The Structure and Content of the Response Text in the Indonesian Language Textbook for Class VII Junior High School

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ABSTRACT

Response text is one of the texts that must be mastered by junior high school students. To understand the response text, it is necessary to study the structure and content of the response text first. For this reason, the research objective is to describe the structure and content of response texts to Itam and U books in Indonesian textbooks for Class VII Middle Schools. The research method uses the qualitative content analysis method of the Mayring model. Data collection techniques used documentation techniques sourced from Indonesian language textbooks for Class VII Middle Schools published by the Center for Curriculum and Books. The main instrument is the researcher assisted by data tabulation and coding. Data were analyzed using the Mayring content analysis model. The results of the study show that the structure of the response text to Itam and U books in Indonesian language textbooks for Class VI Middle Schools are context, description, and assessment. Context as the part that contains the introduction of the book to be responded to. The description contains a more detailed explanation of the contents of the book, from story ideas, plot, to the characters. While the assessment contains the reader's personal assessment of the book, including its shortcomings, strengths, and suggestions for the book.

Keywords: *Response Text Structure, Response Text Content, Indonesian Language Textbooks*

INTRODUCTION

Response text is a text that contains an assessment, review, or review of a work in the form of a film, book, novel, drama, and so on so that other people know the strengths and weaknesses of the work (Yanti, 2021; Istiqomah, 2021; Indraswari, Kurnia, & Nur, 2018; Duensing & Baumann, 2006). According to Kosasih & Restuti in Freensivitasari, et al. (2020), a response text is a text that contains opinions in the form of criticism, rebuttal, or praise for the environment, social conditions, cultural diversity, about events, phenomena, words and deeds, or about another person's work.

Response text is also known as a review (Dalman, 2015; Tarigan, 2008; Bishop & Haezewindt, 2019). Response text plays an important role in society. This text aims to convey one's experience when reading or watching a work (Andriani & Fausiah, 2018; Kosasih, 2012; Blanchard & Root, 2019). In addition, by being skilled at writing response texts, you will be skilled at presenting responses to a work properly and effectively (Frensivitasari, Ariesta, & Kurniawan, 2020).

According to Kosasih & Restuti (2018), Kurniawati (2019), and French (2018) response text can improve and train students to think critically. When writing response texts, students are asked to express or convey criticism of natural and social phenomena around them, so students can quickly react to events around them. This is certainly a very good attitude that we need to develop further.

The material regarding the response text in the Merdeka Curriculum is mandatory material, especially in Indonesian Language Subjects in class VII as decided in the Decree of the Head of Education Standards, Curriculum and Assessment Agency, Ministry of Education, Culture, Research and Technology, Number 008/H/KR/2022 concerning Learning Outcomes in Early Childhood Education, Elementary Education Level, and Secondary Education Level in the Independent Curriculum.

The response text in Indonesian textbooks for class vii junior high schools published by the Center for Curriculum and Books in 2021 presents a response text to the book entitled Itam and U. The Itam and U book is a fictional story book with pictures about the tsunami that washed away the Itam family along with their homes and friends . Every day, Itam waited for them to return. He refused an invitation from Cik Lam, the old fisherman, to stay with him. Itam always complains to the U tree that saved him when the tsunami wave hit. In the midst of deep sorrow for the loss of loved ones, Itam began to learn to allow others to help him. Itam also helped other grieving children in unexpected ways.

Whether or not the response text is determined by its structure and content (Mahsun, 2014). The content of the response text must be sharp, in-depth, constructive, and not dropping (Heavenlim in Triningsih, 2021; Dalismi, 2016; Mahliga, Sumadi, & Susilowati, 2021). Therefore, it is important to study the structure and content of response texts to *Itam and U* books in Indonesian language textbooks for class vii middle school.

Response text structure according to Subarna, et al. (2021), Rosdiyah (2021), Widarsih, Hamzah, & Yulistio (2018), and Masroin (2022) as follows: (1) context, this section contains an introduction to the book to be responded to; (2) description, containing a more detailed explanation of the contents of the book, starting from the story idea, plot, to the characters; and (3) assessment, containing the reader's personal assessment of the book, including the shortcomings, strengths, and suggestions for the book. According to Kosasih & Restuti (2018: 105) the structure of the response text consists of context, description, and assessment sections. Responses include approval, praise, disapproval and criticism. When responding to works created by other people, responses are delivered with kindness, courtesy, and dignity.

Furthermore, Subarna, et al. (2021: 167) and Knapp & Watkins (2005) also explain that the response text contains a variety of sentences: (1) responses that strengthen or agree with the author's opinion. Response sentences use sentences of agreement that show agreement with the opinions conveyed by others; (2) responses that reject the author's opinion. This response uses refusal sentences and euphemistic language styles, which are generally marked with the conjunction "however," to show opposition that rejects previous opinions; and (3) responses that provide suggestions to the author. This response provides suggestions for improvement after previously pointing out weaknesses in the author's statement. The language features in the response text consist of using polite language styles, using opinions, using descriptive sentences, and using arguments to strengthen or weaken opinions (Rahmah & Widyartono, 2021).

The response text has been studied by Rosdiyah (2021), only limited to strengthening independent attitudes to improve student response text structure and linguistic learning outcomes. Prafantya (2022) also examines response texts that are only limited to improving the ability to write response texts coherently through video shows. Masroin (2022) examines increasing the ability to recognize the purpose and function of response text with the learning community learning model. Then, Sunaryadi (2023) has also studied response texts only in increasing the ability to understand descriptive response texts both orally and in writing. From several relevant research studies on response texts, only on aspects of improving writing and understanding response texts. Meanwhile, the structure and content of response texts to *Itam and U* books in Indonesian language textbooks for class vii middle Schools have not been studied.

For this reason, the formulation of the problem in this study is what is the structure and content of the response text to the *Itam and U* books in Indonesian language textbooks for class vii middle schools? The purpose of this study was to describe the structure and content of response texts to *Itam and U* books in Indonesian language textbooks for Class vii junior high schools. Then, the benefits of the results of this research can develop knowledge about response text. In addition, it is especially useful for teachers of Indonesian as a source of additional reading that can be taught to students. Benefits for advanced researchers, the results of this research are only limited to the structure and content of the response text, so advanced researchers can examine other aspects of the response text.

METHOD

The research approach uses a qualitative approach. While the research method using qualitative content analysis method. The analysis model used is Mayring's qualitative content analysis model. With Mayring's qualitative content analysis method, it is expected to be able to describe the structure and content of the response text to *Itam and U* books in Indonesian language textbooks for class vii middle school.

Data collection techniques used documentation techniques sourced from Indonesian language textbooks for class vii middle schools published by the Center for Curriculum and Books. This textbook serves as a learning resource for teachers and students in supporting the Merdeka Curriculum. This textbook was prepared by the government in order to meet the need for quality, inexpensive, and equitable educational books in accordance with the mandate in Law no. 3 of 2017.

The main instrument is the researcher assisted by data tabulation and coding. Data tabulation and coding relates to aspects of the structure and content of the response text as can be seen from the following table.

Table 1. Data Tabulation and Coding of Response Text Structure Data

No.	Text Excerpt (Coding)	Response Text Structure			Interpretation
		Context	Description	Assessment	
1.					
2.					
3.					
etc.					

Test the validity of the data from the results of research on the structure and content of the responses to Itam and U books in Indonesian language textbooks for Class VII Middle Schools using four tests, namely the credibility test by member checking, transferability by presenting data in the form of data tabulations and coding, dependability by how to validate the results of data analysis from an expert in the field of Indonesian discourse, and confirmability by uploading the text of the observation report on Google Drive https://bit.ly/BukuBhsIndonesiaKlsVIIKurMerdeka which can be accessed publicly.

The data analysis technique in this study used the Mayring content analysis model. Analysis of the structure and content data of responses to Itam and U books in Indonesian language textbooks for class vii middle schools used the Mayring content analysis model (Titscher et al., 2009) with the following steps.

1. Determination of material regarding the structure and content of the response text to Itam and U books in Indonesian books for class vii middle school.
2. Analysis of the situation where the text originates by reading each structure and content of the response text to Itam and U books in Indonesian books for class vii middle school.
3. Formal characterization of the material by providing an overview of the material structure and content of the response text that has been found through reading.
4. Determining the direction of analysis of each material regarding the structure and content of the response text according to the research problem formulation.
5. Differentiation of the questions that must be answered according to the existing theory. The intention is to compare the general material that has been found with existing theories related to the structure and content of the response text.
6. Selection of the data needed in the structure and content of the response text in the form of data tabulation and coding.
7. Defining the units of analysis regarding the structure and content of the response text in the form of data tabulation and coding.
8. Analysis of the material related to the findings of the structure and response text in the form of a summary, explication, and arrangement in data tabulation.
9. Interpretation of the meaning of the data by presenting the results of the understanding and meaning of each material regarding the structure and content of the response text based on the theory used.
10. Conclusion by concluding the results of interpretation activities regarding the structure and content of the response text associated with the theory used so as to obtain implications for learning to write response text.

RESULTS AND DISCUSSION
Results

The results of the study show that the structure of the text responses to *Itam and U* books in Indonesian books for class vii middle school are context, description, and assessment. In the context section contains the identity of *Itam and U* books, only the author does not write the title of the response text to Itam and U books. The description section contains a more detailed explanation of *Itam and U* books. In the assessment section, contains the author's personal assessment of *Itam and U* books.

The text structure of the responses to *Itam and U* books in the Indonesian language book for class vii middle school in the form of an image is as follows.
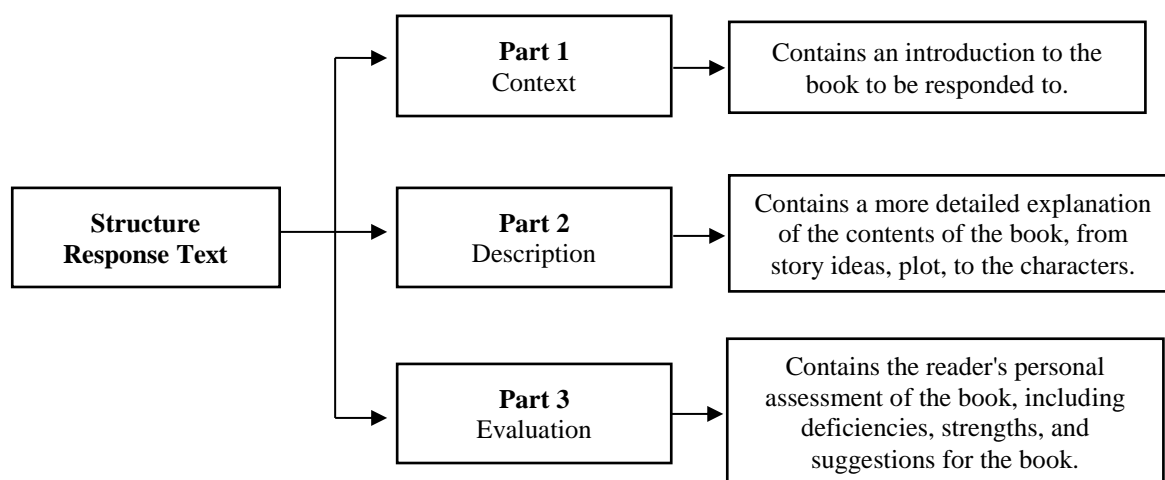
Figure 1. The Structure of the Response Text for the Book Entitled *Itam and U* in the Indonesian Language Textbook for Class VII Middle School

Discussion

The structure of the text of responses to *Itam and U* books in Indonesian language textbooks for class vii middle schools are context, description, and assessment. This shows that the structure of the response text to *Itam and U* books in Indonesian textbooks for class vii middle school is the same as that of Subarna, et al. (2021) and Kosasih & Restuti (2018:105) that the response text structure only has a context structure, description, and assessment. In the context section contains the identity of *Itam and U* books, only the author does not write the title of the response text to *Itam and U* books. The description section contains a more detailed explanation of Itam and U books. In the assessment section, contains the author's personal assessment of Itam and U books.

The first part in the response text to *Itam and U* books, namely the context because it contains the introduction of the book to be responded to.

Example quote:
Book Title: Itam and U
Author: Yovita Siswati
Illustrator: Evi Shelvia
Number of pages: 48 pages
Publisher: Ministry of Education and Culture of the Republic of Indonesia
Year of issue: 2020 (STT-01).

From the example of the text quotation above, it shows that the context section contains the identity of the books *Itam and U* which include the title of the book, the author, the illustrator, the number of pages, the publisher, and the year the book was published. This is in accordance with the theory of Kosasih & Restuti (2018: 105) and Subarna, et al. (2021).

The second part of the response text to *Itam and U* book is the description. The description is a continuation of the context section. The description section contains a more detailed explanation of the contents of the book.

Example quote:

> Itam and U is a fictional story that tells the story of a child named Itam when the tsunami occurred in Aceh. This picture book is filled with illustrations that stir the emotions. This story opens with the song Smong sung by Cik Lam, a father figure in this story. It is said that Smong, which means big wave, is a sign of a tsunami. In short, Itam was separated from his playmate at the time, namely Micel, when the earthquake occurred. Itam was hit by high waves of sea water, then tossed around until finally he got stuck in a coconut tree. He waited there until rescued by the rescue team. Unfortunately, Itam could not meet Micel, nor his parents. Itam continues to search for his family and feels hopeless. Itam continues to wait by the coconut tree and counts the number of days it has passed by drawing it on the U trunk of the coconut tree (STT-02).
> This book tells about the process of changing the attitude of a child who was a victim of the tsunami. At first he cried over his father and mother who did not return, but he was finally able to accept the situation (STT-03).

From the examples of the quotations above, it shows that the description section contains further explanations about the contents of *Itam and U* books which include story ideas, plots, and characters. In other words, this section contains a synopsis of *Itam and U* book. This is in accordance with the theory of Kosasih & Restuti (2018: 105) and Subarna, et al. (2021).

The third part in the response text to *Itam and U* books, namely assessment. The assessment section contains the reader's personal assessment of the book which includes deficiencies, strengths, and suggestions for the book.

Example quote:

> The process of changing Itam's feelings is well illustrated through illustrations that change color from dark to bright. I really like this book. Even though the story in this book is sad, the writer ends the story with optimism. The author seems to convey a message that everyone must forget their past (STT-04).

> This book reminds me of other story books about tsunamis, the illustrations in this book are better. In this book there are several terms in Acehnese, such as gampong, Cik, and Smong. I can guess what it means. However, it would be better if the author lists a glossary at the end. This book, published by the Ministry of Education and Culture, also reminds me to love my family more (STT-05).
> In my opinion, this book is suitable for anyone to read, especially those who like pictures and illustrations (STT-06).

From the examples of the quotations above, it shows that the assessment section contains the author's personal assessment of the *Itam and U* books. The advantage in *Itam and U* books is that the process of changing feelings is described very well through illustrations that change color from dark to bright. In addition, the writer conveys the message

well to the reader that everyone must forget their past. The *Itam and U* books have better illustrations than the other books. The weakness in this book is that the author does not include the meaning of several Acehnese terms used in the story. As for suggestions for this book, the author should provide a list of glossaries at the end of the book.

In addition, the assessment section contains the author's final review regarding the suitability of the book to be read. In this case, the writer believes that *Itam and U* books are suitable for reading by every age group, especially for people who like illustrations. This is in accordance with the opinion of Kosasih & Restuti (2018: 105) and Subarna, et al. (2021). From the structure and content of the response text to *Itam and U* books, it can be used as a teaching material for Indonesian language teachers in teaching response text material in class VII KD 3.7 and 4.7.

CONCLUSION

The structure of the text of responses to *Itam and U* books in Indonesian language textbooks for class vii middle schools are context, description, and assessment. The context section contains the introduction of the book to be responded to. The description section contains a more detailed explanation of the contents of the book, from story ideas, plot, to the characters. While the assessment section contains the reader's personal assessment of the book, including the shortcomings, strengths, and suggestions for the book.

The suggestion from the results of this research for Indonesian teachers is to make the results of research on the structure and content of response texts on *Itam and U* books in Indonesian language textbooks for class vii middle schools as one of the teaching materials for Indonesian teachers in teaching response text material. Then, for further research that this research is only limited to examining the structure and content of the response text to *Itam and U* books in Indonesian language textbooks for class vii middle schools using the Mayring content analysis method. So, advanced researchers can study it using other discourse analysis methods or study it on other aspects of language.

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