The Structure of Collection of Short Stories Writing for Indonesian Children (Functional Systemic Linguistic Approach)

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Abstract. This study aims to determine the structure of the text contained in the short story text. This research is a type of qualitative descriptive research using note-taking techniques. Data in the form of clauses, noun groups, and lexis taken in the book Penulis Cilik Indonesia (Peci) and Kecil-Kecil Punya Karya (KKPK). The results of the study show that all short stories are written in the narrative genre and fulfill the obligatory narrative structures, namely orientation, complication, and resolution. Based on the text structure of Indonesian children's short stories above, it can be concluded that Indonesian children's writers have the ability to create short stories by fulfilling the required structure. The completeness of the text structure relates to the systematics of the author presenting ideas and the systematics of the story or stories he weaves. If the structure is complete, then the story will be harmoniously intertwined, conversely, if the structure is incomplete, it will cause confusion in the story.

Keywords: Structure · texts · short stories · FSL

1 Introduction

Writing activities for children are an effective way to express creativity, imagination and ideas. Their verbal expressions show their mastery of language and the reality of their experiences. Their ability to write short stories shows their ability to realize the metafunctions of language, namely ideational, interpersonal, and textual functions.

*These are the three kinds of meaning that are embodied in human language as a whole, forming the basis of the semantic organization of all natural languages. We shall refer to these as 'metafunction', and use for them the terms ideational, Interpersonal and Textual (*Halliday, 1985:53)*.*

Halliday explained that there are three metafunctions of language, namely ideational, interpersonal, and textual. The ideational function is a learning or thinking function that shows the reality of experience without including abstract logical elements. The

interpersonal function is the function of acting between participants, and the textual function is coherence between one part of the text and other parts or things that are said according to the context (Halliday-Hasan, 1992: 61–62).

Giving children the opportunity to write is very important because writing or composing can help them in the process of acquiring or learning a language, be it their mother tongue, second language, or foreign language which is used as a medium for conveying the stories they create (Djatmika, 2012). To accommodate their writing talent, there are currently a number of books that contain children's writings such as books Penulis Cilik Indonesia (Peci) dan Kecil-Kecil Punya Karya (KKPK). The book is presented with illustrated pictures to make it more attractive to writers and children readers. The children who wrote the short stories in the Peci and KKPK books were aged between 9 and 14 years. Apart from that, writing is a verbal expression that comes from ideas and the reality of their experiences. The language they show is a picture of their experience in acquiring language. It can be said, at this age children already have maturity in language. According to Rose and Nicolls (2003:79) the range of opportunities to acquire the mother tongue (native language accent) is when the child is 12 or 13 years old and under. So, at this time children can more easily absorb language learning and children's language skills can be said to be mature because they can already make various sentence constructions.

According to Wahjawidodo et al. (1985), linguistic factors that need to be considered in writing a discourse are the type of discourse that must be in accordance with the purpose of writing, words and sentences must be easily understood by the intended reader, and the ideas conveyed are logical. The purpose of writing a short story is to tell a story or past experience and entertain the reader. The appropriate types of discourse or genres are narrative, recount, anecdote, and exemplum. Another linguistic factor is that words (lexis) and sentences are easily understood by target readers, namely children or in other words this is related to readability. Finally, the ideas presented are logical. This is related to the logic of language or in LSF regarding the use of clauses and noun groups.

Functional Systemic Linguistics (FSL) was chosen as the discourse analysis approach in this study, because FSL is considered capable of analyzing discourse in a complex manner, both from grammatical and lexical aspects. In addition, FSL can also analyze discourse units in detail, from the clause to word level, be it narrative text, conversational text or report text, with various purposes.

The opinion above is supported by Eggins' statement (2004:2–3) that FSL is considered quite appropriate and useful for the study of texts related to language education, child language development, computational linguistic, media discourse), and casual conversation. Research on discourse using the Systemic Functional Linguistics (FSL) approach has been widely carried out. Some researchers conduct research on political, legal, narrative, and media discourse with FSL to show ideology, interpersonal, and figurative language in texts. This shows the importance of analyzing a discourse to understand and dig deeper into what is stored in it with physical evidence, namely lingual units.

Furthermore, research is related to text quality, one of which is determined by its readability. In determining the readability level of a text, Fry's chart test can be used (Pujiastuti, 2013). Assessment of readability is done by adding up the sentences per

hundred words and adding up the syllables per hundred words, then the readability level is estimated. Presentation of readability data is presented with a graph. The weakness of this study is the use of the Fry chart test which is actually used for English, while this study analyzes the quality of Indonesian texts. In addition, Fry's graphic test only tests readability through the short length of sentences.

In addition to the Fry chart test, the readability of a text can also be determined through the Flesch Kincaid and Gunning (FOG) formula (Instone, 2011). These two formulas are almost the same as Fry's chart, which determines the level of readability through the short length of words or sentences. The difference is that Flesch Kincaid focuses more on the number of syllables per word and the number of words per sentence; Gunning (FOG) focuses on mathematical calculations of sentence length and percentage of polysyllabic words; and Fry's charts focus on sentences per hundred words and syllables per hundred words. These three formulas pay little attention to the semantic side which actually also affects the readability of a text, such as incongruence or borrowing words from foreign languages.

Similar research on text quality (Wengrum, 2015) used a questionnaire as a method to obtain data related to readability, but the data obtained lacked depth, because quality is determined by text structure, noun groups, lexis, clauses, and readability. The research also lacks the relationship between these aspects. Furthermore, research on the quality of the Indonesian language (Djatmika, 2012; Djatmika & Wibowo, 2016) has looked at the text from its structure, vocabulary selection, and grammar practice. However, this research does not look at noun groups as things that affect language quality.

Research on strategies to improve the quality of language processing (Djatmika, Primasita, and Priyanto, 2011) looks at text based on its structure, lexis, clauses, and readability. This study does not include the use of noun groups as a unit that influences language quality. Santosa (2011) examines the conjunctive relationship and its influence on figurative language in the discourse of various text genres. It explains how the impact of conjunctive relationships on grammatical intricacy.

Based on previous studies, researchers want to take a gap in order to improve existing research. Previous studies have not taken the genre of stories written by children's authors which are analyzed through the structure of the text. Thus, to complement previous research, researchers took children's writings from KKPK and Peci as sources of short stories. Then, the text structure is dissected, so that readability is found.

2 Research Methods

a. Types of Research

This research is a qualitative research. So, the results that can be concluded from this study, namely the quality of children's Indonesian will be obtained after analyzing the structure of the text contained in a collection of short story texts written by children.

b. Research Focus

According to Lincoln & Guba (1985), location is a "focus-determined boundary", the boundary is determined by the focus or research object. Furthermore, Spradley (1980)

added that there are three aspects contained in the research location: 1) place/setting, 2) actors/participants, and 3) events. Basically, the location of this research is books with trade labels PECI and KKPK. Each of them took two short stories, so there were 4 short stories studied. The participants in this study were children's writers who wrote short stories. Finally, the research events are writing and reading.

iii. Data Sources and Data

The data source is the source where the data is obtained. Data sources can be places, informants, events, documents, sites, and so on (Santosa, 2014: 51). This study used document sources, namely short story texts in the Peci and KKPK books written by Indonesian children. The primary data in this study is data related to the structure of the text. Secondary data is in the form of statements or research results from previous related studies.

iv. Sampling

Purposive sampling is the sampling model that will be used in this study. The purposive sampling in this study was based on the following criteria: 1) short stories were created by Indonesian children; 2) written by children ranging in age from elementary school to junior high school; 3) short story works published by Indonesian publishing houses under trade labels Peci and KKPK; 4) there are many short stories that have been published in Peci and KKPK, but the researcher only took four short stories based on the author's experience. Children who have more experience in writing, such as having previously published literary works or having participated in writing competitions will be taken as research material.

e. Data Collection Techniques

Data collection techniques are usually closely related to the type of data source used. The type of data source will determine the technique to be used (Santosa, 2017:53). So, according to the type of source, namely documents, this study uses a note-taking technique (Mahsun, 2012). The listening method is a way of obtaining data by listening to the use of language. This method is not only applied to spoken data, but also written text. As a written text, even in the context of linguistic scientific research, it can be said to be "observed" if the use of the text is examined (Sudaryanto, 2015: 207). In this case, the researchers listened to the use of children's language in the short stories they wrote and continued by recording data relevant to the research. The data is obtained in the following way: 1) observing the use of text structure, the structure that covers the text will determine the genre of the text; 2) observing the use of clauses and classifying them into 3 categories, namely minor clauses, simplex clauses, and complex clauses; 3) observing the use of nominal groups and classifying them into simple and complex noun groups; 4) listen to the use of the lexis and put it into 2 lexical categories, namely congruent and incongruent.

f. Data Analysis

Data analysis is the process of organizing and sorting data into patterns, categories, and basic descriptive units. The work of data analysis in this case is to organize, sort, group, code, and categorize it (Moleong, 2010: 280–281). The type of data source in this

research is document data source, and to analyze document content, Spradley (1980) suggests document analysis. According to Spradley, content analysis is divided into four major stages, namely domain analysis, taxonomic analysis, component analysis, and cultural theme analysis.

3 Research Result

Genre in LSF is seen as a social process that is gradual and oriented towards a social goal (Martin, 1992:505). Each type of text genre has a different structure. Short stories, which are an acronym for short stories, have the aim of telling an incident (real or not) and have the nature of entertaining readers or listeners.

Judging from its purpose, short stories can be in the form of narrative, recount, anecdote, or exemplum. These four genres have a different structure. Every writer has their own way of writing their story. For the narrative itself, some include elements of the mandate (koda) and evaluation in the story and some do not, as shown in the following Table 1.

Information:
O = Orientasi
K = Komplikasi
E = evaluasi
R = Resolusi
Ko = Koda

The Table 2 shows the text structure of the four short stories. All short stories have an orientation, complication, and resolution structure. There are two short stories that have

Table 1. Text Structure Sequence

Sumber	Judul	Genre	Struktur
KKPK	Hadiah Terindah	Naratif	O-K-R-E
	Lembar Keseratus	Naratif	O-K-E-R-Ko
Peci	Mahkota Surga untuk Ayah	Naratif	O-K-E-R-Ko
	Bekal untuk Reno	Naratif	O-K-R

Table 2. Text Structure Components

Sumber	Judul	Struktur				
KKPK		O	K	E	R	Ko
	Hadiah Terindah	v	v	v	v	-
	Lembar Keseratus	v	v	v	v	v
Peci	Mahkota Surga untuk Ayah	v	v	v	v	v
	Bekal untuk Reno	v	v	-	v	-

a complete structure, namely short story number 2 (KKPK) and short story number 3 (Peci). The complete structure includes orientation, complication, resolution, evaluation, and coda. There are two short stories that do not have a complete structure, namely short stories 1 and short stories 4. For short story 1 does not contain coda elements, while short story 4 does not contain evaluation and coda.

4 Discussion

Discourse and text structure are two things that cannot be separated. The structure of the text of a discourse varies depending on the objectives that exist in that discourse. With regard to the structure of the text, according to Halliday-Hasan (1992) there are three elements in a text, namely the elements that must be present, the elements of choice, and the elements of repetition (appearing - coming back). The mandatory elements determine the genre of the text. As an optional unit or not required to be present, the absence of one or both of these discourse units does not affect the status of a text (Djatmika, 2012:19). This type of text can be referred to as a genre.

Abstract, orientation, complication, evaluation, resolution, and coda are the six structures that build a short story or story. Each of these structures has its own role. Abstract, for example, serves as an introduction to a short story. When entering orientation, the writer usually begins to introduce the characters, characters, and conflicts that will be experienced. Meanwhile, in the complication section, the short story conflict is shown in its entirety. As for the evaluation section, steps are taken to resolve the conflict before it is completely resolved in the resolution section. The coda section functions like a cover for a short story. This section also contains values that can be learned from a short story.

After examining the findings that there are two short stories whose text structure is incomplete, it is necessary to understand that the text in a story has a very important position. This relates to the systematics of the author presenting ideas and the systematics of the story or stories he weaves. If the structure is complete, then the story will be harmoniously intertwined, conversely, if the structure is incomplete, it will cause confusion in the story.

Orientation shows an introduction to the characters and setting of the story before entering the core of the story. After knowing the characters and the background of the story, start with the conflicts that occur in each character. These are called complications. Complication is the core that the author wants to tell. Usually in complications there are problems that require a solution. It's called resolution.

Besides orientation, complications, and resolution, there are evaluations and coda that make the story even more perfect. Evaluation is the author's way of conveying his assessment of the problems in the story. There is much that can be learned from past events. Self-introspection and wisdom are forms of evaluation. The coda is the message or message of the story aimed at the reader. The coda can be in the form of words of encouragement or a quote like this:

"*Berusahalah! Bangkitlah! Jangan mudah terpuruk dalam kesedihanmu! Jangan terpengaruh dan tenggelam dalam kegagalanmu! Sesungguhnya kegagalan hanyalah keberhasilan yang tertunda. Suatu saat nanti, dengan usaha dan tekad yang kuat, kita bisa, Indonesia!.* (Make an effort! Rise up! Do not easily sink in your sadness! Do not

be affected and drown in your failures! In fact, failure is just delayed success. One day, with strong effort and determination, we will be able to, Indonesia!).”

In addition to words of encouragement, coda can also take the form of a quote. The following is the coda quoted from the hadith:

“Aku selalu ingat pesan ayah. Waktu itu, ayah membacakan sebuah hadits: Rasulullah SAW bersabda, “Siapa yang membaca Al-Qur’an, mempelajari, dan. mengamalkannya maka akan dipakaikan mahkota dari cahaya pada hari kiamat. yang mana cahayanya seperti cahaya matahari. Dan kedua orangtuanya akan. dipakaikan jubah (kemuliaan) yang tidak pernah didapatkan di dunia.” Keduanya. bertanya, “Mengapa kami dipakaikan ini (jubah)?” Dijawab, “Karena kalian. berdua telah memerintahkan anak kalian untuk mempelajari Al-Qur’an.” (I always remember dad’s message. At that time, my father recited a hadith: Rasulullah SAW said, “Who reads the Qur’an, studies, and If you practice it, you will be put on a crown of light on the Day of Judgment whose light is like the light of the sun. And his parents would clothed in robes (glory) that can never be obtained in the world.” Both of them ask, “Why are we wearing these (robes)?” The answer was, “Because of you Both of you have ordered your children to study the Qur’an.”

Two short story texts contain an evaluation structure and coda. One short story does not contain the coda and the other does not contain both. In other words, only two short story texts (1 KKPK and 1 Peci) have a perfect text structure which contains orientation, complication, evaluation, resolution, and coda. This way of writing is very good for the development of children’s language and morals, because in a narrative text not only tells the chronology of events, but also follows evaluation and coda. As stated by Djatmika (2012) and Djatmika & Wibowo (2016), story books can be a companion tool for the child’s language development process because they have two important roles, namely as a model for effective language processing and a means for realizing language skills.

5   Conclusion

All short story texts are arranged with the same genre, namely narrative. All of them contain obligatory narrative structures, namely orientation, complication, and resolution. Three of the four short stories contain evaluations and two contain coda. Every short story that has a coda structure is preceded by an evaluation. Meanwhile, short stories that have an evaluation structure are not necessarily accompanied by a coda. The short story text written by Indonesian children’s writers tends to have a high level of readability. Basically, the text is easy to understand, it’s just that there are a few difficult words, but only a few. Besides that, the two short stories also do not have a systematic text structure. The rest both in terms of language and story content presented is quite good and easy to understand.

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