
TEXTS IN INDONESIAN LANGUAGE LEARNING

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ABSTRACT

Materials of Indonesian language and English in 2013 curriculum have similarity either in the form or terminologies used, such as procedural text, discussion text, recount text, and etc. Text materials which were discussed the same, relate to the text structure and grammar specification or language used. So, it needs a study about Indonesian language subject material especially text classification based on the existing theories. Marc Anderson and Kathy Anderson divided text become two main groups, there are literary text and factual texts. Mahsun divided texts into three, there are literary, factual texts, and response text. Based on the discussion about the text can be arranged that the text classification divided into three main group, literary text, factual text, and response text. The literary text consists of poetry, narrative, drama. The factual text consists of exposition, description, explanation, negotiation, discussion, procedures, report, and letter. Response text consist book review, essay, speech.

Keywords: text, subject, Indonesian language

INTRODUCTION

Indonesian government changed education curriculum, from 2006 curriculum become 2013 curriculum. Curriculum change adapted to the need and education development so the education quality increase. There is curriculum structure change, either related to the lesson hour or subject. Lesson hour in the 2013 curriculum more compared to 2006. While the Information and Communication Technology and Art subject replaced by vocational subject.

From four subject tested in the national exam, Indonesian language subject has foundational change relate to the subject materials. Subject materials of Indonesian language in 2013 curriculum based on the text while in 2006 curriculum give emphasis to the four language skills. At the initial implementation of 2013 curriculum, Indonesian language subject focuses on the various text of learners.

At the initial implementation, at the implementer level, guardian teacher of the Indonesian language subject experience shaking of text knowledge. It occurs because the texts introduced in the 2013 curriculum are various in types while so far teacher only knows five texts, narration, description, exposition, argumentation, and persuasion. Only narration and description which have been understood well by the teacher, while other texts still considered as strange for the teacher.

Materials of Indonesian language and English in 2013 curriculum has similarity either in the form or terminologies used, such as procedural text, discussion text, recount text, and etc. Text materials which were discussed the same, relate to the text structure and grammar specification or language used. It produced the conclusion that Indonesian language subject

materials adopt English subject material. So, it needs a study about Indonesian language subject material especially text classification based on the existing theories.

METHOD

The method used in the texts classification of Indonesian language by studying contrarily the definition done by experts. The expert opinions are found in the relation to getting similarities and differences. Based on the similarities and differences, the one expert opinion able to complete the other expert opinion so can be arranged new classification.

DISCUSSION

Texts are written materials for learning (KBBI, 2010:1159). The understanding shows that text aimed at learning and limited in the written form. It is different with the March Anderson dan Kathy Anderson opinion (2003:1) stated “when the words are put together to communicate a meaning a piece of text is created. When you speak or write to communicate a message, you are constructing a text. The understanding gives more emphasis to the language function as the communication tool. It is along with the Halliday and Ruqaiya opinion (1992:13), stated that text is functioning language, means that language serves the function as communication means to run the certain task in the situation context, different with word and detached sentence. The most basic text form is a conversation.

Mahsun (2014:1) stated text is language unit used as expression of social activities either orally or written with complete thinking structure. The final opinion complete the second opinion. Beside has social function, text has complete thinking structure because each paragraph in the text has certain task to deliver idea completely by delivering complete information without leaving question

While the text types according to Keraf in Purwandari and Qoni’ah (2012:108), based on the explanation goal the text consist of narration, description, exposition, argumentation, and persuasion. Narrative texts tell about event chronologically. Texts in this group are biography, roman, novel, history, and etc. Descriptive text is text which describe about actual condition. Exposition text is text aimed at explaining certain information. Explanation about the way to arrange space, make accessories, make advertise in this text. Argumentative text is part of exposition, argumentative text aimed at ensuring other people by giving logic reasons and the supporting evidences that can be make responsible. And also with the persuasive text is part of exposition aimed at persuading people to agree and implement the given messages.

The Hatch opinion about text classification is little different with Keraf. He stated “the genres that appear in the classical literature on rhetoric, from Aristotle to modern day rhetoricians, are those of narrative, descriptive, procedural, and persuasive (Hatch, Evelyn 1992: 164). The opinion stated the text classification, that is procedural text while exposition and argumentation are represented with persuasive text.

If compared with other theory, Keraf’s text theory more generally used in the authoring subject material by Indonesian language teacher. In the authoring learning activities, in

arranging text (suitable with the Keraf's theory), learners firstly arrange the outline. Although the outlined goal avoids overlapping explanation and avoids disorder the material discussed in each paragraph/several paragraphs given to the learner. And also with the order sort, determined freely by the learner. In the compilation, the learners are trapped in the developments which farther from the main topic. It causes the produced text by the learners not focus on the problem core, not arranged systematically, not follow the clear reasoning pattern and produced questions.

Because of that, text material is given in 2013 curriculum close the shortages in the learning about the text in the previous curriculum. In the 2013 curriculum, the learner more easy in compiling text because the text structure and language materials used have been determined and regulated.

Language materials integrated into the text, such as sentences types, standard form, terminology, the figure of speech, and etc implicitly contained in the text. Learner served to find the teacher's guidance. And also with the text structure, introduced through text example, so with the guidance of teacher the learner able to identify. It besides facilitates the learners in compiling text, and also habituate the learner to think critically, systematically and logically.

Text theories which relevant to the 2013 curriculum is Marc Anderson and Kathy Anderson. In the book entitled *Text Types in English* first version to third version (2003), they divided texts become two main texts, literary texts, and factual text. Literary text divided into three types, narrative text, poetry, and drama. Literary texts same with the literary theories in the Indonesian language subject so far, that imaginative literary text consist of prose, poetry, and drama.

The literary text is narrative text. Narrative text in Anderson theory consists of several types, humor, romance, historical fiction, diary, fantasy, science fiction, and response narrative.

Humor text aimed to make audience entertained by making them laugh through the funny story. Romance texts tell about a love story which experiences obstacles or difficulty. Historical fiction tells about history but fiction. Then diary to disgorge emotion or feeling. Diary becomes one of inspiration to arrange a novel story. Fantasy text type tells about something imaginative and impossible in the real world, such as tells about a hero with a superpower, fairies who have powers, and etc. narrative response text is texts that contain response about narrative text.

The second literary text, poetry, that is acrostic poem, ballads, haiku, limericks, song lyric, shape poem, sonnet. Acrostic poem text is poetry with the first letter in each line vertically make a word or sentence. Ballad poetry is poetry that tells a story. Haiku is Japan poetry that tells about love to nature. Limerick is poetry that funny. Song lyric little different from other poetry because has chorus or refrain. A shape poem is a poetry that gives more emphasis to the form order then the word. Finally, the sonnet is poetry with fourteen lines. So, texts type of this poetry suitable for the existing poetry form and develop in the country of Marc Anderson and Kathy Anderson, that is Australia.

Third literary text, drama text, text in the model of a script or drama script. “The dramatic text used to communicate ideas and experiences. Dramas can be spoken or written”. So drama texts divided into manuscript and drama performance, either drama performance directly or indirectly such as film, television opera, radio drama, and etc.

While factual text consists of recount text, explanation, discussion, information report, exposition, procedures, response. The theories different with Keraf theory except for exposition text. Recount text, information report, explanation, discussion, procedure, response contained in 2013 curriculum.

First factual text, recount text type are newspaper report, conversation, speeches, television interview, eyewitness account, and letters. Newspaper report contains about the occurred news relate to the news element 5W1H, what, who, where, when, why, and how. This text type can be in the form of oral text.

“A conversation is a spoken text between two or more people (Anderson and Anderson, 2003: 63)”. This text actually in the form of oral text but can be made into written text as learning material. The conversation is a conversation among friends, conversation with family either directly, face to face or indirectly by using communication media.

Speech text actually is oral text but speech manuscript is written text. “Recount speeches would be one where the speaker tells the audience about past happening (Anderson and Anderson, 2003: 74)”. Speeches deliver content about the occurred event. Speeches need preparation, goal, preparing materials relate with the topic so the given material is accurate, consider the audience, train voice, intonation, emphasis to thing considered as important, and supported with suitable body language.

The next recount text type is television interview, the text basically is oral text but there is interview type which prepared. The informant has known the proposed question so able to prepare the answer. The text can be made become written text with learning goal.

Eyewitness text account, the text contains an explanation about the occurred event, such as traffic accident, robbery, fire, slide, flood, etc. the delivered event with chronological order. The text as news text contains what, who, where, when, why, and how.

The final recount text type is a letter, the text limited to the letter which explains or tells about something occurred. The example is a personal letter written manually or by email. The content retells about occurred event. The told event is experienced by writer and occurred around the writer.

So basically recount text is text which explains about the occurred event through news, usual conversation, speeches, interview in television, a statement from an eyewitness, or through a letter.

Second, explanation text tells how or why something occurs and the purpose of an explanation is to tell each step of the process and to give a reason (Anderson and Anderson, 2003; 80). The text explains how something occurs, why occurs, why different. The subject

discussed not only one but more than one by comparing it. So the text explains the causal relationship of the event.

Third, discussion text is text type gives the for and against, the positive and negative, or good points and the bad points. The purpose of the discussion is to present to the audience different opinion on a topic, and, at the end your opinion. (Anderson and Anderson. Text type which included in the discussion text is talkback radio, current affairs interview, debate, essays, letters to the editor, and newspaper articles.

Talkback radio type is a conversation that discusses certain topic between announcer and listener that participate in the radio program. Current affair interview is an interview that present two pro and contra parties. The interview is not plotted firstly the question or answer. So the questions and answer in the interview are spontaneous.

A debate is a spoken discussion involving two sides (Anderson and Anderson, 2003: 125). In the debate, there are two parties, pro, and contra. Besides both parties, the debate activities guided by a guide. At the debate final, voting is done, the winner is those get more vote from the audience. The essay text type is essay writing by giving an explanation about the topic from two viewpoint which is contrary. The letter to the editor text is letter given to editor in newspaper discussing something by putting pro and contra. While if only discuss something from one viewpoint only as a response to writing given then included in discussion text. The last discussion text type is newspaper article is an article which discusses a topic from two contrary viewpoints.

Fourth texts, 'information report text is a piece of text that present information about the subject (Anderson and Anderson, 2003:125). This informative text is text which gives factual information about the certain topic. The text type such as textbook learning text, research report, an article. Textbooks contain information about a field, such as science, language, psychology, and etc. Learning text or lecturing text, the teacher or lecturer give information about the certain topic discussed suitable with the previously arranged program. The research report is text which gives information about plan, implementation, and research results did. The article text began with the magazine article or newspaper up to a scientific article. The article gives information about a certain topic which is actual or never discussed other people yet.

Fifth text 'an exposition is a piece of text that present one side of an issue (Anderson and Anderson, 2003:125).' The text gives information clearly and attached with accurate evidence so the readers or listeners influenced and agree with the opinion of the text maker. So in the argumentative and persuasive text including in the exposition text. This text type is advertisement and editorial. Advertisement text, the text has a variant, that is advertisement and leaflet. Advertisement text as persuasive text is designed to persuade the audience to do something usually to buy a product (Anderson and Anderson, 2003:58). The text delivers a tangible subject in the form of thing or services attached with argumentative and persuasive sentences so the readers or listeners will be influenced by the text. Text advertisement type in the form of announcement not always followed by arguments.

The editorial text is a letter from the reader either through a written letter, fax, or by using email which given to the editor. The letter which contains reader opinion about news subject. The letter content should be followed with reasons and evidence to ensure the readers.

Sixth text, 'a procedure text, therefore, is a piece of text that gives us instructions to do something (Anderson and Anderson, 2003:125). This text type is directions, recipes, instruction manuals, and itineraries. Direction text gives information about the direction, text town tourist guide, and game to find treasure. Recipes text gives information about the procedure to make foods, beverages, or cake. Instruction manuals give information about how to do something. The type which included in this type is sport and training procedures, first aid procedures, and solution as procedure (the procedure to replace printer ink). The last procedure text is itineraries which give information about journey will be done.

Seventh text, a response text is a text that gives a person's response (judgment, opinion, reaction) to another text such as a book, film or poem (Anderson and Anderson, 2003:125). The text type which included in this text response is a book review, drama criticism, film criticism, television program criticism, and etc.

The opinion of Marc Anderson and Kathy Anderson generally divided into literary text and factual text. The literary text consists of three text types, narrative, poetry, and drama. The factual text consists of seven text types, such as recount text, explanation, discussion, information report, exposition, procedure, and response.

Mahsun (2014) divided text become three, literary, factual, and response texts. The literary text consists of two texts, narrative and nonnarrative. It is similar to the March Anderson and Kathy Anderson, but there is the difference in the nonnarrative text form. Marc Anderson and Kathy Anderson including drama text in the literary text, while Mahsun only included the poetry texts, either old poetry or free poetry. Drama text is not included in the literary text and not in the other text classification.

Narrative texts consist of four types, recount text, anecdotal text, exemplum text, and narration. First, recount text, there is the difference between the theory of Marc Anderson and Kathy Anderson to Mahsun. Anderson and Anderson include recount text into the factual text because of the story based on facts. Mahsun includes this in literary texts. The texts although based on fact but influenced by elements of imagination, the language is subjective so there is connotative word selection. Viewed from the arrangement pattern, the text was arranged suitably with the order of time and places. The imaginative literary text should fulfill the aesthetic, imaginative elements and should be connotative (Jakob Sumarjo and Saini K.M, 1991: 19).

Second, anecdotal story text in the theoretical concept of Anderson and Anderson included into humor text because the anecdotal text is an interesting brief story because funny and impressed about the important and famous person and based on the actual event (KBBI, 2003:47). The text like a double-edged knife, as the entertaining means and also to deliver the writer messages to persons as the subject.

Third, exemplum text is text which delivers a story for example to the listener or readers. Whit exemplum text the reader or listeners get social, moral and cultural benefits. The text is arranged based on facts or based on the writer's or reader's imagination.

Fourth, narrative text divided into nine text, that is 1) short story 2) novel story 3) fairy tale 4) legend 5) adventure story 6) fantasy story, 7) fable story, 8) historical story, 9) biographical story. The texts included in Indonesian literary theory, the differences in the 2013 curriculum, the texts are explained the structure and language traits. The prose text or (short story or novel) basically have same text structure with the plot stage but simplified. The historical text can be divided into two that is 1) historical text mixed with imagination (myth, cult), such as Javanese land history 2) historical text that suitable with the actual event, such as Flag Ripping at Orange Hotel, Bandung Sea of Fire, Puputan War, etc.

Nonnarrative text, the texts are limited to the poetry texts. Mahsun (2014) included the nonnarrative text only the traditional poetry (without stating the traditional poetry type), poem, poetry, and aphorism. Mahsun did not include the new poetry and contemporary poetry in his classification. The literary history includes the new poetry that developed in Indonesia should be entered into literary theory, especially poetry. The new poetry based on the content consists of seven types, ballad, hymn, ode, epigram, romance, elegy, satire. Ballad is poetry which contains the certain story. The hymn is complimentary poetry aimed at God, hero, homeland, alma mater. Ode is complimentary poetry to anyone. Epigram is poetry that contains life guide. Romance is poetry that contains love. Satire is poetry that contains an allusion to a certain party, such as government or certain official.

Based on the form, there are eight types, distichon (consist of two lines), terzina (three lines), quatrain (four lines), quint (five lines), sextet (six lines), septime eight lines), sonnet (fourteen lines). The eight new poetries differentiated based on the line amount but not based on rhyme. An only sonnet that bound by rhyme and lines.

In the next development, emerge contemporary poetry text. Contemporary in the KBBI (2003: 591) means in current time. So the contemporary is poetry that is developed today, with different form and trait to other poetry. Contemporary poetry has a various form based on the form, words used, and content, such as typography, Mantra poetry.

After literary text, the second classification is factual text. The text by Mahsun divided into two texts, report, and procedural text. Report text based on the facts and the found facts then be given either written or orally by following a certain structure. Report text is divided into seven types 1) description text 2) report text 3) informative text 4) scientific report text 5) letter 6) news text 7) review text/book report.

First, descriptive text same with the old concept by adding text structure to facilitate the learning. Descriptive text gives information about object or thing individually based on the physical traits (Mahsun, 2014:28). The definition is narrower compared to the theoretical description of Gorys Keraf, that is 'description relate to the sense description of the object (Qoni'ah and Purwandari, 2012:108)

Second, the report text gives a report in the form of type classification and phenomenon description. The text included in plural text consists of descriptive and argumentative text. In the 2013 curriculum, that included in this text is explanatory text. The texts explain about natural phenomenon and social phenomenon relate to the natural science, such as text with the natural theme, that is rainbow then there are elements of natural science. The phenomenon is explained how and why the phenomenon occurs. According to Mahsun (2014), explanatory text included in response text.

Third, informative text delivers a report about various things class, such as tiger, stone, tree, and etc (Mahsun, 2013: 19). The text included in the descriptive text. In the 2013 curriculum, texts which are included in this type is observation results text. The texts observe the animal, plants, environment, and etc.

Fourth, scientific report text. Mahsun divided the texts into, final report, thesis, dissertation, and research report. The text type not occurs in the learning in the secondary schools but for higher education. The texts have specific that demand scientific depth in the arrangement.

Fifth, letter text divided into two types, official letter text, and personal letter text. At the theory of Keraf and Evelyn, no this type of texts, but it exists in the Indonesian language learning because included into functional text that usually used in the daily life. In the 2013 curriculum, the texts do not experience change including in the structure and the language trait. The letter text included in exposition where the personal letter text if contains the recount event experienced by the writer then included into recount texts.

Sixth, news text gives information about an event occurs and important issues. The texts included in the plural texts, a combination of several single texts (Mahsun 2014:35). The news text has a variation of text combination, narrative-descriptive texts, narrative – exposition text, descriptive-exposition. In the 2013 curriculum no change including in the text structure or the language trait.

Seventh, the book report text is text which values the work appeal. The texts in the Indonesian language called as a book review. The texts according to Mahsun included in report text but according to Anderson and Anderson included into the review. If viewed from the content there is a valuation of a work means the writer responds to certain work because of that included in the review.

The second factual text is procedural texts that give information about steps determined or give direction (Mahsun 2014:21). The texts divided into six types 1) procedure 2) procedure storytelling 4) command 5) protocol 6) recipes. Mahsun does not discuss further the text, but give a limited example to the procedural texts.

First, procedural texts give information about steps to do experiments or observations (Mahsun 2014: 21). Second, texts tell about the procedure give information about the procedures done. Mahsun gives example about the text type, it is experiment report text. The third text and forth texts, guide and command or instruction. Second, the text is not explained

further. The guide texts give information step by step in operating, using something, for example, the manual book of electronic instruments. While the command or instruction give guides to do something instructed in the text, for example, schedule or direction guide on the map. The fifth texts, protocol give information about the thing can be done and can no be done and the final text is recipe text relate to the cooking. The text gives information about the procedure to make food, from materials, processing stages, to the presentation. The procedures in the form of recipes, guide to do something and using something become the learning materials in the functional texts.

The third factual text is response text, Mahsun divided the responses into two, transactional and expository texts. The transactional text gives information about negotiation, relationship, information about things and services while expository text gives information about analysis of process for the thing emergence.

First response text, transactional consist of thanks text, invitation, interview, and negotiation. Mahsun does not give explanation further about the text. Although not contained in the Keraf texts but, the text become the materials in the functional 2006 curriculum except the negotiation text. The text included into functional text. The thank statement can be in the form of announcement, letter or advertisement. The invitation text can be in the form of personal invitation or announcement. The interview text is the results of interview. The negotiation text is bargaining process by negotiation to reach agreement among the parties (KBBI, 2003:778)

The second response text is expository text or analysis of the something emergence process (Mahsun, 2014:22). The text is divided into eight text type, label, explanation, speech/persuasion, critical response, personal response, exposition/argumentation, discussion, and review.

Label text in the 2006 curriculum is a table which contains data by using words or number in the column. Explanation according to Mahsun (2014:22) is text that gives meaning to message while in the theory of Anderson and Anderson, not response text but factual text which explains how and why a phenomenon occurs. Explanation text in 2013 curriculum tends to use the theory of Anderson and Anderson. Speech text, exposition or argumentative text and study (literary, film, music study etc) have become materials in the 2006 curriculum. The critical response text also responding the other text messages objectively while the personal response text is more influenced by subjective elements. The final discussion text only limited to the discussion only while Anderson and Anderson divided discussion texts into six types including debate. The debate consists of three parties, pro, contra and neutral.

CONCLUSIONS

Texts classification in the Indonesian language does not have a strong theoretical foundation and clear classification foundation so there is overlapping. So, the texts classification will experience perfection adapted to the education goals especially Indonesian language. The Indonesian language text type is adapted from the English by adapting to the existing literary theory, language theory and text development to make Indonesian language materials do not discuss other subjects. Relate to the position and special function of Indonesian language, the

text development relates to the matter and the text material determination is adapted to the education level. Based on the discussion about texts it can be arranged the text classification suitable for the table below.

	Poetry	1. People poetry	1. Traditional poetry	Child poetry young poetry, old poetry
				2. Poem
				3. Gurindam
				4. Mantra
				5. Sloka
				6. Carmina
				7. Talibund
		2. New poetry	Distichon, terzina, quatrain, quint, sextet, septime, octave/stanza, sonnet	
				Ballad, hymn, ode, epigram, romance, elegy, satire
		3. Free poetry		
		4. Contemporary poetry		
Literary text	Narrative	1. People story		
		Fable, mite, legend, sage, history		
		2. Anecdote		
		3. Exemplum		
		4. Recount		
		5. Narration	The novel, short story, science fiction, fantasy story, biography, autobiography, history	
	Drama	1. Comedy		
		2. Tragedy		
		3. Melodrama		
		4. Tragedy-Comedy		
Factual text	Exposition	The announcement, editorial, advertisement, leaflet, brochure		
	Description			
	Explanation			

	Negotiation	
	Discussion	Discussion, debate, meeting, dialog, interactive
	Procedure	Recipes Food, drink, cake
		Guide Guide to use something/instrument, a guide to doing something, make something (other than the recipe), plan/activities schedule
	Command/ instruction	Schedule, direction guide (map)
	Report	Report of observation results, news, experiment record, interview report, activity report, article
	Letter	Official letter, personal letter, invitation
Response text	Critical response text (literary, drama, music, artist, etc criticisms), challenge text, book review, essay, speech	

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