Representation of Linguistic Aspects in the Genre of Text in Junior High School's Bahasa Indonesia Textbooks in the 2013 Curriculum

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Abstract—**This research aims to describe the representation of linguistic rules of each text's genres in curriculum 2013 Bahasa Indonesia's text book for 7th grade students. The description was done by analyzing the purpose, content, and structure of each genre of the texts based on the use of its linguistic rules. The result is compared with the teaching of language aspects that is presented in the text book, whether it has reflected the characteristics of the genre or not, take into account that every genre has its own structure and linguistic rules. This research uses qualitative method. The data collection technique was done by triangulation, then the data was analyzed inductively so that the results.**

Keywords—*genre of text; lingustic aspects; structure*

I. Introduction

Indonesian language learning in the 2013 curriculum focuses on text-based learning. Through text-based learning, it is expected that students' love and pride towards national identity, namely Indonesian language, can be fostered. In education field, Indonesian language is not only used as a means of communication, but also used for the development of knowledge and a thinking tool to express ideas. This is in line with Abidin that language learning should not only examine the body of language knowledge and learn language as a medium of communication, but further study how language can play an important role in bringing, carrying, and developing various disciplines [1].

The Ministry of Education and Culture compiles text-based learning on four main competencies [2]. These aspects include religious competence, social, knowledge and skills. The implementation of these four competencies is expected to develop students' critical thinking skills in various things. In this context, the text is not only seen as a medium of thinking, but also as part of the thinking activity itself. Through the text, students can understand the language that is carrying out its function in the context of the situation. This is consistent with the opinion Mahsum which states that text is seen as a way to understanding language [3]. Text is a language that contains functions or carries out the context of the situation [4]. Text as a communication event that must meet certain criteria [5]. Then, what is the purpose of text-based language learning?

According Priyatni, one of the goals of text-based language learning is to develop the ability to understand and create text [6]. This is because the communication process occurs in the text or at the level of the text [7]. Therefore, the text must be cohesive and coherent and contains psychological and social functions [8,9].

The form of communication presented in the text must also emphasizes on the characteristics, structure, and linguistic rules of the text genre itself. Text genre in Indonesian subjects includes micro genres or single texts and macro genres or compound texts. Mahsum states that the terms of single and compound which are embedded in the concepts of single texts and compound texts are analogous to single and multiple concepts in single sentences and compound sentences [3]. In other words, compound text is a complex text with a larger structure and segmented into sections that can be chapters, sections, or subsections, while a single text is a fill in parts of a compound text structure. The structure is a general description of the content of the text [10]. The types of texts found at the junior high school level of class VII include description texts, fantasy stories, procedures, observation reports, folk poetry, folklore, and letters. That types are classified into two major groups, namely the literary genre and the non-literary genre. Literary genre groups are categorized into story genres, while non-literary genres are grouped into factual genres and response genres. The types of texts have their own characteristics, functions, goals, structures, and rules. Although the text presented has a different procedure, but, either texts which are classified in the form of literature or non-literature, both have one goal, namely the achievement of a concrete communication. Both genres are equally related to the potential of language as a tool to develop the ability to discourse effectively.

Classification of the type of text is clearly illustrated in terms of function, structure, and linguistic rules that characterize each text presented by the author. For example, fantasy story text has a structure that includes elements of orientation, complications, and resolution. The linguistic rules that distinguish fantasy text from other types of text can be seen in terms of its linguistic rules which include the use of personal pronouns, the use of words that absorb sensory senses,

the use of words choice with figurative meanings and specific meanings, conjunctions, timelines, expressions, surprise, and direct use. The structure and rules of language will certainly be different from the structure and language of other texts.

However, in fact the representation of linguistic aspects of each type of text presented in the revised 2013 Junior High School textbook does not reflect the characteristics of the linguistic aspects of these texts. In fantasy stories, for example, the linguistic rules which characterize the language aspect in these kinds of texts are not explained, even though there are explanation about the expressions of distinctive linguistic characteristics. The peculiarities of fantasy texts lie in the supernatural, majestic elements. Therefore, the linguistic aspect that is most typical of fantasy texts should also be realized through the use of language that states the supernatural element, mystery, or occultation. Linguistic aspects in these expressions are not explained in student textbooks even though this is the most dominant aspect to distinguish them from other types of texts. Meanwhile, other building elements are shared by other types of text in the same category. This will certainly have an effect on students' understanding of the type or genre of text. Based on this, the authors are interested in studying Indonesian textbook grade VII SMP 2013 Revised Curriculum with the title *Representation of Linguistic Aspects in the Genre of Text in Junior High Schools' Bahasa Indonesia Textbook in the 2013 Curriculum.*

Based on the background of the problems above, the main question of this study is how is the representation of linguistic aspects in the text genre of Junior High School Indonesian textbooks 2013 Curriculum? To answer the formulation of the main problem of the study, the main research questions need to be elaborated into the following formulation of research problems 1) how is the structure of the text presented in each genre of text in Junior High Schools' Bahasa Indonesia Textbook in the 2013 Curriculum? 2) What linguistic aspects are presented in each genre of text in Junior High Schools' Bahasa Indonesia Textbook in the 2013 Curriculum? 3) How is the representation of the linguistic aspects of each genre of text based on the purpose, content, and structure of each genre of text in the Junior High Schools' Bahasa Indonesia Textbook in the 2013 Curriculum?

II. RESEARCH METHODS

This study uses qualitative methods using a descriptive approach. Accprding to Sugiyono qualitative research is a research based on the philosophy of postpositivism which is used to examine the condition of scientific objects [11]. In this study, the researchers act as the key instruments. Data collection techniques are carried out by triangulation. Data analysis is inductive and the results of qualitative research emphasize on the meaning rather than generalization.

Data collection techniques in this study use the following methods: by reading and recording and then grouping the data. The steps taken by the researchers in this study are as follows. Firts, formulate the research problem and determine the data to be studied. Second, analyze data that is considered to be related to the problem to be examined based on the theory used. Then, data analysis in this qualitative study uses Sugiyono state that activities in qualitative data analysis are carried out interactively and take place continuously until complete so that the data is saturated [11]. The activities in data analysis are data reduction, display, and conclusion drawing.

III. RESULT AND DISCUSSION

In general, the results of the analysis of the text structure are presented as follows.

A. Text Description

Description of text is built by three structural components, namely identification, description of parts, and response. Three examples of description text presented in student books are: 1) Beautiful Parangtritis Beach, 2) My Role Model Father, and 3) Mother, My Inspirations have complete structure.

B. Reports on Observation Results Text

The structure of reports on observation results (LHO) text consists of general definitions, definitions of sections, definitions of benefits, and closing. The results are presented in the following table 1.

TABLE I.   COMPLETENESS OF THE TEXT STRUCTURE OF THE REPORT ON OBSERVATION RESULTS

Text Title	Structural Components				Conclusion
	General definition	*Definition of Section*	*Definition of benefits*	*Closing*	
Hutan Bakau (Mangrove forest)	√	√	√	√	Complete
Museum (Museum)	√	√	—	—	Incomplete
Kucing (Cat)	√	√	—	√	Incomplete
Kunang-kunang (Fireflies)	√	√	—	√	Incomplete
Manggis (Mangosteen)	√	√	√	√	Complete

C. Procedure Text

The structure of procedure texts consists of three components, namely objectives, steps, and closing. The procedure text which contains four different structural components is also presented, namely the text entitled *Making Batik*. In the text there are no *closing* components, but there are *materials*. The components of the procedure text structure in the student book are largely determined by the type of procedure, whether it is the procedure of doing something or the procedure for making something. Therefore, the completeness of the components depends on the type of procedure.

TABLE II.   COMPLETENESS OF THE TEXT STRUCTURE OF THE PROCEDURE

Text Title	Structural Components				Conclusion
	Objectives	*Materials*	*Steps*	*Closing*	
Bermain Angklung (Playing Angklung)	√	—	√	√	Complete
Cara Membuat Obat Tradional Insomnia (How to make traditional medicine for insomnia)	√	—	√	—	Incomplete
Cara Melakukan Gerakan Tarian Tor-Tor (How to do a Tor-Tor dance movement)	√	—	√	√	Incomplete
Cara Mematikan Komputer dengan Benar (How to Turn Off Your Computer Correctly)	√	—	√	√	Complete
Membuat Batik Tulis (Making Batik)	√	√	√	—	Complete
Cara Mencuci Tangan dengan Baik dan Be-nar (How to Wash Hands Well and Properly)	√	—	√	√	Complete

D. Fantasy Text

The structure of fantasy text consists of three components, namely orientation, complications, and resolution. In the VII grade students' book, there are four fantasy text titles with complete structures.

E. Fable Text

In the fable text there are four structural components, namely orientation, complications, resolution, and coda. The results are presented in the following table 3.

TABLE III.   COMPLETENESS OF THE TEXT STRUCTURE OF THE FABLE

Text Title	Structural Components				Conclusion
	Orientation	Complications	Resolutions	Coda	
Belalang Sembah (Praying mantis)	√	√	√	—	Incomplete
Kuda Berkulit Harimau (Tiger Skinned Horse)	√	√	√	—	Incomplete
Semua Istimewa (All ia Special)	√	√	√	√	Complete
Sesama Saudara Harus Berbagi (We must share things with our fellow)	√	√	√	√	Complete

F. Personal Letter Text

Personal letters text are constructed from several structures, namely the address and date of the letter, opening greetings, opening sentence, contents of the letter, closing, final greeting, and signature. The results are presented in the following table 4.

TABLE IV.   COMPLETENESS OF THE TEXT STRUCTURE OF THE PERSONAL LETTER

Text title	Structural Components							Conclusion
	1	2	3	4	5	6	7	
Personal letter 1	√	√	√	√	√	√	√	Complete
Personal letter 2	√	√	√	√	√	√	√	Complete
Personal letter 3	√	√	√	√	√	√	√	Complete
Personal letter 4	—	√	—	√	—	√	√	Incomplete

Information: 1 (address and date of the letter), 2 (opening greetings), 3 (opening sentence), 4 (contents of the letter, 5 (closing of the letter), 6 (final greeting), 7 (signature)

G. Official Letter Texts

Unlike personal letters, official letters are constructed from the components of the header, letter number, date of the letter, attachment, subject, mailing address, opening greetings, contents of the letter, closing paragraph, closing greetings, and names and signatures. Of the two examples of official letters presented in student books, they all have a complete structure.

In terms of the linguistic rules, theoretically, each text must have its own rules or linguistic features. Language features are the characteristic of the text. The function or purpose and structure of the text are different, so the delivery method must be different too. The use of linguistic rules is the characteristic of the text. The use of linguistic aspects in the text genre above is explained as follows.

1) Text description: The most prominent aspects of language in this text genre are:
- The use of declarative sentences to express the description of the object described.

- The use of comparison and supposition sentences to describe the character of the object, either in the description of part or the impression or responseIn addition, there is also the use of figure of speech to express the impression of the object.

- The use of three categories of words, namely nouns, verbs, and adjectives which state the results of sensory activities are found in all examples of this text genre. The noun is used to express the object being sensed, such as the moon; verbs are used to express work or sensory activities on sensory objects, either in the form of active verbs (help, continue, teach) or passive (accompanied, seen, being busy); and adjectives are mostly used to express impressions or responses to objects that are sensed, such as friendly, gentle, and strong.

- In the description text there is also the use of place prepositions to express the pattern of description development (spatial development pattern). This is included in the text of Beautiful Parangtritis and Mother, My Inspiration.

- In the text of My Role Model Father, another linguistic element, namely semantics, is used.

Meanwhile, linguistic aspects presented in student textbooks include: 1) sentence details to concretize, 2) sentences using five sensory perceptions, 3) affixes *meN-* in words beginning with sounds k, p, t, 4) synonymy, 5) prepositions, 6) hyponymy or special words, 7) preposition di- and capital letters, 8) sentences which include figure of speech, 9) varied word choices, and 10) practice observing the use of words/sentences and comma/fullstop markers.

2) Text of report on observation results: The use of linguistic aspects in the structural components of observation report texts is related to the use of: 1) definitive sentence with the copula word, 2) technical words, 3) material verbs, 4) adjectives, 5) persuasive sentences, 6) adverb which shows geographical location, 7) numeralia, 8) conjunctions that show details or classification, 9) verbs that indicate the meaning of 'can', and 10) assertive sentences.

The linguistic aspects presented in the student textbook include: 1) the terms used, 2) reviewing and correcting paragraph cohesiveness, 3) editing sentences that express classification (not explanations about classification sentences), 4) editing sentences (wasteful sentences), 5) examine the principles of using words, sentences, punctuation, and spelling, 6) foreign affixes, 7) standard and non-standard words, 8) the principle of economics in language usage.

3) Procedure text: Based on the analysis, the use of linguistic aspects that are dominant in procedures text are the usage of 1) sentence definition (copula), invitations or persuasive sentences, command sentences, question sentences, adjectives and adverbs in the *objective*; 2) noun sentences and conjunctions which state a goal in the *material*; 3) command sentence, sentence which shows a suggestion, adjective, material verb, word numeralia, chronological conjunction and cause and effect conjunction in the *steps*; and 4) motivational expressions such as *good luck* in *closing*.

In students' textbooks, the linguistic aspects taught include the usage of: 1) command sentence/suggestion/prohibition, 2) passive form, 3) criteria/limit (in doing something, for example *knee height*), 4) conjunctions, lapses, and references, 5)

adverbs of ways, tools, and objectives, and 6) suffixes *-i and -kan*.

4) Fantasy text: The most dominant linguistic aspects in fantasy texts is: 1) background scene used in past times which is full of imagination, and the use of adjectives with strong emotions that are in *orientation*; 2) direct sentences which express words or expressions of surprise and adjectives with strong emotions in *complications*; and 3) chronological conjunctions which indicate the final sentence in resolving the conflict in *resolution*.

The linguistic aspects taught in student textbooks are: 1) pronouns and people's names, 2) perceptual words, 3) choice of words with metaphorical and special meaning, 4) conjunctions of sequence markers, 5) shock expressions, and 6) direct sentences/dialogues.

5) Fable text: The linguistic features that stand out in fable texts are the usage of: 1) article words, temporal conjunctions, contradictions, adjectives, adverbials, material verbs, and direct sentences in *orientation*; 2) articles, adjectives, direct sentences, material verbs, temporal conjunctions; 3) adjectives, contradictions and causal conjunctions, articles, and direct sentences; 4) cause conjunctions, mental verbs, direct sentences, and the use of temporal conjunctions.

In student textbooks, the language aspects taught include: 1) word choice exercises, 2) synonyms and antonyms, 3) direct sentences, 4) exclamation writing, conjunctions, 5) article words, and 6) prepositions (*in, but, on*).

6) Private letter text: The linguistic features that are dominantly used in personal letters include the use of: 1) greeting expressions and emotive greetings which contain familiarity or respect; 2) second person pronouns, 3) emotive words, 4) conflict conjunctions, 5) adverb, and 6) adjectives.

7) Official letter text: The features described in the text genre are formal, namely: 1) the expression of respectfulness which does not contain meaningful emotions; 2) the use of the standard word; 3) the use of first person pronoun and 4) the use of adverbial of place.

The language aspects of personal letters and official letters presented in student textbooks include: 1) typical vocabulary, 2) greeting expressions, opening, and closing, 3) characteristics of language use, 4) examining letter writing errors, and 5) standard and non-standard words.

Based on the data of the use of the language aspects above, in terms of representation of linguistic aspects, the linguistic aspects of each genre of text are revealed in each component of the text structure according to the genre of the text. Even though the text genre is the same, the linguistic aspects used can differ depending on the structure constructor and its social purpose or function. The implication is that the representation of the linguistic aspects is different.

IV. DISCUSSION

Based on the data from the research, the structural components of a text genre are not always the same or complete. Even though the genre is the same, one text has a structure that is different from the others; one text has a complete structure, while the other does not. This is very

possible considering the structural components of a text depend on its social purpose or function and its contents. However, the lack of completeness does not matter if the non-existing structural components are not the main structural components. Thus, as long as the component of the structure is not the main structural component, the absence of these components does not eliminate the distinctive characteristics of the text genre.

The introduction of the building structure of a text is very important in understanding the genre of a text. By reading the entire contents of the text carefully, the reader can recognize the purpose or social function of the text and its builder structure. This is evident from the results of the study that the purpose and structure of the builder must be represented through the use of appropriate aspects of language. Text writers will certainly choose linguistic forms that can be used to fulfill these social functions. From the data of this study, it can be exemplified that in the description text, to tell the results of the perception of the visual sense, verbs that express the act of using the sensory devices, such as s*eem, see, look*, and *I see* must be used. In the text of the observation report, there are uses of verbs which state classification, such as *grouped*, *categorized*, or *classified* all of which indicate the characteristic of linguistic aspects of classification as one of the text-building structures. In addition, numerals or conjunctions are used to express stages, such as *after*, *then*, and *later*, which reveal the systematic stages or steps of doing, working on or making things. In fantasy texts words or expressions of surprise are used because this text is characterized by mystical elements or ignorance. The same is true in fable text. The fable text use of the article "*Si*" or "*Sang*" as the name for the character. In the text of the letter found the use of greeting expressions in the form of pronouns *saya 'I', kami 'we', Anda 'you',* atau *Saudara 'sir'*. In short, the characteristics of a genre of text can be represented by its linguistic aspects.

V. CONCLUSIONS

Based on the results of the research and discussion above, the researchers concluded that in Indonesian textbooks in Class VII SMP there are several types of texts. The text type has its own builder structure. However, not all texts studied have complete and/or similar elements even though the genre is the same.

The linguistic aspects contained in the seven genres of text studied are varied, in the sense that it covers many linguistic rules, starting from the level of phonology, morphology, syntax, and semantics. The term varies because to reveal a building structure one can use other linguistic elements.

The language aspects used in each component of the building structure of the text represent the characteristics of the text genre in accordance with its social functions. Even though the structure of the builder is the same, the selection of aspects and forms of language can be different. The language aspects that are taught are still incomplete and general.

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