 0.171 with the significance level of 0,148 > 0,05. Therefore, the H_0 is accepted and it may be stated that the data are normally distributed. The data on the difference between the scores of the pre- and post- tests of the control group (group sample-3) shows the Kolmogorov-Smirnov test of 0.122 with the significance level of 0,200 > 0,05. Therefore, the H0 is accepted and it can be stated that the data are normally distributed.

Test of Homogeneity of Variance

The samples of this research are from two universities with different educational backgrounds, cultures and characteristics. Heterogeneity is expected to be tolerated so that it may be seen as the unity of the population and also as the prerequisites of using an independent t-test.

The test of homogeneity serves to understand the data variance with homogenous or heterogeneous characteristics based on certain factors. Like in the normality, it is assumed that homogeneity is also needed with some parametric statistical analyses. In the homogeneity test in present research, Levene test was used.

Table2
Test of homogeneitywith Levene

Data	Levene statistic	df 1	df 2	Sig.	Conclusion
Data on the balance test (pre-test)	0.001	1	51	0.980	Homogeneous
Data on the experimental test (difference between post-test and pre-test	3.242	1	51	0.078	Homogeneous

Based on the table above, it can be stated that the data on the difference of the scores of the pre- and post- tests between the experimental and the control groups show the Levene statistical calculation of 3.242 with the significance level of 0,078 > 0,05. Therefore, H0 is accepted and it can be stated that the data between the groups have a balance variance.

Testing the Model of the Indonesian Syntax Textbook with the Contextual Approach in Higher Education Indonesia

The Test of the Comparison in the Ability in Understanding Indonesian Syntax based on the Scores of the Pre-Test of the Control Group and the Experimental Group

To understand whether the experimental group (group sample 1) and the control group (group sample 3) have a balance initial ability, a test of comparison of the ability in understanding Indonesian Syntax based on the pre-test scores was made. The data were analyzed using an independent t-test with the following procedures:

1) H_0: There is no difference in the scores of the Pre-test between the control and the experimental groups
   H_1: There is a difference in the scores of the pre-test between the control and the experimental groups
2) $\alpha = 5\%$
3) $t_{count} = -0{,}546$ with the significance level of $0{,}588$
4) Critical area : H_0 is not accepted if $t_{count} < -t_{0,025;50} = -2{,}0086$ or $t_{count} > t_{0,025;50} = 2{,}0086$ or sig. is less than $0{,}05$
5) Decision :since $-2{.}0086 < t_{count} = -0{,}546 < 2{,}0086$ and sig. $= 0{,}588 > 0{,}05$ the H_0 is accepted
6) Conclusion : there is not difference in the scores of the pre-test between the control and the experimental groups

Based on the data analysis using the independent t-test, it can be concluded that the control and the experimental groups have the same initial ability before being given actions

The test of the comparison between the ability in understanding the Indonesian Syntax based on the difference between the scores of the post-test between the control and the experimental groups

To compare the abilities between the students of the control and the experimental groups in understanding the Indonesian Syntax, a data analysis using the independent t-test based on the scores of the post-test was made:

1) H_0: There is no difference in the scores of the post-test between the control and the experimental groups
   H_1: There is difference of the scores of the post-test between the control and the experimental groups
2) $\alpha = 5\%$
3) $T_{count} = 2{,}462$ with the level of significance of $0{,}017$
4) Critical field : H_0 is not accepted if $t_{count} < -t_{0,025;50} = -2{,}0086$ or $t_{count} > t_{0,025;50} = 2{,}0086$ or sig. is less than $0{,}05$
5) Decision : since $t_{count} = 2{,}462 > 2{,}0086$ and sig. $= 0{,}017 < 0{,}05$, then H_0 is not accepted
6) Conclusion: there is difference in the scores of the post-test between the control and the experimental groups.

The Test of the comparison between the ability in understanding the Indonesian Syntax based on the difference between the Scores of the post-test between the control and the experimental groups.

1) H0: There is no difference in the scores of the pretest-posttest of the control and experimental groups.
    H1: There is difference in the scores of the pretest-posttest of the control and experimental groups.
2) $\alpha = 5\%$
3) $T_{count} = 2{,}239$ with the level of significance of 0,030
4) Critical field: H0 is not accepted if $t_{count} < -t_{0{,}025;50} = -2{,}0086$ or $t_{count} > t_{0{,}025;50} = 2{,}0086$ orthe level of sig. is less than 0,05.
5) Decision: since $t_{count} = 2{,}239 > 2{,}0086$ and the level of significance of. $= 0{,}030 < 0{,}05$, the $H_0$is not accepted.
6) Conclusion: there is difference in the scores of the pre-test and post-test between the controland the experimental groups.

Table 3
The result of the independent t-test

Data	T	Sig	Conclusion
Data on the Balance Test (Pre-test)	-0,546	0,588	There is no significant difference
Data on the Experimental test (difference in Pre-test and Post-test)	2,239	0,030	There is some significant difference

The data of the balance test shows $p = 0{,}588$ which is more than 0,05. Therefore, H0 is accepted (there is no difference). Meanwhile, the data of the experiment test shows $p = 0.030$ which is less than 0.05. Therefore H0 is rejected (there is a difference).

Based on the data analysis with an independent t-test, it can be concluded that there is difference in the scores of the post-test between the control and the experimental groups. From the results of the calculation, it is obtained that the mean scores for the post-test of the control class is 75.64 and the experimental class, 81.05. It means that the mean score of the post-test of the experimental class is higher than that of the conventional class (Observe that chart of the comparison between the scores of the pre- and post-tests between group sample-1 and group sample-3).

DISCUSSION

Based on the research results above, it can be stated that the contextual approach is more effective than the conventional approach. This approach proves to improve students' learning activities and independence in interacting with other students and they are not fully dependent upon the lecturers.

As the comparison to reinforce the direction of this research, a relevant research which is in line with the results of this research is Chaer's (2009) and Sidu's (2012) research results that the process approach may be used as an effort to improve the students' independence and ability in understanding the Indonesian Syntax materials. However, in

the approach, the element of mutual cooperation is not accentuated, so that the results may not be perfect yet.

Sitepu's (2008) and Lee's (2008) researches also discussed the making of textbooks based on various sources. In their writing it is stated that any changes in the paradigm of the education would bring about effects on the changes of the position of the students in the teaching-learning process. Dealing with the effort provides students with learning competence to make them able to do a long-life learning, it is necessary in this article to make a textbook that will be able to become a reference in realizing an active, creative, innovative, effective and comfortable learning process.

The interrelation between the research results and analyses and this present research is that the choice of the contextual learning strategies is one of the models of the innovative and effective learning approach. In line with the researches, a proper approach to understanding the Indonesian Syntax is the contextual approach since this approach may be able to improve the understanding the Indonesian Syntax. The steps in the contextual approach in the form of trying out the prototype of the Indonesian Syntax textbook to the students of Indonesian Education and Literature lasted gradually. The limited tryout was made in group sample-1, while the extensive tryout was committed in group sample-2. The effectiveness test of the model of the Indonesian Syntax textbook with the contextual approach in higher education was made using the experimental test in group sample-1. The effectiveness test for the control class was made in group sample-3. The application of the contextual approach covers seven components: *constructivism, inquiry, questioning, learning Community, modeling, reflection, and Authentic Assessment.*

The Teacher's Activities during the Learning Implementation

The result of the effectiveness test is the ability in understanding Indonesian Syntax measured through components of: phrases, clauses and sentences. From the result of the calculation, the mean score of the post-test of the control class (group sample-3) is 75.64 and that of the experimental class (group sample-1), 81.05. It means indicating that the mean score of post-test of the experimental class is higher than that of the conventional class.

CONCLUSION

On the basis of the responses from the policy makers, the writers of the textbooks, the lecturers, and students, they in general gave positive responses. Therefore, it may be concluded that the Indonesian Syntax textbook with the contextual approach are appropriate and may be accepted to be used and to be disseminated. Based on the descriptions and supports from empirical data, it may be concluded that the Indonesian Syntax textbook with the contextual approach in higher education in Indonesia may be implemented in accordance with the lecturers' and students' needs.

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