TEXT-BASED INDONESIAN
FOR JUNIOR HIGH SCHOOL

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ABSTRACT

The main objective of this research writing is to provide a guide book (teaching material) which is suitable with the students of Junior High School soriety. Many books made as the teaching material for Junior High School, but books which use text as the basis in the learning are rare. This artcile does not discuss the big amount of existing genre (type) of text, but focuses more on texts containing about what and how the language learning with text-based concept should be provided. It is clear that text containing about moral, ethics, creativity, and motivation to promote the students' achievement is very needed in all forms of learning, either for Elementary School level or High School. Based on the background, this research is provided.

Keywords: *text, genre, teaching material, learning, text-based.*

1. Background

The text-based Indonesian learning at least will not be separated from four principles, they are: 1) text has a cohesive organizational order; 2) text conveys meaning; 3) text is created on a context; and 4) text can be conveyed through a written or oral medium (Wiratno, 2014: 4).

The above statements contain a meaning that the text-based language learning at least also implements four principles : 1) language should be viewed as text not merely a group of words or language rule; 2) the use of language basically is to convey meaning; 3) the use of language has a functional characteristics in the meaning that the use of laguage will not be separated from the context, either social context or cultural context; 4) this language which can be conveyed through written or oral medium is the means of building human's ability thinking because in language, the users' idea, attitude, value, and ideology are reflected.

Related to above matters, a teacher is hoped to always try to increase the educational quality either directly or indirectly. For the reason, the educational renewal in Indonesia (even in all parts of the world) should continue to be increased to create an educational world which is adaptive to the era change. The development of nation will be reached well through a good educational organizing.

In line with the concept, Santoso (2015: 7) said that the micro genre is genre which is approriate to be provided in the elementary school, junior high school, and senior high school. Next, he also said that the text learning will not be separable from four things including : 1) building context; 2) modelling; 3) teaching a task in group; and 4) doing the task independently (Santosa, 2015: 10-12, Wiratno, 2014: 19, Martin and Rose, 2013: 6-9).

From the above statements, it could be concluded that this research did not discuss all texts (types of) existing text according to the experts, but focused more on principal things as follows:

1) How is the concrete form of concept that builds context?
2) What is the modelling like?
3) What meant by giving task in group?; and
4) What meant by giving task independently?

2. Text, Genre, Context, and Discourse

a. Text

There are several opinions about text. They can be elaborated as follows:

Text is a unit of language conveyed through written or oral medium with a certain organizational order to convey meaning in a certain context too (Wiratno, 2003: 3).

Ehrich, Flexner, Carruth, and Hawkins (1982: 952) text is: 1) the wording of something written or printed; 2) the main body a book or page, etc; as distinct illustration or notes; 3) a sentence from Scripture used as the subject of a sermon or discussion; 4) a book or play etc, proscribe for study.

Kridalaksana (2008: 238) text is: 1) a unit of language; 2) series of sentences, words, etc, which form an utterance; 3) a form of written language; a script; 4) an utterance resulted in a human interaction.

Purwodarminto (1984: 1035) text is: 1) original words from the writer; 2) quotation from a holy book for the teaching or reason base; 3) a written thing for the base of giving a teaching, speeching, etc.

From the above statement, it could be concluded that text is a unit of language which can be conveyed through a medium in written or orally which is arranged systematically to convey a meaning used in a certain context.

b. Genre

Genre is a semiotic system representing protype of social process which is able to bring knowledge, attitude, skill integrally in a text (Santosa: 2015: 6).

In line with the above statement, Wiratno (2003: 5) stated that broadly, genre can be viewed as a social process and narrowly, it can be said as a kind of text.

Narrowly, in a small meaning, genre is a kind of text, meanwhile, broadly, genre is viewed as a social process, which is the social and cultural background underlying the creation of text.

c. Context

Kridalaksana (2008: 134) said that context is 1) the physical or social aspects of linguistics linked to a certain utterance; 2) the shared knowledge owned by the speaker and the audience, so that the audience understand about what meant by the speaker.

From the above statement, it could be concluded that the term "context" is more pragmatical, refers to social and cultural relations between the speaker and the audience, in which both of them own and understand the purpose and the meaning.

d. Discourse

Sumarlam who summarized several experts'opinions such as Michael Stubbs, Samsuri, Badudu, Tarigan, Coulthard, James Dees, Richards, etc. (2010: 15) said that discourse is the most complete unit of language conveyed orally such as speech, lecture, sermon, and dialog or in written such as short story, novel, book, letter, and written document, in which its external structure is cohesive; interrelated, and its internal structure is coherent; integrated.

From the above statements, it could be concluded that discourse is:

1) the most complete unit of language, can be in the forms of speech, lecture, sermon, and dialog (in an oral language);

2) the most complete unit of language, can be in the forms of short story, novel, book, letter, and written document (in a written language);

3) the most complete unit of language which is cohesive and coherent (interrelated and integrated)

This research did not differ in detail the difference among text, genre, context, and discoure, but focusing more on their substances, they were: What kind of text that must be provided to the students? What meant by text-based learning? What is a concept of

building a concept? How is the modelling? What is the concrete form of giving task in a group and an independent task? Along with the examples.

Similarly, the kind of text (or genre in the narrow meaning) was also not discussed. The teachers may take and give examples of text to their students, but the most important thing is what kind of text that is necessary to be provided to the students?

3. The Text Substance Which is Properly Taught

The kind of text taught to the students at least contains title, standard of competence, basic competence, indicator, and evaluation. Each kind of text is followed by substance (content which should be provided). To be clearer, it will be seen in the following example.

BUILDING EMPHATY, GROWING AND DEVELOPING CREATIVITY

a. Standard of Competence

Understanding text by reading quickly the recount text about the value of love

b. Basic Competence
1. Being able to explain the content of recount text about the value of love.
2. Being able to convey the mind, the feeling, and information in the recount text about the necessity of having a value of love.
3. Being able to explain why there is a necessity of having a high value of love.
4. Being able to give argument that implements the sense of tolerance to fellows is one of ways of implanting a character education.

c. Indicators

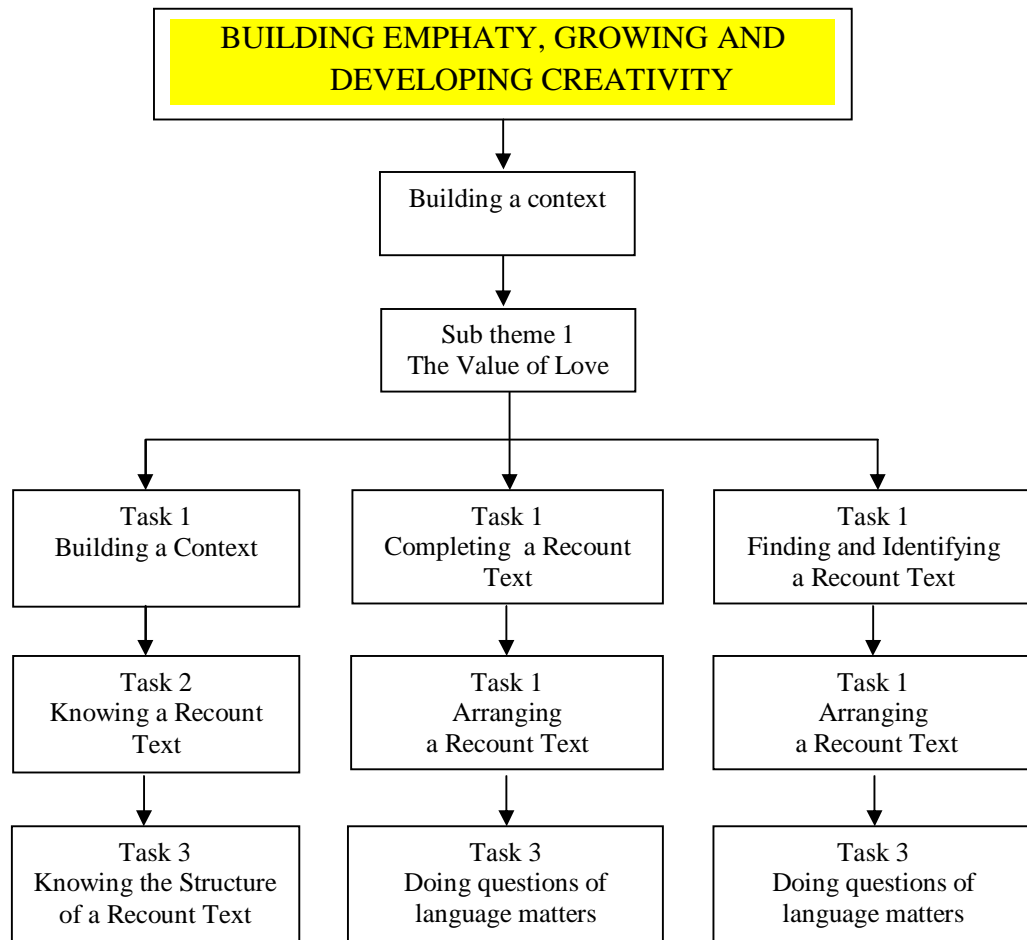|			
1.	Cognitive	:	Explaining the story in the theme "the value of love" and retelling the characteristics existed in the story actors
2.	Psychomotoric	:	Being able to identify the behaviors of being wise, responsible, care the environment, good manners, and self-confidence
3.	Affective	:	Having a caring attitude by seeing, comprehending, feeling, and respecting others' behavior.

d. Evaluation
1. Procedure: Final test
2. Type: Written
3. Form: Subjective
4. Test Tools: Questions and criteria of assessment.

4. Text-based Learning

Text in the learning process can be taken from everywhere, the most important thing is that the text contains motivation, generates creativity, has an educative characteristic, and able to grow and develop creativity and good moral.

Here are examples of text-based learning consisting of four main domains: building a concept, modelling, group work, and independent (personal) work.

a. Building A Context
The Concept Map

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┌──────────────────────────────────────┐
│   BUILDING EMPHATY, GROWING AND        │
│      DEVELOPING CREATIVITY             │
└──────────────────────────────────────┘
                    │
                    ▼
         ┌──────────────────────┐
         │  Building a context  │
         └──────────────────────┘
                    │
                    ▼
         ┌──────────────────────┐
         │     Sub theme 1      │
         │  The Value of Love   │
         └──────────────────────┘
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Task 1 Building a Context	Task 1 Completing a Recount Text	Task 1 Finding and Identifying a Recount Text
Task 2 Knowing a Recount Text	Task 1 Arranging a Recount Text	Task 1 Arranging a Recount Text
Task 3 Knowing the Structure of a Recount Text	Task 3 Doing questions of language matters	Task 3 Doing questions of language matters

b. Modelling
The Modelling of A Recount Text
In this Activity 1, the students are invited to learn understanding and comprehending the recount text entitled "Nilai Kasih (The Value of Love)."

Task 1 Building A Context
Before reading the text below, the students are obliged to answer the following questions.
1. What do you know about the value of love?
2. What do you know about the term of empathy and inner heart?
3. How to grow someone's attitude in order that he/she has a high value of empathy and inner heart?
4. How to make the students aware of havinng a high value of empathy and inner heart?
5. What benefits we can obtain after we have a high value of empathy and inner heart?

Task 2 Knowing The Recount Text
Here are the recount text which becomes the model in this learning.
The students are hoped to know and understand the form of recount text about the character building below.
1. The value of love is a form of a good character implantation for the teachers. By having a high value of love, the students can explain the importance of behaviors of

being wise, responsible, care, good manners, and even able to increase an attitude of high self-confidence.

2. If a child is given with a permissive attitude and granted all of his/her wishes, he/she will be a naughty child and even is not afraid of anyone.

3. To anticipate a naughty attitude which is generated or even has been generated, patience, wisdom, caring, good manner, full of attention, and a high responsibility are necessary.

4. To take a decision which is wise, prudent, respisible, and does not hurt someone's feeling, carefulness, not being in hurry, even empathy, symphaty, and inner heart are necessary.

To know the students' understanding on the recount text with a theme "The Value of Love", the students are obliged to be able to answer the following questions.

1. What is the differences between sympathy, empathy, and antipathy?
2. How to increase our sense of sympathy and empathy?
3. Why is fertilizing the value of love necessary?
4. What is your attitude if knowing or seeing someone having such attitude?
5. What steps must be taken by a student in order that he/she can act wisely in making a decision?

The Value of Love

One afternoon, a child approached his mother in a kitchen who was preparing dinner. The child gave a piece of paper he had finished writing on it. After his mother washed her hands using apron, she read it, and here are the writings of the child.

For cutting the grasses this week	Rp 7,500.00
For cleaning the bedroom this week	Rp 5,000.00
For going to the shop replacing Mom	Rp 10,000.00
For babysitting while Mom was shopping	Rp 15,000.00
For throwing away the garbages everyday	Rp 5,000.00
For the good school report	Rp 25,000.00
For cleaning and sweeping the yard	Rp 12,500.00
For preparing father's drink everyday	Rp 2,500.00
For switching on the electricity switch everyday	Rp 1,500.00 +
Total that must be paid	Rp 84,000.00

In this step, the students are asked to respond the pieces of the above text. Each student is asked to answer the questions or respond them. The response can be made in a group or personally (independenly).

Below are the mother's answers which can be made as models of having wise and prudential attitudes.

The mother looked at his child who was standing with full of hopes. Many memories were in the mother's mind. She took a pen, flipped the paper and wrote:

1. For 9 months when Mom was pregnant, when you were growing up in Mom's uterus: *free of charge*

2. For all nights when Mom accompanied, cured, and changed your diapers when you urinated and defecated: *free of charge*

3. For all hard times and tears caused by you along this time: *free of charge*

4. For all nights full of fears and worries about future: *free of charge*

5. For toys, foods, clothes, and times when wiping your mucus: *free of charge*

6. For praying for you, that insya Allah, you will be a useful person for nation, religion, and parents, five times without stopping, added with praying when doing dhuha prayer, and even night prayers starting from 2 am till shubuh comes: *free of charge*

7. And if you count all of those, the price of Mom's true love starting from the beginning of breastfeeding till you are adult, sincerely and lovely: **ALSO FREE OF CHARGE, MY CHILD.**

   After reading all of Mom's writings, the child looked at his mother's face, softly and full of tears, he said, "Mom, I love you so much, Mom." Then he took the pen and wrote with uppercase: PAID ALL.

(Source: Bukan untuk Dibaca, written by: Deassy M. Destiani)

c. **Doing Task in A Group**

Arranging A Recount Text in A Group

1. In this activity, the teacher asks the students to arrange a recount text which has been read together. Each group consists of three persons or five persons.
   The students are asked to find another recount text, except the recount text entitled "Nilai Kasih (The Value of Love)" (free but educative).
2. In Taks 1, the teacher asks each group to complete the recount text entitled "Nilai Kasih (The Value of Love)" based on the text structure which has been previously learnt.
3. In Task 2, the teacher asks each group to arrange the recount text with several questions. Besides, the teacher is also hoped to ask the students to find another recount text, similar to the text previously provided.
4. In Task 3, the teacher asks the students to understand the elements of language matters and literature in the recount text entitled "Nilai Kasih (The Value of Love)".
5. The students are asked to find the heart-touching words, which drive the inner heart in growing and developing the sense of empathy.

d. **Doing the Task Independently**

Arranging A Recount Text Independently

1. In this Activity 3, the teacher asks the students to arrange a recount text independently. The students are asked to find another recount text, except the recount text entitled "Nilai Kasih (The Value of Love)".
2. In Taks 1, the teacher asks the students to complete independently the recount text entitled "Nilai Kasih (The Value of Love)" based on the text structure which has been previously learnt.
3. In Task 2, the teacher also asks the students to arrange the recount text with several questions. Besides, the teacher also asks the students to find another recount text, similar to the text previously provided.
4. In Task 3, the teacher asks the students to understand the elements of language matters and literature in the recount text they made by themselves.
5. The students are asked to find the heart-touching words, which drive the inner heart in growing and developing the sense of empathy, based on their own feeling.

Doing Questions on Language Matters

In this session, the students are allowed to do a task of finding the words that complete a paragraph. The students are asked to fill the words in this table below.

NO	Repetition/word repetition	Pronoun	Conjuction
1			
2			
3			
4			
5			

5. Closing

A text-based learning which is conceptualized and programmed through four domains such as building a concept, group task, and independent (personal) task will be successful well if being truly conducted and supported by all sides.

The meaning of being successful well in the above statement is the ability to work effectively and efficiently if being supported by all lines, either from the government environment, in this matter is the head of education agency, the headmaster, the core teacher, moral support from the teachers and parents, supporting local communities, abundant resources, latest technology application, good and effective leadership, attention to students continuously and consequently, an adequate curriculum, or even being able to be combined with the abovementioned factors.

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