

Analysis of Textual Realization in Genre Description and Explanation by Students of Samudra University

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Abstract

This article discusses the Linguistic features found in the text description and explanation of the events or cultural activities of Aceh in the city of Langsa. The purpose of this research is to examine the realization of textual features in the text description and explanation. The method used in this research is descriptive-qualitative, qualitative research is a research procedure that produces descriptive data in the form of words written or spoken from people or behaviors that can be observed'. The data of this study are linguistic units in the form of clauses derived from 10 written texts of genre description and explanation by fifth semester students, English Education Study Program at the Faculty of Teacher Training at Samudra Langsa University. The analysis is carried out based on the functional systemic linguistic theory (LSF) framework, with the analytical construct formulated. The findings of this study are complex theme types, including markers such as: and, and then, when, because, cause, after that, before that, if, so, while, that and next. These markers function as conjunctions, connectors and successors. Of all these markers, contained in the text, only the "and then" markers are the most dominant markers.

Keywords

description and explanation genre's
textual



I. Introduction

Text description and explanation must be studied by every student who is in the English Education Study Program (PSPBI) Faculty of Teacher Training and Education (FKIP). By studying the text, students can understand the writing of basic description and Expansion texts and also form generic structures as a whole. Gerot and Wignell (1994: 165) state that a generic structure consists of two stages including: identification and description. Of the two stages there are each explanation, namely identification is the first stage that aims to identify the phenomenon that will be explained, the second stage is a description which is a stage to describe the part, quality, and characteristics.

Halliday and Hasan (1992: 6) suggested that the terms context and text, put together like this to remind that these two things are aspects of the simiotic system of every text there must be a context that accompanies the text. The statement explains the context of determining the text and the text basically refers to the context as well, therefore, the text and the context can not be separated, because the two are interrelated. The social context is divided into three categories, namely: the context of the situation, the cultural context, the ideological context. This research is focused on the cultural context. As culture, description and explanation are realized in language. This is in line with the statement of Sinar (2008: 64) which states that there is a concept of genre as a cultural context variable. Genre is a cultural context that is a gradual and goal-oriented social process. Genre is a variety of cultures in language activities that are gradual, tolerant and as a goal-oriented activity that involves the writer / speaker of the genre as a member of the text culture.

Genre description and explanation has a text structure including description text starting from identification and description. The generic structure uses the present tense sentence (things done everyday), as well as the explanatory text starting from general statements to position the reader and a sequential explanation of why or how things happen. Both of these texts are the same use temporal conjunction (conjunctions) such as the words "first", "then", "and then", "after that", "before that" and other conjunctions. This description and explanation text is in accordance with the RPP (Learning Implementation Plan) in the 2013 curriculum which is implemented at the senior secondary level and up to the university level as well. So in this case, there is no word cannot in writing the story text, because the text of this story is included in the curriculum. Therefore students must know the generic structure and its components (grammatically).

Several universities in Sumatra have used genre-based approaches in teaching writing (*writing*), one of them includes University of Samudra (UNSAM) Langsa which applies the teaching of genre approach to students (PSPBI), at the Faculty of Teacher Training and Education (FKIP) University of Samudra (UNSAM). Description and explanation genre texts written by students must have linguistic features and social context, besides that students must also have several considerations, including having the ability to understand and master linguistics and knowledge of writing description and explanation genre texts. Therefore they are required to attend writing courses in semester III, semester IV and semester V. For students of the Faculty of Teacher Training and Education in English, writing descriptive and explanatory texts is a daily activity that is never separated from learning courses. With the competencies that have been learned by each student (PSBI), the researcher further studies the writing products in the form of writing the text of the stories they produce.

From the perceptions of the study of Functional Systemic Linguistics (LSF), the text of description and explanation is a cultural context which is at the connotative semiotic level. In connotative semiotics the form of language is not found, therefore, it must be borrowed consecutively from the ideological level to the cultural context in realizing it. The level of cultural context does not yet have a form; therefore this cultural context borrows a form of situation context to realize it. The same thing still happens because all three levels are still outside the realm of languages that have no form. With the system of borrowing forms to the level below, the lending process stops at the semantic level of discourse or text. This happens because the semantic discourse or text has a meaning that can be realized by the form (*lexicogrammar*), with phonological / graphological expressions. As a cultural context, the genre needs to be examined, because based on the viewpoint of Functional Systemic Linguistics (LSF), the existence of social semiotics (language) comes from connotative semiotics, namely ideologies realized by genres. The next genre is realized by the register, which then the register is realized by the language in a row the existence of ideology then the cultural context. Each social and language context can be seen its realization.

According to Halliday and Hasan (1992: 61-62) the three metafunctional elements in language that are not related to the function of 'use' - they are not ways of using language, but rather are a source to ensure that what is expressed is relevant to clinging and related to context, this is referred to as textual metaphy.

According to Saragih (2006) Complex themes (multiple themes) show that the function of a theme in one clause is occupied by a number of elements, each element having a different function. Specifically, complex themes consist of textual themes, interpersonal themes, and topical themes. Textual themes include a) conjunctions

(conjunctions) functioning to connect clauses, such as and, because, but, so, then. b) a relative pronoun (pronoun) is the one and .. which is commonly used to connect, replace antecedent nouns, and at the same time insert clauses into larger clauses. c) Conjunctive includes words or phrases that function to connect meaning with clauses, paragraphs with paragraphs or text with other texts. Such words or phrases anyway, in addition, in other words, then, accordingly, accordingly, therefore, therefore. d) Continuatives are sounds, words, or phrases, which function to form the context so that the text delivered before and after it continues and is connected in meaning and context. His expression is like oh, well, yes, no, a..a..a .., or e ... e ... e .., mmm..mmm..mmm ... (which shows stuttering or overtaking), so, and so on are markers successor.

Besides talking about language, it is important to raise the topic of a cultural text on local content such as activities *Kenduri laut*, *Peusijek*, *karnaval Tujuh-belasan*, *Maulid Nabi*, *Teumanom bijeh*, *Peleut manoek* other activities. In addition to loving the local content of Acehese culture. Therefore the Acehese people have many social events and to this day the culture from generation to generation is still being carried out, for this reason it is necessary to encourage these students to retell about this Acehese culture in the form of text descriptions and explanations. The purpose of this study is to analyze textual relations in the genre of description and explanation written by students

Research about *genre* previous text has already been done. Among them, Purnomo (2014) explains that texts and discourses can be said to be identical even though at first the text was considered to be more directed towards written language, while discourse included oral and written. The text genre can be said to be identical to the type of text. This research uses systemic functional linguistic theory (LFS). Furthermore Wiratno and Santoso (2014) explain the understanding of language, the function of language and explain the social context of language use. Which language as a communication tool, so that the speakers of a language are bound by social rules that apply in the speech community. The language spoken cannot be separated from the social context, and therefore language has a social function.

II. Research Method

This research is a descriptive-qualitative research. Qualitatively the story text that discusses the context of society, culture, events in Aceh, especially in the city of Langsa, which is described in accordance with the rules of Systemic Functional Linguistics Theory (TLFS) by examining the linguistic features and cultural context in the story text.

Bogdan et al in Margono (2014: 36) state that 'qualitative research is a research procedure that produces descriptive data in the form of written or oral words from people or observable behavior'. Meanwhile, according to Kirk and Miller defines that qualitative research is a particular tradition in social science that fundamentally depends on observing humans in their own region and dealing with these people in their language and in their events. This approach is very useful in this study, because this approach can be declared feasible to use, as in this study the data obtained is from events or events that occur around the City of Langsa through observation from people who carry out cultural activities. Then, the data obtained is through the experiences of the students themselves. The experience is in the form of events or events that have occurred around Langsa City, after that the event was written by the fifth semester students, English Education Study Program at the Faculty of Teacher Training and Education, Universitas Samudra in 2018, which was described in accordance with the text description and explanation, which was then be the data for this research.

III. Discussion

Table 1. Types of Complex Themes in 10 Story Texts

NO	DATA	NO KLAUSA	TYPES OF THEMES	MARKERS	DESCRIPTION
1	Text 1	3	Textual	And they	Conjunction
2		5	Textual	And the last	Conjunction
3		6	Textual	And then	Conjunction
4		7	Textual	And then	Conjunction
5		10	Textual	And then	Conjunction
6		11	Textual	After that	Conjunction
7		12	Textual	And the	Conjunction
8	Text 2	6	Textual	And	Conjunction
9		11	Textual	If	Connector
10		13	Textual	And	Conjunction
11		14	Textual	Then	Conjunction
12	Text 3	6	Textual	And	Conjunction
13		7	Textual	So they are	Successor
14		9	Textual	Before	Conjunction
15		12	Textual	While the	Connector
16		13	Textual	Then they	Conjunction
17	Text 4	5	Textual	That was	Conjunction
18		15	Textual	That was	Conjunction
19	Text 5	3	Textual	After the	Conjunction
20		6	Textual	Then	Conjunction
21		7	Textual	Then	Conjunction
22		11	Textual	When	Connector
23		12	Textual	The thus	Connector
24		13	Textual	And the	Conjunction
25	Text 6	2	Textual	And	Conjunction
26		3	Textual	After	Conjunction
27		6	Textual	Next	Conjunction
28		7	Textual	And it	Conjunction
29		8	Textual	Then	Comjunction
30		11	Textual	Hence	Connector
31		12	Textual	So we	Successor
32	Text 7	5	Textual	That	Conjunction
33		10	Textual	After	Conjunction
34	Text 8	5	Textual	That	Conjunction
35		6	Textual	That	Conjunction
36		9	Intellectual	And then	Conjunction
37		12	Textual	That they	Conjunction
38		13	Textual	Then	Conjunction
39	Text 9	4	Textual	Before	Conjunction
40		5	Textual	If we	Connector
41		8	Textual	Because	Conjunction
42		9	Textual	If	Connector
43	Text 10	4	Textual	When	Connector
44		10	Textual	So	Successor
45		12	Textual	And	Conjunction

46		13	Textual	Cause	Conjunction
47		19	Textual	After	Conjunction
48		22	Textual	So	Successor

From all 10 texts in table 4.2 you can see the types of textual themes in each text between:

1. In text 1 (one) there are 13 clauses and only 7 clauses have textual theme types, namely clause to: 3,5,6,7,10,11,12.
2. In the second text (2) there are 14 clauses and only 4 clauses that have textual theme types are clauses to: 6, 11, 13, and 14.
3. Furthermore, in text three (3) there are 13 clauses, but only 5 clauses that have textual theme types, namely clauses: 6, 7, 9, 12, and 13.
4. Then in text four (4) there are 17 clauses, but only 2 clauses are included in the textual theme, namely clause 5: 15.
5. In text five (5) there are 13 clauses, which have textual theme types in clauses 3, 6, 7, 11, 12 and 13.
6. In text six (6) there are 12 clauses, but in text 6 there are only 7 types of textual themes including clauses to: 2, 3, 6, 7, 8,11 and 12.
7. Then the seven (7) texts have 13 clauses, but the only textual themes in the 5th and 10th clauses have.
8. Furthermore text eight (8) there are 13 clauses, which have only 5 clauses of textual themes including clauses to: 5, 6, 9, 12 and 13.
9. In text Nine (9) there are 12 clauses, which have only 4 textual theme types, including clauses to: 4, 5, 8 and 9.
10. Finally, text 10 has 22 clauses, but only 6 clauses have textual themes, including clauses to: 4, 10, 12, 13, 19 and 22.

From the findings above it can be seen that in the 10 texts there are 142 clauses. However, there are 48 clauses of textual themes in the 10 texts, which have markers including: and, and then, when, because, cause, after that, before that, if, so, while, that and next. These markers function as conjunctions, connectors and successors. Of all the markers contained in the text, the "and then" markers are the most dominant markers. The following is a theme analysis, including the following:

Text (1) Clause (1)

Peusijuek is an indigeneous process in the culture of Acehnese society which is practiced until now.

"Peusijuek is an indigenous process in the culture of Acehnese society which is practiced until now"

In the text (1) clause (1) the word "peusijuk" is identified as a Theme, because the word "peusijuk" in clause (1) is positioned as the core of the sentence or topic of discussion, and the other words contained in clause (1) are elements of the clause explain the position of the theme or theme is information that is placed at the front.

Table 2. Text (1) Clause (2)

Peusijuk	is an indigeneous process inthe culture of Acehnese society which is practiced until now.
THEME	REMA

Text (1) Clause (3)
 and they can get more.
 "And they can get more"

The theme in clause (3) is included in the complex theme type, this is because the core of the kluasa is formed from several elements, namely the conjunction "and" which functions as a textual theme and the element "they" which functions as a participant (topical), in addition to that element the word "can get more" is positioned as Rema.

Table 3. Text (1) Clause (3)

And	They are	can get more
CONJUNCTION	Topical	REMA
TEXTUAL		
THEME		

Text (2) Clause (5)
The people of Aceh often also mention this month as the month of improving nutrients
 "The people of Aceh often also call this month as a month to improve nutrition"

In the text (2) clause (5) the word "the people of Aceh" is identified as a Theme, because the word in clause (5) serves as the core of the clause or topic of the discussion, and the other words contained in clause (5) are elements clause that explains the position of the Theme, in other words the theme is the starting point or the beginning of a message that is realized in the clause.

Table 4. Text (2) Clause (5)

The Pople of Aceh	Often also mention this month as the month of improving.
THEME	REMA

Text (2) Clause (11)
If the celebration is large
 "If the celebration is big"

In the text (2), the Theme in clause (11) belongs to the type of complex theme, this is because the core of the kluasa is formed from several elements, namely the connector "if" which functions as a textual theme and the word element "the celebration" which functions as a participant (topical), besides that the word "is large" is in the form of Rema.

Table 5. Text (2) Clause (11)

if	The celebration	Is large
CONNECTOR	Topical	REMA
TEXTUAL		
THEME		

Text (3) Clause (4)
Canduri blang is held in a spacious place in the rice fields.
 "Canduri Blang held in a large place in the fields"

In the text (3) clause (4) the word "kenduri blang" is identified as a Theme, because the word in clause (5) serves as the core of the clause or topic of the discussion, and the other words contained in clause (4) are elements of the clause explain the position of the

Theme, in other words the theme is the starting point or start of a message that is realized in the clause.

Table 6. Text (3) Clause (4)

Swallow blang	is held in a spacious place in the rice fields.
THEME	REMA

Text (3) Clause (6)

so they are very participating to hold a feast event

"So they really participated to have a party"

In text (3), the Theme in clause (6) belongs to the type of complex theme, this is because the core of the kluasa is formed of several elements, namely the successor "so" which functions as a textual theme and the element "they" which functions as a participant (topical), apart from that the element "are very participating to hold a feast event" plays as Rema.

Table 7. Text (3) Clause (6)

So	They are	are very participating to hold a feast event
SUCCESSOR	Topical	REMA
TEXTUAL		
THEME		

Text (4) clause (4)

Kenduri laot was motivated by the shipwreck

"Feast of laot pushed (distance) by ship accident"

In the text (4) clause (4) the word "the people of Aceh" is identified as a Theme, because the word in clause (4) functions as the core of the clause or topic of the discussion, and the other words contained in clause (4) are elements clause that explains the position of the Theme, in other words the theme is the starting point or the beginning of a message that is realized in the clause.

Table 8. Text (4) Clause (4)

Take a sip	Was motivated by the shipwreck
THEME	REMA

Text (4) clause (15)

That was known to be thick with its Islamic values

"So it is known for its thick Islamic values"

In the text (4), the Theme in clause (15) belongs to the type of complex theme, this is because the core of the kluasa is formed from several elements, namely the connector "that" which functions as a textual theme and the element "kenduri laot" is not visible or implicit, but at the beginning of the paragraph or clause (1) the word "kenduri laot" is mentioned, the word functions as a participant (topical), in addition to the element of the word "was known to be thick with its Islamic values" is in the form of Rema.

Table 9. Text (4) Clause (15)

That		was known to be thick with its Islamic values
CONJUNCTION	Topical	REMA
TEXTUAL		
THEME		

Text (5) Clause (1)

Intat linto is escort the groom to the bridge's residence

"Ntat linto escorts the groom to the place of residence"

In the text (5) clause (1) the word "intat linto" is identified as a theme, because the word in clause (1) is positioned as the core of the sentence or topic of discussion, and the other words contained in clause (1) are elements of the clause that explain the position theme or theme is information that is placed at the front.

Table 10. Text (5) Clause (1)

Intat linto	is escort the groom the bridge's residence.
THEME	REMA

Text (5) clause (3)

After the marriage contract or consent from Kabul

"After the marriage ceremony or Kabul consent"

In the text (5), the Theme in clause (3) belongs to the type of complex theme, this is because the core of the kluasa is formed from several elements, namely the "after" connector that functions as a textual theme and the word "the marriage" element which functions as a participant (topical), other than that the word "contract or consent kabul" plays as Rema.

Table 11. Text (5) Clause (3)

After	the marriage	Contract or consent from Kabul
CONJUNCTION	Topical	REMA
TEXTUAL		
THEME		

Text (6) Clause (4)

Rock climbing was an event for appreciation of the citizen

"Pinang climbing is an event for citizen appreciation"

In text (6) clause (4) the word "rock climbing" is identified as a Theme, because the word in clause (4) serves as the core of the clause or topic of the discussion, and the other words contained in clause (4) are elements of the clause explain the position of the Theme, in other words the theme is the starting point or start of a message that is realized in the clause.

Table 12. Text (6) Clause (4)

Climbing slippery pole	was an event for appreciation of the citizen.
THEME	REMA

Text (6) Clause (12)

So we had to study hard to a good generation

"So we have been actively studying for a good generation"

In text (6), the Theme in clause (12) belongs to the type of complex theme, this is because the core of the kluasa is formed of several elements, namely the successor "sor" which functions as a textual theme and the element "we" which functions as a participant (topical), apart from that the word "had to study hard a good generation" is positioned as Rema.

Table 13. Text (6) Clause (12)

So	we	Had to study hard a good generation
SUCCESSOR	Topical	REMA
TEXTUAL		
THEME		

Text (7) clause (4)

This game is usually followed by gambling

"This game is usually followed by a bet"

In the text (7) clause (4) the word "this game" is identified as a theme, because the word in clause (4) is positioned as the core of the sentence or topic of discussion, and the other words contained in clause (4) are elements of the clause that explain the position from the theme or theme is information that is placed at the front.

Table 14. Text (7) Clause (4)

This game	is usually followed by gambling.
THEME	REMA

Text (7) Clause (9)

This race was held at 2 pm precisely

"This fight is held around 2 pm in broad daylight"

In the text (7) clause (9) the word "this race" is identified as a Theme, because the word in clause (9) serves as the core of the focus or topic of the discussion, and the other words contained in clause (9) are elements of the clause explain the position of the Theme, in other words the theme is the starting point or the start of a message that is realized in the clause.

Table 15. Text (7) Clause (9)

This race	was held at 2 pm precisely
THEME	REMA

Text (7) clause (10)

After the midday prayer until 6 pm in the race

"After midday prayer until 6 pm in the race"

In the text (7), the Theme in clause (10) belongs to the type of complex theme, this is because the core of the kluasa is formed of several elements, namely the "after" connector which functions as a textual theme and the word "the midday" element which functions as a participant (topical), apart from that the word "prayer until 6 pm in the race" plays as Rema.

Table 16. Text 7 Clause 10

After	The midday	Prayer until 6 pm in the race
CONJUNCTION	Topical	REMA
TEXTUAL		
THEME		

Text (8) clause (5)

That the Persians had been defeated in the battle of marathons

"That the Persians had played marathon matches"

In text (8), the theme in clause (5) belongs to the type of complex theme, this is because the core of the kluasa is formed of several elements, namely the connecting "that" which functions as a textual theme and the word element "the persians" which functions as a participant (topical), apart from that the element "had been defeated in the battle of marathon" plays as Rema.

Table 17. Text (8) Clause (5)

That	The Persians	Had been defeated in the battle of marathons
CONJUNCTION	Topical	REMA
TEXTUAL		
THEME		

Text (8) Clause (8)

The route will start Merdeka field to A. Yani Street

"The route will start from the Merdeka field to A. Yani street"

In the text (8) clause (8) the word "the route" is identified as a Theme, because the word in clause (8) functions as the core of the focus or topic of the discussion, and the other words contained in clause (8) are elements of the clause explain the position of the Theme, in other words the theme is the starting point or the start of a message that is realized in the clause.

Table 18. Text (8) Clause (8)

The route	will start Merdeka field to A. Yani street
THEME	REMA

Text (9) Clause (4)

Temanom bijeh started ate food or something by farmer

"Temanom Bijeh starts eating food or something by farmers"

In the text (9) clause (4) the word "teumanon bijeh" is identified as a theme, because the word in clause (4) is positioned as the core of the sentence or topic of the discussion, and the other words contained in clause (4) are elements of the clause that explain the position of the theme or theme is information that is placed at the front.

Table 19. Text (9) Clause (4)

Temanom Bijeh	Started ate food of something by farmer.
THEME	REMA

Text (9) Clause (8)

Because the society was thinking

"Because people are thinking"

In the text (9), the Theme in clause (8) belongs to the type of complex Theme, this is because the core of the kluasa is formed from several elements, namely the "because" connector that functions as a textual theme and the word element "the society" that functions as a participant (topical), besides that the word "was think" is positioned as Rema.

Table 20. Text (9) Clause (8)

Because	the society	was think
CONJUNCTION	Topical	REMA
TEXTUAL		
THEME		

Text (9) Clause (11)

The farmer has to pray

"Farmers have prayed"

In the text (9) clause (11) the word "the farmer" is identified as a Theme, because the word in clause (11) serves as the core of the focus or topic of the discussion, and the other words contained in clause (11) are elements of the clause explain the position of the Theme, in other words the theme is the starting point or start of a message that is realized in the clause.

Table 21. Text (9) Clause (11)

The Farmer	Have to pray
THEME	REMA

Text (10) clause (5)

G 30 S PKI is history about the struggle of the army

"The PKI G 30S is history about the struggle of the army"

In the text (10) clause (5) the word "G 30 S PKI" is identified as a Theme, because the word in clause (5) functions as the core of the clause or topic of the discussion, and the other words contained in clause (5) are elements clause that explains the position of the

Theme, in other words the theme is the starting point or the beginning of a message that is realized in the clause.

Table 22. Text (10) Clause (5)

G 30 S PKI	Is a history of the struggle of the army
THEME	REMA

Text (10) clause (6)

This movie was held in Merdeka square

"This film was held in the Merdeka Square"

In the text (10) clause (6) the word "this movie" is identified as a theme, because the word "this movie" in clause (6) is positioned as the core of the sentence or topic of the discussion, and the other words contained in clause (6) are elements clause that explains the position of the theme or theme is information that is placed at the front.

Table 23. Text (10) Clause (6)

This movie	was held in Merdeka square
THEME	REMA

Text (10) clause (19)

After the colonialist was annoying them.

"After the colonialists bothered them"

In text (10), the Theme in clause (9) belongs to the type of complex Theme, this is because the core of the kluasa is formed of several elements, namely the "after" connector which functions as a textual theme and the word "the colonialist" element which functions as a participant (topical), apart from that the word "was annoy them" was positioned as Rema.

Table 24. Text (10) Clause (19)

After	the colonialist	was annoying them
<i>CONJUNCTION</i>	Topical	REMA
<i>TEXTUAL</i>		
THEME		

IV. Conclusion

From the analysis of textual realization of the 10 texts, there are findings: 142 clauses, which included in the textual theme type are only 48 clauses, which have a type of markers including: and, and then, when, because, cause, after that, before that, if, so, while, that and next. These markers function as conjunctions, connectors and successors. Of all these markers, contained in the text, the "and then" markers are the most dominant markers.

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