

The Text-Based Indonesian to Stimulate Achievement and Motivation (A Textbook for the Seventh Graders of Junior High Schools)

Sri Budiyo¹, Herman J. Waluyo², St. Y. Slamet³, Muhammad Rohmadi⁴

¹DoctoralCandidate of Indonesian Language Education Study Program at SebelasMaret University, Surakarta, Central Java, Indonesia

²Professor of Indonesian Language Education Study Program at SebelasMaret University, Surakarta, Central Java, Indonesia

³Professor of Indonesian Language Education Study Program at SebelasMaret University, Surakarta, Central Java, Indonesia

⁴Lecturer of Indonesian Language Education Study Program at SebelasMaret University, Surakarta, Central Java, Indonesia

Abstract: *A process fundamentally emphasizes the language ability as an integral part of communication, knowledge-sharing, logical, systematic and creative thinking that seems very difficult for students. Difficulties in dealing with this proposition do not mean impossibilities but, better still; the process of students' learning will run well in a variety of ways closely linked to certain circumstances. One of the efforts to boost students' achievement and motivation is to use a text discourse as a primary reference in the learning process. The text in question contains morals, ethics, creativity, motivation, and cutting-edge knowledge necessarily required to shape students' comprehension. For that reason, this article seeks to offer a learning emphasis that rests on a text containing what and how the language learning is mainly concerned with a given text-based concept.*

Keywords: language ability, text, learning, text-based, achievement, motivation

1. Background

It is common somehow that the teacher and the environment (involving schools, teachers, students, parents, school committees, and interviewers) are a major determinant factor of educational success. In one way or another, a teacher must have an authority to teach based on certain qualifications and professionalism in terms of learning or a process of learning (Hamalik, 2012: 9).

A teacher is expected to improve the quality of education both directly and indirectly. That is why education reform in Indonesia needs to be done to create the world of education adaptive to the changing times, so that Indonesia's progress can be achieved through compliance with good education.

Problems of improving the quality of education faced by the government are quite complicated and varied. It depends on the conditions of each area. The government needs to pay attention to local potentials and constraints in educational planning. In the autonomy era, the local government is expected to further enhance its ability in education development ranging from planning, formulation, implementation to monitoring.

One of the steps and efforts in improving the quality of education in this country is to improve the quality of books or references both for teachers and students. However, appropriate books for students are used to promote achievement and motivation amidst increased learning problems in the attitude (affective), knowledge (cognitive), as well as skills (psychomotor). In line with this conviction, the Head of Human Resources Development of Education and the Education Quality Improvement, Syawal Gultom,

found that handbooks play an important role in representing references at the minimum levels.

This statement was reaffirmed in the seminar organized by the Association of Indonesian Publishers. "Textbooks should be made at the minimum requirement. Publishers can create a better quality of origin," he said at a national seminar in Jakarta on Wednesday (8/5) under the theme "The Government Official Explanation of the Preparation of the 2013 Curriculum textbooks." The event was held by the Association of Indonesian Publishers.

In short, the recommended or feasible textbooks are used in accordance with the curriculum, which can boost morale, mental and intellectual competency, as recommended in the Standard of Graduates' Competence. In connection with this statement, Wong (2002:iv) puts bluntly that:

The explicit teaching of genres/texts types is relatively new in Singapore. I search for a course book on this topic and with our context to be built in Proves Futile, Pearson then suggested that I write one for the Sprint print. I thought it is a good idea because I can slant the book specifically towards the Singapore primary school, and offer tie-ins with the 2001 English Syllabus. This makes it not only relevant for our teachers, but also convenient as the pertinent information on genres/texts types and the requirement of the syllabus now restraining in one publication.

It is quite evident that teaching by using the text types is relatively new in Singapore. In Wong's research (2002: iv), the text-based learning is a good idea and is closely connected with the 2001 English syllabus. Teaching by using various types of texts is not only in accordance with

the teacher, but also a part of the need for information about the texts types and at the same time there is a need of syllabus that contains the necessary publicity. Therefore, this article seeks to describe how learning texts genres (a text in a micro scale context) should be given to students, especially the seven graders of junior high schools.

In an attempt to support this argument, Santosa(2015: 7) emphasizes that a micro scale text genre deserves to be used in elementary, junior or senior high schools and beyond. Furthermore, learning texts in question will not be separated from the four aspects including 1) building a context; 2) modeling; 3) tasks in the group; and 4) individual tasks independently (Santosa, 2015: 10-12, Wiratno, 2014: 19, Martin and Rose, 2013: 6-9). Thus, this article not only discusses all texts types according to experts, but also more focused on generally accepted basic principles namely 1) text-based language learning, 2) learning stages worth considering, 3) texts types given to and used by students, and 4) kinds of tests administered to examine students' competence.

2. Text-Based Language Learning

Talking about the concept of text-based language learning must not be separated from the problems of text, genre, context and discourse, as explained below.

a) Text

Understanding the text in the curriculum is different from its definition per se. A text has been interpreted as a written discourse (Alwi, et al, 2002: 159). In the 2013 curriculum, a text is not interpreted as a form of written language. The text is a complete expression of human mind in which a situation and its context (Mahsun, 2013) interrelate.

A text is shaped by the context of language used in situations through which a variety of language registers or the creation of a text exists. In line with this proposition, Maryanto (Kompas, April 3, 2013) states that the text meant in the 2013 Curriculum is a representation of written, oral, and even multimodel-like text images.

On the other hand, Hartoko and Rahmanto (1986: 141) define a text as a regular sequence of sentences generated and interpreted as a whole called the latch-hook. This notion is very different from what Kim and Gilman (2008: 114) assert that a text is divided into two forms namely a writing visual text and a spoken verbal text. Understanding these means a way of reflection is taken to understand on how the 2013 curriculum's principles can truly be applied properly.

In addition, Baried (1985: 56) points out that a text means a content or payload script, something that can only be imagined as an abstract thing. A text consists of content, i.e., ideas or mandates intended by the author, so that the reader knows the shape a story in the text that can be read and studied by using various approaches through the groove, characterization, style, and so forth.

Text-based learning is an expression language by content, syntax, and pragmatics in one unit (Luxemburg et al, 1989:

86). In this sense, a text is a unified language in content and form, both spoken and written, delivered by a sender to the recipient to convey a specific message. The term derived from an actual text word meaning called 'weave'. A text in philology is interpreted as 'woven of words', which is a series of words that interact to form a unity of meaning intact. A text can be composed of several words, but can also consist of billions of words that are written in a manuscript containing a long story (Sudardi, 2001: 4-5).

Text-based learning requires reading and media in the form of texts in accordance with the demands of the curriculum. The weakness of the model for this class is that the teacher cannot freely provide literature and media for a variety of reasons: finance, willingness, laziness, uncreativity, and so forth. Reading and media are absolutely necessary to implement the 2013 Curriculum.

On the other hand, Wiratno outlines that a text is a unit of language media in written and spoken forms in a particular organization system to express the meaning in certain contexts as well (Wiratno, 2003: 3).

In contrast to this statement, Ehrlich, Flexner, Carruth, and Hawkins (1982: 952) state that:

"Text is: 1) the wording of something written or printed; 2) the main body of a book or page, etc.; as distinct illustrations or notes; 3) a sentence from scripture used as the subject of a sermon or discussion; 4) a book or play, etc., proscribed for study".

This notion is in line with the Kridalaksana's statement (2008: 238), a text is 1) a unit of language that is abstract; 2) a row of sentences, words, etc., that forms a speech; 3) the form of a written language; manuscripts; and 4) a speech generated in human interactions. All in all, a text is a unit of language that can be written or spoken systematically arranged to express the meaning used in a particular context.

By using the 2013 curriculum, students are expected not only to learn factual knowledge, concepts, procedures, and metacognitive in science, technology, art and culture (cognitive) actively, but also have effective thinking and behaving skills, and be creative in the realm of the concrete and abstract concepts (psychomotor). Moreover, students can have a behavior that reflects the attitude of those who are believable, noble, knowledgeable, confident, and responsible in effective social interactions with the social and natural environments within the reach of the association and its existence.

b) Genre

Genre is a semiotic system that presents a prototype of social process to bring the knowledge, attitudes, skills more integral to the text (Santosa : 2015: 7). Wiratno (2003 : 5) adds that a genre can broadly be seen as a social process and narrowly can be regarded as the type of text in a sense that a small text is a kind of text, whereas in the broad sense, a genre is seen as a social process namely the social and cultural background underlying the creation of the text.

To conclude, a genre is a semiotic system that presents a prototype of social process that is able to bring the attitude, knowledge and skills integral to the text. Viewed as a social process, its broader scope in the sense is behind the creation of social and cultural processes as well as a type of text that has a scope or a review within its micro-level.

c) Context

Kridalaksana (2008: 134) defines context as 1) physical aspects of linguistic or social latch-hook with a particular speech; 2) knowledge equally owned by the speaker and listener so that the listener will understand what is meant by the speaker.

On the other hand, Ehrlich, Flexner, Carruth and Hawkins (1982: 185) state that context is 1) words that come before or after a particular word or phrase and helps to fix its meaning; and 2) circumstances in which an event occurs. Thus, the term *contextis* more pragmaticreferring to environmental, social and cultural relations of the speaker and listener in which they have to understand the purpose and meaning.

d) Discourse

Ehrlich, Flexner, Carruth, and Hawkins (1982: 245) state that discourse is a speech or a lecture, a written treatise on a subject. This statement means that discourse is a form of speech or lecture, or it could be a treatise (a brief essay on the question, knowledge, etc.) concerning a specific problem.

Sumarlam (2010: 15) summarizes several experts' opinions such as Michael Stubbs, Samsuri, Badudu, Tarin, Coulthard, James Dees, Richards, and others who emphasize that discourse is a unit of a language mostly declared orally in the form of speeches, lectures, sermons, and dialogue or in writing short stories, novels, books, letters and written documents, as seen from the creation of interrelated cohesive structure, and of the inner structure that is coherent and integrated.

In short, discourse is the most comprehensive sets of languages in the form of speeches, lectures, sermons, and dialogues (in the spoken language). It is also a unit of language that can complete short stories, novels, books, letters, and written documents (in writing) or a unit of complete language using cohesive and coherent ties (so that they are connected and coherent). This article does not intend to distinguish in detail between the text, genre, context and discourse, but rather it focuses on issues of substance that seek to provide concrete examples of learning pertaining to the text, along with the modeling, assignments in groups, and independently given tasks.

e) Language Learning by Using a Text as a Reference (Text-Based Language Learning)

Several things must be understood and lived in order not to be separated from the desired objectives, namely 1) a social process of a given text that should have clear objectives, 2) the aims of communication; 3) gradual grants in a sense of specific purposes done gradually (Martin & Rose, 2003: 7-8). Thus, a study of text-based learning ideally starts to understand the text, process the text, discuss the text, change

the text, and end the production of text-based learning text required to use language not only as a means of communication, but also as a means of developing the thinking ability.

In terms of process, a text is seen as a process of negotiation between register aspects of the terrain, involvers, and a means of producing the language used to achieve social purposes. As a product, the text was a result of contextual configurations between the media, involvers, and a means so as to produce a text that can be recorded and deconstructed.

Based on the text-based learning concept, students are advised (even required) to learn to understand concepts (cognitive), practice them appropriately (skills) as well as determine the attitude towards the environment simultaneously through various types of texts (a social process or genre) under study. Hopefully, students can think tactically and practically (cognitive) and have thinking skills, effective behaviors, and creativity in the realm of concrete and abstract concepts (psychomotor), and less important points to ponder behavioral attitudes of those who involve in believable, noble, knowledgeable, confident, and responsible social interactions in social life.

3. The Substance Text Ideal for Taught

A teacher may take one of the existing texts in a module to handle that contains biotechnology, manners, literature, and general knowledge to understand. In this article, an example text contains general science about the New Seven Wonder of the World declared on July 7, 2007 consisting of 1) a statue of Christ the Redeemer, 2) The Great Wall of China, 3) Machu Picchu (Old Mountain) in Peru, 4) Petra in Jordan, 5) Pyramid at Chizen Itza, Mexico, 6) Roman Colosseum, Italy, and 7) TajMahal Agra, India.

The general public, especially people in Indonesia, until this article was written still consider and are proud of Borobudur if it is nominated to be the New Seven Wonders of the World. This statement is not true. One of the reasons behind the New Seven Wonders of the World is that people know that its development has been changed.

Five components are needed to explain the types of texts being taught to students consisting of 1) the title, 2) the standard of competence, 3) the basic competence, 4) the indicator, and 5) the evaluation, each of which is accompanied by substantial details.

In practice, the conceptual map of TajMahal Agra contains competency standards through which understanding a text using speed reading is important to reconstruct the history of the historical building.

a) Basic competencies

- Students are able to explain the contents of the text on the history of the TajMahal Agra reconstruction.
- Students are able to express thoughts, feelings, and information in the descriptive text containing the history of TajMahal Agra construction in India.
- Students are able to mention the privileged building of TajMahal Agra, both corporately and individually.

b) Indicator

- Cognitive : Explain the original construction of TajMahal Agra in India.
- Psychomotor : Explain the geographic location of TajMahal Agra in India.
- Affective : Explain and understand the spectacular foreign culture proudly.

c) Evaluation

- Procedure : Final Test
- Type : Written Test
- Shape : Subjective
- Test Tool : Questions and Assessment Criteria

4. Conclusion

A text-based approach framed in learning languages is implemented by using four stages that focus on cycles, namely 1) the development context; 2) modeling; 3) text by joint development (in group); and 4) development of text independently. This kind of text-based language learning compiled programmatically through the four domains will work well if implemented seriously supported by all parties. The intended management is able to operate effectively and efficiently if it is supported by all lines from the government sides, in this case the authorities of education, principals and teachers. This can boost morale and mentality of teachers and parents, local community supports, abundant resources, application of cutting-edge technology, good leadership and effective, attention to students continually and consistently, adequate curriculum, or even a combination of the factors mentioned above.

The material development of reading skills in the text-based learning approach is a form of learning design that uses texts as one of the ways and references in the ongoing process of learning. Forms of learning activities can fetch texts from anywhere as long as it is used as an eligible example, along with these components (1) the analysis of students' needs, (2) sourcing activities to be able to train students in interactive communications, (3) a reference of linguistic information (4) a source of motivation (5) the preparation of the material that synergizes with activities in the classroom (6) learning program/syllabus and (7) the management of teachers especially inexperienced teachers to promote self-confidence.

References

- [1] Azwar, Arikunto. 2011. *Pengantar Psikologi Intelektual*. Yogyakarta: Pustaka Pelajar.
- [2] B. Uno, Bambang., Nina Lematengga, dan Satria Koni. *Desain Pembelajaran*. Bandung: MQS Publishing.
- [3] Badudu, J.S. 1980. *Membina Bahasa Indonesia Baku*. Bandung: Pustaka Prima.
- [4] Depdikbud. 2013a. *Desain Induk Kurikulum 2013*. Jakarta: Depdiknas.
- [5] _____. 2013b. *Pengembangan Kurikulum 2013*. Jakarta: Depdiknas.
- [6] _____. 2013c. *Bahan Pelatihan Implementasi Kurikulum 2013*. (Lembar Kerja Pengelolaan Pembelajaran Berdasarkan Peminatan) Jakarta: Pusat Pengembangan Tenaga Kependidikan, Badan

- Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan Penjaminan Mutu Pendidikan, Departemen Pendidikan dan Kebudayaan 2013.
- [7] _____. 2013d. *Bahan Pelatihan Implementasi Kurikulum 2013* (Silabus, Modul Pelatihan Tematik Integratif, Pengelolaan Pembelajaran Tematik Terpadu) Jakarta: Pusat Pengembangan Tenaga Kependidikan, Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan Penjaminan Mutu Pendidikan, Departemen Pendidikan dan Kebudayaan 2013.
- [8] _____. 2013e. *Bahan Pelatihan Implementasi Kurikulum 2013 (untuk Pengawas Sekolah)* Jakarta: Pusat Pengembangan Tenaga Kependidikan, Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan Penjaminan Mutu Pendidikan, Departemen Pendidikan dan Kebudayaan 2013.
- [9] _____. 2013f. *Peraturan Pemerintah Republik Indonesia No: 32 Tahun 2013 tentang Perubahan Atas Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan*. Jakarta: Departemen Pendidikan dan Kebudayaan.
- [10] _____. 2013g. *Salinan Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 54 Tahun 2013 tentang Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah*. Jakarta: Departemen Pendidikan dan Kebudayaan.
- [11] _____. 2013h. *Salinan Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 65 Tahun 2013 tentang Standar Proses Pendidikan Dasar dan Menengah* Jakarta: Departemen Pendidikan dan Kebudayaan.
- [12] _____. 2013i. *Salinan Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/ Madrasah Tsanawiyah* Jakarta: Departemen Pendidikan dan Kebudayaan.
- [13] _____. 2013j. *Salinan Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 71 Tahun 2013 tentang Buku Teks Pelajaran dan Buku Panduan Guru untuk Pendidikan Dasar dan Menengah*. Jakarta: Departemen Pendidikan dan Kebudayaan.
- [14] Destiani, Deasy M. 2014. *Bukan Untuk Dibaca [The Most Inspiring Story]*. Surakarta: Era Adicitra Intermedia.
- [15] Ehrlich, Eugene, Stueatberg Flexner, Gorton Carruth, and Joice M. Hawkins. 1982. *American English Dictionary*. USA: Avon.
- [16] Hamalik, Oemar. 2012. *Kurikulum dan Pembelajaran*. Jakarta: Bumi Aksara.
- [17] Isjoni. 2009. *Pembelajaran Kooperatif*. Yogyakarta: Pustaka Pelajar.
- [18] J. Stein, Steven dan Howard E Book. 2004. *Ledakan EQ 15 Prinsip Dasar Kecerdasan Emosional Meraih Sukses*. Bandung: Kerjasama Primagama dan Kaifa (Diterjemahkan oleh: Trinanda Rani Januarsari dan Yudhi Murtanto).
- [19] Kridalaksana, Harimurti. 2009. *Kamus Linguistik*. Jakarta: PT Gramedia.

- [20] Lubis, Hamid Hasan. 1994. *Glosarium Bahasadan Sastra*. Bandung: Angkasa.
- [21] Martin, J.R and David Rose. 1987. *Genre Relations (Mapping Culture)*. Australia: Sydney School.
- [22] Papadatos, John. 2012. "Pendidikan Karakterdari TeksFiksiAnak-Anak. Hasil Konsepdari Pembelajaran Sastra FiksiAnak-Anak yang berasal dari Yunani". *International Journal of Business and Sosial Science*, Vol. 3 No. 11; June 2012. (dalam http://www.ijbssnet.com/journals/Vol_3_No_11_June_2012/12.pdf. diunduh pada hari Minggu tanggal 07 September 2013 pukul 13.43 WIB).
- [23] Pidarta, Made. 2005. *Perencanaan Pendidikan Partisipatori*. Jakarta: Rineka Cipta.
- [24] Richards, Jack C. 2001. *Curriculum and Materials Development for English Teaching*. Cambridge: Cambridge University Press.
- [25] Rozak Zaidan, Abdul, Anita K. Rustapa, dan Hani'ah. 2007. *Kamus Istilah Sastra*. Jakarta: Balai Pustaka.
- [26] Samani, Muchlas dan Hariyanto. 2013. *Konsep dan Model Pendidikan Karakter*. Bandung: PT. Remaja Rosdakarya.
- [27] Sanjaya, Wina. 2012. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana.
- [28] Muslich, Masnur. 2010. *Text Book: Dasar-dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*. Yogyakarta: Ar-Ruzz Media.
- [29] _____. 2010. "Hakikat dan Fungsi buku Teks" (*online*) dalam <http://masnurmuslich.blogspot.com/2008/10/hakikat-dan-fungsi-buku-teks.html>. Diunduh 28 Oktober 2010.
- [30] Santoso, Riyadi. 2015. "Revolusi Mental melalui Pembelajaran Bahasa Indonesia" dalam *Prosiding Seminar Nasional Dalam Rangka Bulan Bahasadan Sastra Tahun 2015 Universitas Widya dharma Klaten*. Klaten: Universitas Widya Dharma.
- [31] Slamet, St.Y. dan Herman Waluyo. 2011. *Pengembangan Bahan Ajar Pembelajaran Bahasa Indonesia sekolah Dasar dengan Pendekatan Contextual Teaching and Learning di Pendidikan Guru Sekolah Dasar*. Universitas Sebelas Maret. Laporan Penelitian untuk Program Pascasarjana Universitas Sebelas Maret Surakarta. (*Unpublished*)
- [32] Sudjiman, Sudjiman (Ed). 1986. *Kamus Istilah Sastra*. Cetakan II. Jakarta: Gramedia.
- [33] Sugono, Dendy. 2009. *Mahir Berbahasa Indonesia dengan Benar*. Jakarta: Gramedia Pustaka Utama.
- [34] Tarigan, Henry Guntur dan Djago Tarigan. 2009. *Telaah Buku Teks Bahasa Indonesia*. Bandung: Angkasa.
- [35] Wiratno, Tri. 2014. *Pembelajaran Bahasa Berbasis Teks dan Jenis-Jenis Teks*. Sebelas Maret: Fakultas Sastra dan Seni Rupa.
- [36] Wiratno, Tri. 2014. *Jenis-Jenis Teks* (Disajikan pada Peningkatan Kompetensi terhadap Kurikulum 2013 bagi Tenaga Teknis Badan Bahasadan Dosen Bahasadan Sastra Indonesia). Jakarta: Badan Bahasa
- [37] Wong, Ryth Y.L. 2002. *Teaching Text Types in the Singapore Primary Classroom*. Singapore: Sprintprint
- [38] Yanuar, Daulat Fajar. 2011. *Metode Guruan Bahasa Indonesia Harus Diubah*. www.jurnas.com.
- copyright@2011.PT. Media Nusa Pradana.
(Diunduh Senin, 11 Juli 2011, jam: 14.20).